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# SPECIAL EDUCATION FUND

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## SPECIAL EDUCATION FUND

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The Special Education expenditure budget for 2017/2018 was \$45,166,152. With that budget, the Special Education Department served a population of 3,924 students, Birth through age 21, with disabilities based on the State's annual unduplicated December 1 count. Students were served in non-categorical classrooms, with placements based on individual student needs as determined by the Individual Education Program (IEP) team.

The District offers a full continuum of special education services to meet the needs of youth with disabilities. Early Childhood Special Education programs serve infants and toddlers with services in natural settings (e.g. home) and pre-school students (3- and 4-year-olds) at multiple school-based centers across the District. For students in grades Kindergarten through 12, specialized instruction is available in models which include services in the general education classroom (co-taught/push-in models) and pull-out targeted instruction services in skill-based areas in the resource room for students who need a small-group learning setting for a portion of their day. RISE and Behavior Program programs (self-contained settings) provide a full range of services for students who need partial- to full-day support with special education services and instruction focused on individual goals developed by the IEP team. In addition, itinerant specialized instruction is available to support students with visual and/or hearing impairments. For students transitioning to adulthood with significant disabilities, transition programming is available at the three traditional high schools, the Community Campus and Community-based Service providers as determined by the IEP team. In accordance with South Dakota Codified Law 13.28.11, the District operates three education programs for adolescents attending residential treatment centers located at Volunteers of America-Dakotas South, Lutheran Social Services Summit Oaks, and the Juvenile Detention Center. In addition, the South Dakota Department of Corrections contracts the District to provide special education services at the South Dakota State Penitentiary.

A full program of related services including school psychology, nursing, speech and language therapy, assistive technology, occupational therapy, physical therapy, counseling and transportation are available to support students with disabilities through the special education process. The Sioux Falls School District will employ 726.40 FTE Special

Education staff members for 2018/2019, including teachers, administrators, related services providers, behavior facilitators/specialists, education assistants and other support staff.

Unique features of Special Education that require an intense commitment of resources include:

- Federally mandated guarantee of free appropriate public education (FAPE) for all students with disabilities from birth through age 21, including public and private school students.
- An on-going process of eligibility determination including formal evaluation, initial identification and at a minimum three-year re-evaluation, and possible dismissal of students.
- Extensive, constantly changing federal and state regulations resulting in a Comprehensive Plan for Special Education listing procedures which must be followed by all staff to comply with Federal law and State rules.
- Individual Education Programs (IEPs) developed annually for each student by an IEP team with membership unique to the student and consisting of parents, teachers, building administrators and related services personnel (if appropriate).
- Complaint and due process procedures supported by full-time community advocacy services which require resolution of any contested program recommendations.
- Maintenance of all individual student records for state and federal review in compliance with regulations.
- Annual report of all students by disability and service delivery to the State Department of Education, Special Education Programs Office.
- Revenue generation resulting in up to 60 percent of funding from other than local tax sources.
- Accountability through a State Performance Plan with seventeen indicators that include data targets for performance levels that are analyzed and reported publicly on an annual basis.

## **Meeting the District Goals**

The staff of Special Services works daily to achieve the District's mission of educating and preparing each student to succeed in a changing world by developing individualized programs for students with disabilities that provide educational benefit for students in the following ways:

- Revising curriculum to align with State and District standards and researching the most effective instructional practices for students to learn.
- Studying and organizing programs to address the changing needs of students with disabilities.
- Providing ongoing staff professional development to improve instruction and meet compliance requirements.
- Purchasing and utilizing assistive technology resources to support student's learning, provide educational access and achieve individual IEP goals.
- Managing expenditures and generating revenues.

## Special Education Fund - Revenues

Local property taxes are expected to increase in FY19 by \$1,618,053. Local taxes comprise 35.54 percent of Special Education revenues. Over 50 percent (50%) of Special Education revenues are from state sources. State sources are expected to increase this year by \$734,090. Federal revenues are expected to increase \$68,852 following a decrease in FY18 of over \$3 million. Other Local Sources are projected to decrease by \$147,000. The District is projecting to spend over \$621,000 from the Special Education Fund Cash Balance during FY19.

### FY19 Special Education Fund Revenues

Source	Budget FY18	Budget FY19	Increase/ (Decrease)
Local Property Taxes	\$14,861,571	\$16,479,624	\$1,618,053
State Revenue	22,533,985	23,268,075	734,090
Federal Revenue	5,166,000	5,234,852	68,852
Other Local Sources	2,604,596	1,391,887	(1,212,709)
<b>Total Revenue</b>	<b>\$45,166,152</b>	<b>\$46,374,438</b>	<b>\$1,208,286</b>

# SPECIAL EDUCATION FUND

## Revenues

### Property Taxes

Source	Budget FY18	Budget FY19	Increase/ (Decrease)
Property Taxes	\$14,861,571	\$16,479,624	\$1,618,053
<b>Total Revenue</b>	<b>\$14,861,571</b>	<b>\$16,479,624</b>	<b>\$1,618,053</b>

### State Sources

Source	Budget FY18	Budget FY19	Increase/ (Decrease)
Formula State Aid	\$22,503,985	\$23,258,075	\$754,090
Tuition Paid by State	30,000	10,000	(20,000)
<b>Total Revenue</b>	<b>\$22,533,985</b>	<b>\$23,268,075</b>	<b>\$734,090</b>

### Federal Sources

Source	Budget FY18	Budget FY19	Increase/ (Decrease)
Restricted Federal Grants in Aid	\$5,166,000	\$5,234,852	\$68,852
<b>Total Revenue</b>	<b>\$5,166,000</b>	<b>\$5,234,852</b>	<b>\$68,852</b>

### Other Local Sources

Source	Budget FY18	Budget FY19	Increase/ (Decrease)
Tuition Revenue	\$137,000	\$117,000	\$(20,000)
Interest Income	20,000	130,000	110,000
Mobile Home Tax	8,000	8,000	-
Medicaid	740,000	500,000	(240,000)
Penalties & Interest on Taxes	12,000	15,000	3,000
Cash from Fund Balance	1,687,596	621,887	(1,065,709)
<b>Total Revenue</b>	<b>\$2,604,596</b>	<b>\$1,391,887</b>	<b>\$(1,212,709)</b>

# SPECIAL EDUCATION FUND

## Expenditures

The Special Education Fund budget is used to further the goals of the District—program-by-program—within the confines of the projected revenues. The following is a summary of the 2018/2019 Special Education Fund budget by program.

