
SPECIAL EDUCATION FUND

Page	Item
Revenues	
129	Fund Overview
132	Revenue-Overview
133	Revenues by Source
Expenditures	
134	Overview of Expenditures
135	Early Childhood Education
137	Early Childhood Education - Screen/Evaluation
139	Early Intervening Services (Federal)
140	Elementary Special Education
142	Middle School Special Education
144	High School Special Education
146	Community Campus
147	Penitentiary Program
149	K-12 Building Support Behavior Programs
151	Secondary Behavior Programs
153	Elementary Behavior Programs
155	Speech Therapy
157	Services to the Visually Impaired
158	Services to the Hearing Impaired
159	Therapy Services
160	Psychological Services
161	Out-of-District Placements
162	Adaptive Physical Education Program
163	Extended School Year
164	Health Services
166	Staff Services
168	Transportation Services
169	Central Administration Services
171	Committed Funds

SPECIAL EDUCATION FUND

The Special Education expenditure budget for 2020/2021 was \$47,150,112. With that budget, the Special Education Department served a population of 4,095 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, a full continuum of specialized instruction is available based on the needs of the students. 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. 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 four 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 two education programs for adolescents attending residential treatment centers located at 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 700.32 FTE Special

Education staff members for 2021/2022, 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.
- Use of a continuous improvement process to monitor outcomes for students with disabilities.
- 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 federal and state regulations are continuously updated. As a result, the District's Comprehensive Plan for Special Education outlines 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).
- Protections for students with disabilities related to disciplinary action which may require an IEP team meeting to determine if the behavior is a manifestation of the student's disability.
- 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 to the 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 with disabilities to learn and progress.
- Studying and organizing programs to address the changing needs of students with disabilities.
- Providing ongoing staff professional development to improve instruction and student outcomes.
- 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 FY22 by \$1,882,795. Local taxes comprise 47.36 percent (47.36%) of Special Education revenues. Over 39 percent (39%) of Special Education revenues are from state sources. State sources are expected to decrease this year by over \$1.2 million. Federal revenues are expected to remain flat in the FY22 budget. Other Local Sources are projected to increase by over \$650,000. The District is projecting to spend from the Special Education Fund Cash Balance during FY22 in the amount of \$655,295.

FY22 Special Education Fund Revenues			
Source	Budget FY21	Budget FY22	Increase/ (Decrease)
Property Taxes	\$21,374,999	\$23,257,794	\$1,882,795
State Revenue	20,486,557	19,232,421	(1,254,136)
Federal Revenue	5,257,000	5,257,000	-
Other Local Sources	705,000	705,000	-
Cash from Fund Balance	-	655,295	655,295
Total Revenue	\$47,823,556	\$49,107,510	\$1,283,954

SPECIAL EDUCATION FUND

Revenues

Property Taxes

Source	Budget FY21	Budget FY22	Increase/ (Decrease)
Property Taxes	\$21,374,999	\$23,257,794	\$1,882,795
Total Revenue	\$21,374,999	\$23,257,794	\$1,882,795

State Sources

Source	Budget FY21	Budget FY22	Increase/ (Decrease)
Formula State Aid	\$20,476,557	\$19,222,421	\$(1,254,136)
Tuition Paid by State	10,000	10,000	-
Total Revenue	\$20,486,557	\$19,232,421	\$(1,254,136)

Federal Sources

Source	Budget FY21	Budget FY22	Increase/ (Decrease)
Restricted Federal Grants in Aid	\$5,257,000	\$5,257,000	\$ -
Total Revenue	\$5,257,000	\$5,257,000	\$ -

Other Local Sources

Source	Budget FY21	Budget FY22	Increase/ (Decrease)
Tuition Revenue	\$117,000	\$117,000	\$ -
Interest Income	65,000	65,000	-
Mobile Home Tax	8,000	8,000	-
Medicaid	500,000	500,000	-
Penalties & Interest on Taxes	15,000	15,000	-
Cash from Fund Balance	-	655,295	655,295
Total Revenue	\$705,000	\$1,360,295	\$655,295

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 2021/2022 Special Education Fund budget by program.

Program	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease)
Early Childhood	20.80	20.80	\$ 2,228,004	\$ 2,296,613	\$ 68,609
Early Childhood Screen/Evaluation	3.38	3.38	237,617	243,325	5,708
Early Intervening Services - Federal	4.68	-	364,679	-	(364,679)
Elementary Special Education	241.75	229.60	10,473,238	10,372,563	(100,675)
Elementary Behavior Program	37.16	30.60	1,893,618	1,669,835	(223,783)
Middle School Special Education	98.83	99.83	4,754,195	5,167,944	413,749
High School Special Education	107.46	107.96	5,330,778	5,672,607	341,829
K-12 Building Support Behavior Program	15.70	16.14	713,060	846,404	133,344
Secondary Behavior Program	28.85	28.40	1,594,828	1,754,622	159,794
Transition to Adulthood Services	15.04	15.00	986,424	1,041,385	54,961
Speech Therapy	30.90	33.60	2,257,693	2,524,175	266,482
Services to Visually Impaired	2.00	2.00	133,067	139,073	6,006
Services to Hearing Impaired	13.00	13.00	772,420	799,821	27,401
Occupational/Physical Therapy	20.80	20.80	2,274,776	2,404,848	130,072
Psychological Services	11.85	11.85	1,168,198	1,257,666	89,468
Penitentiary Program	0.50	0.50	57,436	60,257	2,821
Out of District Placements	-	-	3,044,168	3,117,228	73,060
Adaptive Physical Education	3.73	3.65	293,333	309,684	16,351
Extended School Year Program	-	-	283,110	320,902	37,792
Health Services	13.35	14.35	977,809	1,135,469	157,660
Staff Services	24.81	34.56	2,846,680	3,550,038	703,358
Transportation Services	0.50	0.50	2,512,292	2,627,488	115,196
Central Administration	14.30	13.80	1,746,689	1,655,563	(91,126)
Committed Funds	-	-	206,000	140,000	(66,000)
Total Special Education Fund	709.39	700.32	\$47,150,112	\$49,107,510	\$1,957,398

SPECIAL EDUCATION FUND

Program: Early Childhood Education

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.) except for three extended Head Start classrooms. 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 200 will transition into elementary level programming at the end