Program	FTE FY18	FTE FY19	Budget FY18	Budget FY18	Increase/ (Decrease)
Early Childhood	21.70	21.70	\$ 2,159,863	\$ 2,181,460	\$ 21,597
Early Childhood Screen/Evaluation	3.48	3.48	248,550	251,039	2,489
Early Intervening Services - Federal	11.70	11.70	807,686	948,013	140,327
Early Intervening Services - State/Local	12.29	8.87	1,104,379	495,181	(609,198)
Elementary Special Education	220.99	234.68	10,034,475	10,401,279	366,804
Elementary Behavior Program	40.94	41.71	2,012,784	2,042,329	29,545
Middle School Special Education	102.29	102.82	4,263,805	4,654,299	390,494
High School Special Education	106.37	106.40	4,955,630	5,011,881	56,251
K-12 Building Support Behavior Program	15.89	20.20	787,676	1,008,208	220,532
Secondary Behavior Program	29.82	29.82	1,684,207	1,679,912	(4,295)
Community Campus	12.71	12.29	779,278	778,608	(670)
Speech Therapy	29.70	31.40	2,140,029	2,272,288	132,259
Services to Visually Impaired	2.00	2.00	141,535	140,731	(804)
Services to Hearing Impaired	12.50	12.50	712,027	664,361	(47,666)
Occupational/Physical Therapy	18.30	18.30	1,897,208	1,900,789	3,581
Psychological Services	11.85	11.85	1,101,627	1,103,014	1,387
Penitentiary Program	0.50	0.50	52,211	56,632	4,421
Out of District Placements	-	-	2,036,427	2,097,520	61,093
Adaptive Physical Education	4.40	3.97	320,713	258,385	(62,328)
Extended School Year Program	-	-	260,876	270,074	9,198
Health Services	12.60	12.60	913,273	875,606	(37,667)
Staff Services	34.94	24.81	2,846,704	2,566,112	(280,592)
Transportation Services	0.50	0.50	2,121,021	2,171,552	50,531
Central Administration	14.30	14.30	1,501,818	1,530,757	28,939
Committed Funds	-	-	282,350	1,014,408	732,058
<b>Total Special Education Fund</b>	<b>719.77</b>	<b>726.40</b>	<b>\$ 45,166,152</b>	<b>\$46,374,438</b>	<b>\$ 1,208,286</b>

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# **SPECIAL EDUCATION FUND**

## **Program: Early Childhood Education**

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The Early Childhood Program provides an individualized approach to instruction for children, birth to school age. The program is mandated by the Individuals with Disabilities Education Act.

Ongoing assessment of developmental skills demonstrates children's growth while in the program. The program is guided by the High/Scope curriculum and implements the South Dakota Early Learning Guidelines as a basis for instructional skills:

1. Concrete, manipulative, and sensory teaching methodologies that involve active learning.
2. Sequenced step-by-step developmental approach to learning.
3. That a parent/school partnership is important for children's development. Home visits and parent/teacher conferences are provided to strengthen communication between home and school.

Early Childhood Programs are located at Laura B. Anderson, Anne Sullivan, Terry Redlin, Cleveland, Harvey Dunn, Lowell, Garfield, Hawthorne, Hayward, and R. F. Pettigrew Elementary Schools. Home-based Birth to Three Services for infant and toddler components is located at the Central Services—Early Childhood Center, with services delivered in the child's natural environment/setting. All locations provide for interdisciplinary team discussions, transition activities to prepare for the next program needs, and parent involvement activities.

In school-based locations, children attend half-day sessions Monday through Thursday. On Friday, staff are involved in home visits, planning for instruction, training, team and IEP meetings. Each classroom has two half-day sessions (a.m. and p.m.). To meet the individual needs of some children, Individual Education Plan committees may look at schedule alternatives (i.e. full day programming) or specialized early childhood classrooms to meet the individual and diverse needs of the young child.

The Early Childhood Special Education program is an initial Special Education placement. Approximately 365 children are provided services through an Individual Education Program in the 3- to 5-year-old program. With continuous screening and identification throughout the school year, children are enrolling as they are determined eligible and an Individual Education Plan (IEP) is developed. Projections show that of the children served in the Early Childhood Program, approximately 220 will transition into elementary level programming at the end of the year. This past year, approximately 125 infants and toddlers were served in natural environments through a home-based service delivery model.



## 2018/19 Objectives

- To provide a full continuum of services in meeting the individual needs of young children
- To support diverse learners through the use of research-based, developmentally appropriate instructional strategies
- To ensure curriculum fidelity and program quality between teachers and across the district measured by the CLASS observation tool and the Program Quality Assessment
- Support of families in learning more about their child's development so that they can be their child's first and best teacher

## Early Childhood Education Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Administrative Staff	0.60	0.60	\$ 61,943	\$ 62,781	\$ 838
Teachers	8.50	8.50	455,022	472,187	17,165
Specialists	7.60	7.60	238,129	241,200	3,071
Clerical Staff	2.30	2.30	69,121	76,070	6,949
Education Assistants	2.70	2.70	54,050	54,750	700
Teacher Other Hourly			43,357	47,715	4,358
Classified Other Hourly			5,000	5,000	-
Benefits			303,840	316,056	12,216
Purchased Services			900,788	906,408	5,620
Supplies & Materials			27,094	20,769	(6,325)
Dues & Fees			1,519	1,644	125
<b>Total</b>	<b>21.70</b>	<b>21.70</b>	<b>\$ 2,159,863</b>	<b>\$ 2,204,580</b>	<b>\$ 44,717</b>

## Effect of the FY19 Budget on Program

The adopted budget will:

- Provide a full continuum of services for young children with disabilities.
- Support the participation of young children with disabilities in inclusive blended classrooms.

## 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Providing a full continuum of services to meet the individual needs of young children with disabilities
- Supporting the transition of approximately 220 early childhood students to kindergarten for the 2018-2019 school year
- Continuing partnerships with Avery Family Wellness and University of South Dakota (USD) to support the social-emotional development of children at home and at school
- Continuing to focus and improve on classroom teachers' level of instruction supported by CLASS observation tool and the Program Quality Assessment
- Participation in and completion of a State Special Education Accountability Review as a part of Sioux Falls School District Special Services programs

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# **SPECIAL EDUCATION FUND**

## **Program: Early Childhood Education— Screen/Evaluation**

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The Early Childhood Education Screening and Evaluation program is designed to locate, identify, and serve young children, birth through age 5, who would benefit from early childhood education. Sioux Falls Head Start services, special education, Title I, and South Dakota Birth to Three Connections work together, through this office, to assist parents in understanding their child's development and provide suggestions to support that development in the home.

Developmental screenings are available at childcare centers if prior parent consent has been obtained and at night at the request of the parent. A monthly calendar of various activities to inform the community of free developmental screenings is available. The screen and evaluation center is continuously disseminating information across the community so that families of children in need of this free service are aware of it.

Screening and evaluation are available to all children, birth to school age, that reside in the Sioux Falls School District. Approximately 1,911 children were screened this past year. Based on the results of the screen and other referrals, approximately 468 children were evaluated last year by Early Childhood Education Evaluation Teams.

Parental involvement is a critical part of the screening and evaluation process. Parent education materials are available at the screening office for families and/or early childhood providers. Certified professionals conducted multidisciplinary evaluations at the evaluation center. An interview conducted by an Early Childhood nurse provides for parent involvement in the evaluation. All evaluations conclude with an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) meeting.

This District-wide program is located at Central Services-Early Childhood Center. An ongoing goal for the Screen/Evaluation Program is to identify a larger part of the students in need of service earlier in the school year. A summer screen/evaluation program has been implemented to assist the administration in meeting this ongoing goal.

### **2018/19 Objectives**

- To continue to provide developmental screening to children and families in the Sioux Falls School District at a variety of locations and times to support individual family needs.
- To continue to provide multi-disciplinary evaluations in a compliant manner with Part B and Part C Special Education guidelines.
- To continue to support the early identification of young children to enable them to receive necessary services to support their development.

### Early Childhood Education—Screen/Evaluation Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	1.60	1.60	\$ 93,588	\$ 98,667	\$ 5,079
Specialists	1.00	1.00	43,715	42,906	(809)
Clerical Staff	0.88	0.88	29,257	29,756	499
Teacher Other Hourly			10,000	10,000	-
Classified Other Hourly			2,000	2,000	-
Benefits			57,990	59,993	2,003
Supplies & Materials			12,000	12,000	-
<b>Total</b>	<b>3.48</b>	<b>3.48</b>	<b>\$ 248,550</b>	<b>\$ 255,322</b>	<b>\$ 6,772</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain the number of screen and evaluation appointments offered to the public at the 2017/2018 level.
- Continue to provide information to parents about their child’s development.
- Allow for delivery of multi-disciplinary evaluations in a compliant manner.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Delivery of approximately 1,911 developmental screenings to children in our community.
- Completion of approximately 468 multi-disciplinary evaluations with young children and their families from our community.
- Continuing to offer developmental screen appointments at a variety of locations and times to be responsive to the needs of families and children in our community.
- Successfully completing Child Find and Recruitment activities
- Maintaining compliance with evaluation procedures for Special Education under both Part B and Part C guidelines

# SPECIAL EDUCATION FUND

## Program: Early Intervening Services (State/Local)

Coordinated Early Intervening Services (CEIS) utilizes State and Local special education funds to provide interventions to students in kindergarten through grade twelve who are not currently eligible for special education but needs additional reading and/or behavioral interventions to be successful in general education and to avoid being classified as a student with a disability. The Sioux Falls School District (SFSFSD) has utilized these CEIS dollars to implement literacy interventions with struggling high school readers utilizing the iLit researched intervention curriculum in small group classroom sessions. Behavior analysis, intervention plan development services and training for implementation and data gathering are provided kindergarten through high school at all schools through District behavior teams who work with building staff regarding individual students. Districts using state/local funds for this program are required to track students for two years after intervention to determine whether they are later referred for special education.

### 2018/19 Objectives

- To provide behavior analysis, intervention plan development and implementation training to students in grades Kindergarten thru high school to increase student success pro-socially and enhance educational outcomes.
- To provide literacy-related, research-based interventions to high school students with reading struggles to increase their skills for career and college readiness.
- To provide pro-social skill instruction to youth through a Tier 2 intervention model with direct instruction.

### Early Intervening Services (state/local) Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	6.67	5.17	\$ 296,144	\$ 194,983	\$ (101,161)
Specialists	5.62	3.70	220,454	153,787	(66,667)
Substitute Teachers			8,798	7,978	(820)
Teacher Other Hourly			8,596	8,596	-
Benefits			176,707	120,597	(56,110)
Purchased Services			6,500	6,500	-
Supplies & Materials			387,180	11,500	(375,680)
<b>Total</b>	<b>12.29</b>	<b>8.87</b>	<b>\$ 1,104,379</b>	<b>\$ 503,941</b>	<b>\$ (600,438)</b>

## **Effect of the FY19 Budget on Program**

The adopted budget will:

- Reduces one-time English Language Arts adoption costs.
- Adjusts specialist FTE to accurate FTE based on time study by cost center.
- Reduces 1.5 literacy teachers at high school due to change in service delivery with students who have ELL needs.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year include:

- Provided behavior analysis services and assistance in developing behavior intervention plans for 65 students across the Sioux Falls School District elementary, middle and high schools.
- Trained all Coordinated Early Intervention Services reading intervention teachers on the new curriculum, iLit, prior to implementation in September 2018.
- Implemented a Tier 2 behavior intervention classroom and trained the teachers and behavior facilitator in social skills instruction, Crisis Prevention Intervention and using the software tool that tracks data, provides researched interventions and provides universal screening tools.

# SPECIAL EDUCATION FUND

## Program: Early Intervening Services (Federal)

Coordinated Early Intervening Services (CEIS) using Federal special education funds are utilized to provide research-based literacy interventions to students who are at-risk for being considered for referral for evaluation to consider eligibility for special education services. In the Sioux Falls School District these research-based literacy intervention services are provided to non-proficient readers at three middle schools and ten elementary schools. The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) allows for the allocation of 15 percent of federal flow-through dollars to be spent on coordinated early intervening services.

The interventions used were selected on the basis of effectiveness research. Coordinated Early Intervening Services are being evaluated across the country to determine whether they reduce identification for special education by providing intensive intervention prior to referral for special education. Districts using federal funds for this program are required to track students for two years after intervention to determine whether they are later referred for special education and report them to the State Office of Education.

### 2018/19 Objectives

- To deliver research-based reading intervention (Read 180 at Middle School and Leveled Literacy Intervention (LLI) in Elementary School) to non-proficient students at ten elementary schools and three middle schools.
- To increase student reading proficiency and prevent referral to special education.
- Provide training to teachers and implement the web-based Universal Read 180 programming

### Early Intervening Services (federal) Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	11.70	11.70	\$ 566,567	\$ 680,865	\$ 114,298
Substitute Teachers			9,428	9,428	-
Teacher Other Hourly			1,946	1,946	-
Benefits			192,836	233,977	41,141
Purchased Services			14,750	14,000	(750)
Supplies & Materials			22,159	22,159	-
<b>Total</b>	<b>11.70</b>	<b>11.70</b>	<b>\$ 807,686</b>	<b>\$ 962,375</b>	<b>\$ 154,689</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain the CEIS reading intervention services at elementary and middle school at the FY18 level
- Allow for the conversion of instructional licenses to web-based platform.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year include:

- Provided training to all elementary CEIS teachers regarding the implementation of the Leveled Literacy Intervention curriculum that was adopted.
- Provided training to all middle school CEIS teacher regarding Read 180 intervention curriculum and implemented.

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# SPECIAL EDUCATION FUND

## Program: Elementary Special Education

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Elementary Special Education Programs provide continuum of services to approximately 1,150 students in resource rooms and 86 students in self-contained cluster classrooms. Resource classrooms are located in each of the 23 elementary schools. Resource programs provide individualized, small group instruction to eligible students in the areas of reading, math, written language and social skills. Self-contained cluster programs are located at Terry Redlin, Susan B. Anthony and John F. Kennedy Elementary schools. Cluster programs provide a full range of instructional services delivered in partial to full-day programs for students with significant disabilities requiring instruction in State Standards through Core Content Connectors.

Students served in both resource and self-contained special education classrooms are identified as eligible for special education services through a referral and evaluation process. All student instruction in the elementary special education program is based on each student's specific learning needs as outlined in an Individual Education Plan (IEP).

### 2018/19 Objectives

- Continue to provide a continuum of services to meet the individual needs of students eligible for special education services
- Continue to provide professional development for implementation of English Language Arts (ELA) curriculum resources and strategies
- Expand the special education service delivery model for resource elementary special education services to the 4th grade during the 2018-19 school year.

### Elementary Special Education Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	80.99	83.43	\$ 4,569,570	\$ 4,737,219	\$ 167,649
Specialists	13.25	15.00	412,753	475,921	63,168
Education Assistants	126.75	136.25	2,397,156	2,556,974	159,818
Teacher Other Hourly			28,084	28,084	-
Benefits			2,502,383	2,653,548	151,165
Purchased Services			14,500	14,500	-
Supplies & Materials			110,029	126,268	16,239
<b>Total</b>	<b>220.99</b>	<b>234.68</b>	<b>\$ 10,034,475</b>	<b>\$ 10,592,514</b>	<b>\$ 558,039</b>



## **Effect of FY18 Budget on Program**

The adopted budget will:

- Support staffing and instructional programming according to research-based caseload guidelines for elementary students in resource and self-contained classrooms.
- Provide a full continuum of services for elementary students with disabilities.
- Continue to provide support and training for new and veteran teachers in the use of best teaching practices with Instructional Coaches for Special Services.
- Provide for the purchase of the Test of Early Reading Achievement to evaluate younger learners for disabilities in reading.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Provided professional development and implemented the new English Language Arts) ELA curriculum resources and strategies.
- Provided in-classroom instruction with the service delivery plan for K-3rd grade students.

# SPECIAL EDUCATION FUND

## Program: Middle School Special Education

The Middle School Special Education program supports academic, behavioral, and social skills instruction for students with mild to moderate disabilities through resource programs at their home schools. In addition, children with moderate to severe disabilities are currently served in cluster programs at George McGovern and Patrick Henry Middle Schools.

The Middle School Special Education continuum of services includes:

- General Education classes: general education classes with accommodations.
- Class-Within A-Class (CWC): special education and general education teachers share instruction in the general education curriculum.
- Skill Development classes: special education teachers provide core content instruction and skill development.
- Alternate classes (George McGovern & Patrick Henry): special education teachers provide instruction based on core content connectors and curriculums including pre-vocational and life skills.

All students have opportunities for integrated learning experiences throughout their school day.

### 2018/19 Objectives

- Convene the middle school math committee to begin the curriculum study.
- Implement the social studies curriculum and convene committees to review and revise the curriculum guides if needed.
- Continue to provide a continuum of services to meet the individual learning needs of students eligible for special education services.

### Middle School Special Education Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	45.35	45.88	\$ 1,946,376	\$ 2,292,876	\$ 346,500
Specialists	6.00	6.00	186,916	187,247	331
Education Assistants	50.94	50.94	963,296	955,875	(7,421)
Teacher Extra Pay (Point System)			10,092	10,092	-
Benefits			1,049,913	1,173,797	123,884
Purchased Services			36,000	45,400	9,400
Supplies & Materials			67,776	68,318	542
Dues & Fees			3,436	3,436	-
<b>Total</b>	<b>102.29</b>	<b>102.82</b>	<b>\$ 4,263,805</b>	<b>\$ 4,737,041</b>	<b>\$ 473,236</b>

### **Effect of the FY19 Budget on Program**

The adopted budget will:

- Support Staffing and instructional programming for comprehensive special education programming at the middle school level.
- Maintain current caseload allocations for middle school students with special needs.

### **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Convened the social studies committee and selected curriculum.
- Provided classroom and building level support for comprehensive special education programming.

# SPECIAL EDUCATION FUND

## Program: High School Special Education

The High School Special Education program supports academic, behavioral, and social skills instruction for students with mild to severe challenges. Programs at all three high schools (Lincoln, Roosevelt, and Washington) provide core content skill instruction and remediation through a comprehensive continuum of services which include:

- General Education classes: general education classes with accommodations.
- Co-taught courses: general education and special education teachers share instruction in the general education curriculum.
- Modified courses: special education teachers provide core content instruction and skill development in a modified curriculum.
- Alternate courses: special education teachers provide instruction based on alternate standards and curriculums, including life skills, employability, and/or vocational skills.

Additionally, all students have opportunities for integrated learning experiences throughout their school day.

Students at Sioux Falls New Tech High receive accommodations and support through their Individualized Education Plans (IEPs) while participating in the general education curriculum.

### 2018/19 Objectives

- Convene the math curriculum committee and begin the curriculum study process.
- Convene the social studies committee to review the implementation and make any necessary revisions.
- Provide classroom and building level support for comprehensive special education programming.

### High School Special Education Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	51.17	50.76	\$ 2,555,228	\$ 2,655,171	\$ 99,943
Specialists	3.00	3.00	93,458	93,623	165
Education Assistants	52.20	52.64	987,220	987,825	605
Teacher Extra Pay (Point System)			6,411	6,411	-
Benefits			1,232,106	1,276,406	44,300
Purchased Services			11,223	11,223	-
Supplies & Materials			69,984	69,737	(247)
<b>Total</b>	<b>106.37</b>	<b>106.40</b>	<b>\$ 4,955,630</b>	<b>\$ 5,100,396</b>	<b>\$ 144,766</b>

### **Effect of FY19 Budget on Program**

The adopted budget will:

- Support staffing and instructional programming for comprehensive special education programming at the middle school.
- Maintain current caseload allocations for high school students with special needs.

### **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Convened the middle school social studies committee and completed the social studies curriculum study.
- Provided a continuum of services to meet the individual learning needs of students eligible for special education services.

# SPECIAL EDUCATION FUND

## Program: Community Campus

The Community Campus program provides services to 18-21-year-old students who need to learn to work and live as independently as possible in the community. In addition, pre-employment transition services are provided to coordinate high school programs with post-secondary or adult service providers to improve outcomes for students with disabilities.

### 2018/19 Objectives

- Continue to develop functional academic and vocational curriculum to align with advancements in technology and expectations for transitional opportunities for individuals with significant disabilities, ages 18-21, who have earned their 22 high school credits and need continued transitional supports to gain independence.
- Continue to explore community business partnerships to provide meaningful vocational experiences for all students.

### Community Campus Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	3.00	3.00	\$ 155,739	\$ 157,483	\$ 1,744
Specialists	4.80	4.38	120,787	123,275	2,488
Employment Contract Staff	4.00	4.00	192,121	196,232	4,111
Education Assistants	0.91	0.91	27,023	27,579	556
Teacher Other Hourly			2,476	2,476	-
Classified Other Hourly			11,475	11,475	-
Other Temporary Pay			16,980	16,980	-
Benefits			170,877	174,615	3,738
Purchased Services			67,500	67,500	-
Supplies & Materials			14,300	12,950	(1,350)
Dues & Fees			-	2,000	2,000
<b>Total</b>	<b>12.71</b>	<b>12.29</b>	<b>\$ 779,278</b>	<b>\$ 792,565</b>	<b>\$ 13,287</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain staffing to support functional instruction in pre-employment and vocational programming for students with disabilities who have earned their 22 high school credits and need continued transitional supports to gain independence.
- Continue to support students' employability skills by offering real life job experiences in both the volunteer and competitive wage form.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Created full day transition opportunities consisting of functional academics and simulated work experiences for students requiring more support.
- Developed a plan for creating one-page profiles using Person Centered Thinking strategies for students who will be aging out of Special Education with the Sioux Falls School District and preparing to transition to adulthood.

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# SPECIAL EDUCATION FUND

## Program: Penitentiary Services

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The Department of Corrections contracts with the Sioux Falls School District to provide Special Education to inmates age 16-21 during their incarceration.

### Penitentiary Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	0.50	0.50	\$ 24,819	\$ 28,079	\$ 3,260
Teacher Other Hourly			8,800	8,800	-
Benefits			9,418	10,579	1,161
Purchased Services			3,174	3,174	-
Supplies & Materials			6,000	6,000	-
<b>Total</b>	<b>0.50</b>	<b>0.50</b>	<b>\$ 52,211</b>	<b>\$ 56,632</b>	<b>\$ 4,421</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Provide a .5 teacher and supplies to provide an appropriate education for incarcerated students between the ages of 16-21.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided special education services for students incarcerated at the South Dakota State Penitentiary.



# SPECIAL EDUCATION FUND

## Program: K-12 Building Support Behavior

In accordance with the Individuals with Disabilities Education Improvement Act, the Sioux Falls School District (SFSD) has developed a continuum of placement options for students who struggle with emotional and behavioral challenges. Behavior Programs provide services to all students who require intervention. These programs are administered jointly between regular and special education funds. Individual programs are described below: The continuum includes services as follows:

- Tier II of the behavior intervention framework: The SFSD behavior team observes students to analyze their behaviors, consults with teachers in the regular and special education settings, facilitates the development of behavior intervention plans, trains staff for consistent implementation of plan and develops a data collection system to monitor student progress using the plan.
- Tier II of the behavior intervention framework: Tier II classrooms for students with disabilities are maintained at each of the five middle schools and three high schools to assist students with direct instruction in classes designed to change behavior by teaching specific pro-social skills.

### 2018/19 Objectives

- Continue to implement new systems so students who need Behavior Team interventions K-12 can be served within a shortened time frame.
- Continue to provide emotional and behavioral supports and skills in the traditional schools to students whose behavior interferes with their learning.

### K-12 Building Support Behavior Programs Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	5.50	6.50	\$ 271,413	\$ 302,362	\$ 30,949
Specialists	10.39	13.70	298,704	446,282	147,578
Benefits			193,034	254,839	61,805
Supplies & Materials			14,525	14,525	-
Dues & Fees			10,000	10,000	-
<b>Total</b>	<b>15.89</b>	<b>20.20</b>	<b>\$ 787,676</b>	<b>\$ 1,028,008</b>	<b>\$ 240,332</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain the programming of K-12 Building Support Behavior Programs in the elementary, middle and high schools to meet the needs of students.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Served over 200 students across the District by creating and helping to implement behavior plans in the home schools.
- Served over 350 students in the Tier II rooms by providing positive learning environments for students with behavioral challenges.

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# **SPECIAL EDUCATION FUND**

## **Program: Secondary Behavior**

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In accordance with the Individuals with Disabilities Education Improvement Act, the Sioux Falls School District has developed a continuum of placement options for students who struggle with emotional and behavioral challenges. The continuum includes services as follows and budgeted in this cost center for students with disabilities:

### **Tier Three Program – Full-Day Behavior Programs**

Tier Three programs are full-day programs that include structure and treatment designed to address behavioral needs that cannot be met in school settings. Programs listed below are those that are operated from the special education budget.

#### **Summit Oaks Center School**

Summit Oaks is a combination of two different programs. The Sioux Falls School District has twenty-four slots for day students who have not been successful in their home school, the day program works on improving both behavior and academic for these students. In partnership with Lutheran Social Services the students who live in the onsite residential program attend the Summit Oaks Center school.

#### **Structured Teach Program**

The Structured Teach Program is designed to work with students who have cognitive and behavior disabilities that make it difficult for the students to succeed in the regular attendance and/or cluster centers. The students work on academic, transitional, and social skills in their classes and may transition back to their home attendance center.

#### **Success Academy**

The Success Academy program has three classrooms each staffed by a teacher and an education assistant. A behavioral specialist is also staffed to provide extra supports to each classroom when needed. Students (grades 6-12) in this program work on academics at their own skill level and learn strategies to manage their behavior in a manner that will allow them to succeed in other school environments. The goal for all students is to reintegrate to their home attendance centers.

#### **Tier Four Programs**

The Tier Four Program offers a long-term maintenance program for students unable to return to regular classrooms, even after interventions have been completed in the previous tiers.

#### **FLEX Program**

The FLEX program serves students in a highly-structured day program in three classrooms located at Axtell Park. The students earn credit toward graduation requirements by working on skills at their academic level in the regular curriculum, modified curriculum, or online course instruction.

## 2018/19 Objectives

- Continue to create different types of programming to challenge students academically with the focus being to graduate.
- Continue to forge relationships with job providers in the community.

## Secondary Behavior Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	14.64	14.64	\$ 790,128	\$ 807,357	\$ 17,229
Specialists	5.56	5.56	195,649	202,800	7,151
Education Assistants	9.62	9.62	198,673	195,310	(3,363)
Teacher Extra Pay (Point System)			2,525	2,525	-
Teacher Other Hourly			39,005	36,271	(2,734)
Classified Other Hourly			23,244	20,326	(2,918)
Benefits			409,708	419,145	9,437
Purchased Services			500	500	-
Supplies & Materials			22,250	22,250	-
Dues & Fees			2,525	2,525	-
<b>Total</b>	<b>29.82</b>	<b>29.82</b>	<b>\$ 1,684,207</b>	<b>\$ 1,709,009</b>	<b>\$ 24,802</b>

## Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services at the FY18 level.

## 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Graduation of five students; three of who will graduate early and two who will graduate in the cohort class.
- Over 40 percent of students in programming at Axtell are also in classes at their traditional school.

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# SPECIAL EDUCATION FUND

## Program: Elementary Behavior

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The Bridges and Structured Teach Program is a highly structured individualized school program for elementary students who have challenging behavioral and emotional needs that significantly impact their academic progress and interfere with their learning and the learning of others. The program is a self-contained day setting serving up to 112 students and is housed at Horace Mann Elementary School. The Bridges Program is a joint project of the general and special education funds to serve all students. The Structured Teach Program consists of classrooms with specially designed instruction for students with both significant disabilities and behavioral patterns which interfere with their learning. Both programs emphasize the acquisition of social skills, appropriate school behavior and problem-solving skills. As students progress on these skills, they begin a gradual reintegration to their home elementary school.

### 2018/19 Objectives

- Provide self-contained, structured programming for students in kindergarten through fifth grade whose behavior is interfering with their ability to learn.
- Continue to implement the Boys Town Specialized Classroom Management Program with ongoing training and data collection to monitor student progress to enable transition to a less restrictive environment.
- Provide a summer program which continues to utilize a structured, predictable learning environment for children for four weeks during the summer.
- Continue with professional development and implementation of the English Language Arts (ELA) curriculum resources.

### Elementary Special Education Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	80.99	83.43	\$ 4,569,570	\$ 4,737,219	\$ 167,649
Specialists	13.25	15.00	412,753	475,921	63,168
Education Assistants	126.75	136.25	2,397,156	2,556,974	159,818
Teacher Other Hourly			28,084	28,084	-
Benefits			2,502,383	2,653,548	151,165
Purchased Services			14,500	14,500	-
Supplies & Materials			110,029	126,268	16,239
<b>Total</b>	<b>220.99</b>	<b>234.68</b>	<b>\$ 10,034,475</b>	<b>\$ 10,592,514</b>	<b>\$ 558,039</b>

### **Effect of the FY19 Budget on Program**

The adopted budget will:

- Provide staffing and individualized instruction for students needing a program focusing on instruction in social skills and appropriate behavior.
- Provide Boys Town Specialized Classroom Management Training for all new staff supporting the Bridges and Structured Teach Programs.
- Continue to provide ongoing specialized training and collaboration in Boys Town Specialized Classroom Management and Administrative Intervention.
- Provide students with an option for continued support in learning life skills and social skills during the summer.
- Provide increasing number of elementary students with emotional and behavior deficits with the support and skills they need to be safe in a school environment
- Provide for the purchase of the Test of Early Reading Achievement to evaluate younger learners for disabilities in reading

### **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Trained and implemented the Boys Town Specialized Management program for all Bridges classroom and support staff.
- Trained and implemented the new English Language Arts (ELA) curriculum resources.
- Provided a positive, safe learning environment with individualized instruction and social development for students.

# SPECIAL EDUCATION FUND

## Program: Speech Therapy

Speech/Language Therapy Services are considered related services and are provided to eligible students, ages birth to twenty-one. Approximately 1,600 students currently receive speech/ language therapy in the District. Eligibility for services is based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Once eligible, services provided are determined by a student’s Individual Education Plan team and are described on the Individual Education Plan (IEP). This specialized instruction may take place during one-to-one sessions or small group sessions in the Speech and Language Therapist’s office or within the classroom setting, depending on individual student need.

Ongoing assessment is utilized to monitor students’ growth and mastery of their individualized instructional goals. Students with needs for assistive technology services, as determined through the evaluation process, often receive assistance through the therapists in selecting, customizing, and applying assistive technology devices.

### 2018/19 Objectives

- To provide a full range of services to meet the needs of all students in the District who have been identified as in need of special education or speech/language therapy as a related service.
- To provide quality professional development to support communication and further understanding of core connectors.
- To evaluate service delivery models in serving the needs of all eligible students.
- To evaluate the role of Speech/Language therapists in developing literacy skills.

### Speech Therapy Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	29.70	31.40	\$ 1,571,073	\$ 1,692,001	\$ 120,928
Teacher Other Hourly			9,523	9,523	-
Benefits			533,383	580,394	47,011
Supplies & Materials			26,050	26,050	-
<b>Total</b>	<b>29.70</b>	<b>31.40</b>	<b>\$ 2,140,029</b>	<b>\$ 2,307,968</b>	<b>\$ 167,939</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Provide speech/language services to all eligible students.

## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Implemented monthly collaboration for Speech/Language therapists on communication topics.
- Provided a full range of services to meet the communication needs of all students in the District who have been identified as in need of special education and speech/language therapy as a related service.



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# SPECIAL EDUCATION FUND

## Program: Services to the Visually Impaired

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Students eligible for special education services due to visual impairments or blindness receive direct services as well as accommodations for their vision difficulties in the classroom based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Services provided are determined by a student's Individual Education Plan team and are described on the Individual Education Plan (IEP). Specialized instruction is provided by qualified professionals and takes place in various environments, including the general classroom. This specialized instruction may include learning to use Braille and assistive technology tools effectively. Orientation and mobility services are provided to students who are blind or visually impaired in order to enable them to move safely within their environments.

### 2018/19 Objectives

- To provide a full range of services to all students identified with a vision loss, including blindness.
- To assist general and special education classroom teachers in developing teaching strategies for these students to encourage their success in the least restrictive environment.
- To provide professional development in service delivery to students with vision loss.

### Services to the Visually Impaired Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	1.00	1.00	\$ 65,559	\$ 66,233	\$ 674
Employment Contract Staff	1.00	1.00	30,251	30,533	282
Benefits			32,440	33,015	575
Supplies & Materials			13,285	13,285	-
Total	2.00	2.00	\$ 141,535	\$ 143,066	\$ 1,531

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services for eligible students with vision loss.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided services for all eligible students with vision loss or blindness.

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# SPECIAL EDUCATION FUND

## Program: Services to the Hearing Impaired

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Services are provided to students who are identified as deaf or hard of hearing based on information obtained through evaluation in accordance with the Individuals with Disabilities Education Act. Services are documented on the Individual Education Program (IEP) for each student. These services may take the form of specialized instruction in one-on-one settings or small groups within the classroom setting. Services encompass hearing aid monitoring, interpreting services, developing classroom accommodations for students and providing training for classroom teachers.

### 2018/19 Objectives

- To increase opportunities to provide general education teachers with professional development on instruction and assessment for students with hearing loss in their classrooms.
- To provide input in literacy initiatives regarding the unique needs of students with hearing loss.

### Services to the Hearing Impaired Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	2.00	2.00	\$ 100,247	\$ 101,701	\$ 1,454
Employment Contract Staff	10.50	10.50	383,249	363,278	(19,971)
Classified Other Hourly			25,868	25,868	-
Benefits			167,073	161,320	(5,753)
Purchased Services			28,700	18,700	(10,000)
Supplies & Materials			6,890	6,890	-
Total	12.50	12.50	\$ 712,027	\$ 677,757	\$ (34,270)

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services to students across the District identified as deaf or hard of hearing.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided services for all students in the District with deafness or hearing loss.
- Implemented use of informal skill-based assessments to assist teachers and IEP teams in determining appropriate accommodations and strategies for students with hearing loss.

# SPECIAL EDUCATION FUND

## Program: Therapy Services

Physical Therapy and Occupational Therapy Services are related services provided to eligible students with disabilities in the areas of gross and fine motor skills at all levels across the District. Students' eligibility is based on information obtained through the evaluation process in accordance with the Individuals with Disabilities Education Act. Services are provided to enable these students with motor impairments to participate in the general curriculum and are documented on the Individual Education Program (IEP) for each student. These services may take the form of direct one-on-one therapy or in a small group within the classroom setting.

Students with needs for assistive technology services, as determined through the evaluation process, often receive assistance through these therapists in selecting, designing, fitting and adapting assistive technology devices.

### 2018/19 Objectives

- Provide support and accommodations to students with needs for assistive technology.
- Increase opportunities for collaboration with classroom teachers on addressing the needs of students with motor skill deficits within the general classroom.
- Provide resources to general and special education teachers on strategies to assist students with sensory deficits in the classroom.

### Therapy Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Employment Contract Staff	18.30	18.30	\$ 1,379,166	\$ 1,413,949	\$ 34,783
Classified Other Hourly			16,930	16,930	-
Benefits			468,912	481,364	12,452
Purchased Services			18,200	18,200	-
Supplies & Materials			14,000	14,000	-
<b>Total</b>	<b>18.30</b>	<b>18.30</b>	<b>\$ 1,897,208</b>	<b>\$ 1,944,443</b>	<b>\$ 47,235</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services across the District for students identified with significant gross and fine motor skills that require therapeutic interventions.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided therapy services across the District identified with significant gross and fine motor skills that require therapeutic interventions.
- Analyzed data gathered from the pilot program implemented in four elementary schools utilizing Ready Bodies, Learning Minds.

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# SPECIAL EDUCATION FUND

## Program: Psychological Services

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The School Psychology staff is responsible for evaluating students in the District to determine eligibility for special education services in accordance with the Individuals with Disabilities Education Act. There are approximately 1,850 evaluations completed during the school year.

In addition, psychology staff interprets evaluation results and consult with IEP teams to determine eligibility and appropriate programs for students. They serve as a resource to behavior teams and are often involved in Student Assistance Teams within their buildings.

### 2018/19 Objectives

- Conduct evaluations to determine initial eligibility and required re-evaluations every three years for students receiving special education services in the District.
- Participate as team members in evaluating Autism Spectrum Disorder and Traumatic Brain Injury.
- Provide professional development and consultation for general education and special education teachers in addressing the instructional needs of students with specific disabilities.

### Psychological Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	11.85	11.85	\$ 805,399	\$ 817,098	\$ 11,699
Teacher Extra Pay (Point System)			2,157	2,179	22
Benefits			273,071	279,962	6,891
Purchased Services			8,000	8,000	-
Supplies & Materials			13,000	13,000	-
<b>Total</b>	<b>11.85</b>	<b>11.85</b>	<b>\$ 1,101,627</b>	<b>\$ 1,120,239</b>	<b>\$ 18,612</b>

### Effect of the FY19 Budget on Program

- Maintain psychological evaluation services to students across the District to determine eligibility for special education.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided evaluation services in all areas of eligibility.
- Provided leadership to building teams regarding eligibility determination and instructional strategies for students.

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# SPECIAL EDUCATION FUND

## Program: Out of District Placements

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Out of district placements include behavioral, vocational, or other specialized programs for students who cannot benefit from curriculum and programmatic offerings available within the Sioux Falls School District continuum of offerings and are entitled to a free appropriate public education.

### 2018/19 Objectives

- Provide educational programming for students' with disabilities whom as a result of their disability a free appropriate publica education could not be provided in a program within the Sioux Falls School District in-district alternatives.
- Continue to reduce the reliance on out-of-district placements through the development of school-based programs to meet students' needs.

### Out of District Placement Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Purchased Services			\$ 2,036,427	\$ 2,097,520	\$ 61,093
Total	-	-	\$ 2,036,427	\$ 2,097,520	\$ 61,093

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services to students with disabilities at the current programming level and assure the Sioux Falls School District provides the full continuum of services as required in the Individuals with Disabilities Education Improvement Act (2004).
- Allows for an inflation rate increase of contracted service amounts.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided the required full continuum of service through partnerships with community agencies assuring a free appropriate public education to each student based on individual needs.
- Expanded the program offering at the Community Campus to include young adults who need supported work experiences and independent living instruction.

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# SPECIAL EDUCATION FUND

## Program: Adaptive Physical Education

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Adaptive Physical Education is designed and implemented to meet unique learning needs of students with special needs.

### 2018/19 Objectives

- Provide physical education programs for students with significant cognitive disabilities or other motor difficulties that limit students' participation in general physical education classrooms.
- Review current physical education standards and write curriculum to address research-based practices in physical education for students with disabilities.

### Adaptive Physical Education Program Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	4.40	3.97	\$ 236,704	\$ 192,702	\$ (44,002)
Benefits			79,009	64,736	(14,273)
Supplies & Materials			5,000	5,000	-
<b>Total</b>	<b>4.40</b>	<b>3.97</b>	<b>\$ 320,713</b>	<b>\$ 262,438</b>	<b>\$ (58,275)</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain supplemental physical education programs to students with significant cognitive disabilities.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided services to students requiring alternate programs in physical education.

# SPECIAL EDUCATION FUND

## Program: Extended School Year

The Extended School Year (ESY) program is offered to eligible students. Eligibility is determined through examination of data demonstrating progress on goals identified on students' Individual Education Programs (IEP). Students who demonstrate significant regression during the summer months and over extended breaks and fail to recoup the loss of skills within a reasonable amount of time are eligible

### 2018/19 Objectives

- Provide an extended school year program that assists students in maintaining skills mastered during the school year over extended periods of absence from instruction.
- Provide related services to support eligible students in the extended school year program.

### Extended School Year Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Education Assistants	-	-	\$ 64,128	\$ 81,647	\$ 17,519
Substitute Teachers			2,803	2,803	-
Teacher Other Hourly			114,835	111,360	(3,475)
Classified Other Hourly			9,873	9,873	-
Other Temporary Pay			21,200	21,200	-
Benefits			41,317	39,010	(2,307)
Supplies & Materials			6,720	6,720	-
<b>Total</b>	-	-	<b>\$ 260,876</b>	<b>\$ 272,613</b>	<b>\$ 11,737</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Provide services to students to assist in maintaining skills over the summer that without instruction they would likely regress.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Provided extended school year services in areas of academics, behavior, communication, and daily living.

# SPECIAL EDUCATION FUND

## Program: Health Services

The Sioux Falls School District provides health assessment and services to students with disabilities when the student cannot access education services unless health services are provided. School Health Services are essential services for children with special education needs. Nurses provide services such as ventilator/tracheotomy care, suctioning, catheterization, tube feeding, medication administration, vision and hearing screening, adaptive behavior assessment, social/health history assessment and health education counseling. Services to the student may be intermittent in nature or require onsite nursing care including during transportation.

### 2018/19 Objectives

- Provide individual and group student education/support to address concerns regarding physical and behavioral health issues that impact wellness and education for all special needs children.
- Continue to work with the school, health care, and community agencies/services to meet the health needs of students with special needs.
- Strengthen the provision of the medical-social evaluations through staff development and peer coaching.
- Continue participation through SAT and IEP meetings to support individual student health services.

### Health Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Administrative Staff	0.50	0.50	\$ 50,324	\$ 52,914	\$ 2,590
Teachers	11.60	11.60	582,500	560,526	(21,974)
Clerical Staff	0.50	0.50	15,221	15,532	311
Substitute Teachers			6,707	6,707	-
Teacher Other Hourly			22,535	22,319	(216)
Benefits			222,986	218,520	(4,466)
Supplies & Materials			13,000	13,000	-
<b>Total</b>	<b>12.60</b>	<b>12.60</b>	<b>\$ 913,273</b>	<b>\$ 889,518</b>	<b>\$ (23,755)</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Maintain services at the FY18 level; providing direct nursing care to students with disabilities.



## **2017/18 Accomplishments**

Significant accomplishments during the 2017/18 school year included:

- Provided direct services including transport care to a number of students who require a nurse on site due to medically complex health needs.
- Completed medical-social assessments for new students evaluated for special education services and those needing a three-year evaluation including participation on the special teams for early childhood, autism and traumatic brain injury.
- Worked with numerous staff members, community agencies, individuals, and organizations to provide a variety of interventions and services to students and their families.

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# **SPECIAL EDUCATION FUND**

## **Program: Staff Services**

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The Staff Services budget provides funds for staff training, curriculum development and the purchase of related instructional materials during the initial implementation including technology, travel to administrator-requested workshops, mileage between assigned worksites, substitute teacher pay, extra pay for required after-school meetings, roving on-staff education assistant substitutes, instructional coaches to enhance special education teacher instruction and retention, leadership training intern program, provides programmer time to develop and revise special education required documents, and contingency positions for unanticipated increases in student numbers.

Special Education administrators assess staff training needs annually, as required by state and federal regulations. Each year a program of targeted professional development is designed to address topics identified as needs, along with updates on compliance issues and training that is designed to address the needs of specific students. Curriculum development is completed according to the Sioux Falls School District calendar of study and in coordination with the general education study process.

### **2018/19 Objectives**

- Provide training for and implementation of the newly adopted Social Studies curriculum.
- Research and develop the Physical Education and mathematics curriculum revisions for Kindergarten through grade 12 students with disabilities.
- Implement one roving education assistant to cover internship candidates of special education personnel.
- Provide specialized training in Crisis Prevention Intervention (CPI) instructional practices to support students with autism, assistive technology and other topics related to youth with disabilities and special education training.
- Provide technology replacement consistent with the Sioux Falls School District standards plan.

## Staff Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Teachers	8.50	7.50	\$ 465,388	\$ 451,111	\$ (14,277)
Employment Contract Staff	5.50	5.50	365,117	397,261	32,144
Education Assistants	10.94	11.81	196,880	220,990	24,110
Substitute Teachers	10.00	-	737,361	319,361	(418,000)
Teacher Other Hourly			85,105	85,105	-
Other Temporary Pay			30,000	30,000	-
Benefits			414,853	400,250	(14,603)
Purchased Services			85,000	141,000	56,000
Supplies & Materials			317,000	400,000	83,000
Equipment			150,000	150,000	-
<b>Total</b>	<b>34.94</b>	<b>24.81</b>	<b>\$ 2,846,704</b>	<b>\$ 2,595,078</b>	<b>\$ (251,626)</b>

## Effect of the FY19 Budget on Program

The adopted budget will:

- Support activities required to meet contractual and compliance obligations to personnel, students and parents.
- Provides for the curriculum study, development and implementation of specialized social studies and social skills.
- Provides contingency staff in the event of unexpected growth or student needs.

## 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Committees of staff worked to study instruction in our Social Studies curriculum areas and outlined essential skills, curriculum scope and sequences, pacing guides, and materials/resources to support researched instruction for youth with disabilities.
- Provided sixteen hours of formal training to new building leadership across the Sioux Falls School District in understanding special education and the needs of students with disabilities.
- Over 500 staff received formal training in Crisis Prevention Intervention (CPI) to enhance de-escalation skills in addressing behavior of youth.
- Provided instructional coaches to support all first and second year special education teachers in the Sioux Falls School District.

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# SPECIAL EDUCATION FUND

## Program: Transportation Services

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The Sioux Falls School District provides transportation for students with disabilities when the Special Education Placement Committee determines that the student could not access Special Education services if transportation were not provided as a related service.

Approximately 1,100 students (early childhood and eligible kindergarten through 12<sup>th</sup> graders) are transported between home and school as well as to alternate sites for special education and related services. The majority of students are transported on school buses that have special equipment to accommodate students' needs. Approximately 100 students are transported by taxi or Sioux Falls Paratransit when it is more time or cost efficient.

### 2018/19 Objectives

- Transport students with disabilities to school safely and ready to learn.
- Continue to research methods to improve efficiency.
- Operate the Transportation Department in an efficient, economical manner.

### Transportation Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Specialists	0.50	0.50	\$ 30,731	\$ 30,855	\$ 124
Benefits			10,401	10,461	60
Purchased Services			2,079,889	2,131,161	51,272
<b>Total</b>	<b>0.50</b>	<b>0.50</b>	<b>\$ 2,121,021</b>	<b>\$ 2,172,477</b>	<b>\$ 51,456</b>

### Effect of the FY19 Budget on Program

The adopted budget will:

- Provide students with disabilities transportation to elementary, middle, and high schools.

### 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Transported students, safely, efficiently, and on time.

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# SPECIAL EDUCATION FUND

## Program: Central Administration Services

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The Sioux Falls School District Special Education Program – serving over 3,900 students is larger than the majority of the school districts in South Dakota. Coordinating a program of this size and that is literally a “district within a district” calls for an effective leadership plan.

Central Administration staff members:

- Manage the Special Education Fund to assure a comprehensive system of services to provide a free and appropriate public education to all students with disabilities
- Oversee the training and allocation of Special Education personnel
- Generate revenue and reimbursements
- Assure that programs comply with state and federal mandates
- Maintain student accounting for federal and state reporting requirements
- Provide technical assistance in developing Individual Education Programs (IEPs) for students
- Develop and implement special education curriculum and accommodations/modification to the regular curriculum; explore and implement research-based, evidenced interventions and strategies to support students with disabilities
- Assess progress of special education students
- Resolve IEP disputes
- Supervise staff members who work outside of regular attendance centers (i.e. Summit Oaks, Community Campus, Flex, Success Academy, Juvenile Detention Center, S.D. State Penitentiary, and Volunteers of America – Dakotas - South)
- Supervise itinerant staff who travel among buildings (i.e. psychologists, occupational and physical therapists, teachers of the deaf and visually impaired, interpreters of the deaf)

### **2018/19 Objectives**

- Lead the training and implementation of Social Studies curriculum adoption for youth with disabilities.
- Study and develop curriculum for Physical Education for youth with motor disabilities.
- Implement strategies toward achieving the State Performance Plan accountability targets to assure the Sioux Falls School District “meets the standard” set by the State of South Dakota Department of Education.

## Central Administration Services Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Administrative Staff	6.50	6.50	\$ 746,611	\$ 799,736	\$ 53,125
Teachers	0.80	0.80	57,453	57,292	(161)
Specialists	1.00	1.00	61,555	61,785	230
Executive Assistants	1.00	1.00	47,271	47,503	232
Clerical Staff	5.00	5.00	175,469	168,037	(7,432)
Classified Other Hourly			5,613	5,613	-
Overtime			283	283	-
Benefits			369,458	385,965	16,507
Purchased Services			27,587	27,587	-
Supplies & Materials			8,418	8,418	-
Dues & Fees			2,100	2,100	-
<b>Total</b>	<b>14.30</b>	<b>14.30</b>	<b>\$ 1,501,818</b>	<b>\$ 1,564,319</b>	<b>\$ 62,501</b>

## Effect of the FY19 Budget on Program

The adopted budget will:

- Implement the revised Social Studies curriculum.
- Support special education personnel and building leaders in problem-solving individual student cases where a free appropriate public education is in question.
- Generate revenues and reimbursements within State and Federal required documenting systems.

## 2017/18 Accomplishments

Significant accomplishments during the 2017/18 school year included:

- Successful completion of the State Accountability Review which demonstrated Sioux Falls School District implementation of compliance related documentation.
- Implemented English Language Arts curriculum adoption as well as trained Special Education staff District-wide on curriculum fidelity.
- Implemented procedures and strategies that resulted in the Sioux Falls School District being determined “to meet the requirements” according to the State of South Dakota’s annual rating of the District’s performance according to the data on the State Performance Plan.
- Completed year three of a three-year Literacy Grant with the State Department of Education that resulted in all kindergarten through third grade classroom teachers and intervention staff being trained in the CORE Literacy principles.

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# SPECIAL EDUCATION FUND

## Program: Committed Funds

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The costs for early retirement, legal fees, and liability insurance for special education staff have been included in the expenditures of the Special Education Fund.

### Committed Funds Budget

BUDGET DATA	FTE FY18	FTE FY19	Budget FY18	Budget FY19	Increase/ (Decrease) from Prior Year
Early Retirement			\$ 228,000	\$ 250,800	\$ 22,800
Legal Fees			3,000	\$3,000	-
Liability Insurance			46,350	\$46,350	-
Unclassified Expense			5,000	\$5,000	-
<b>Total</b>	-	-	<b>\$ 282,350</b>	<b>\$ 305,150</b>	<b>\$ 22,800</b>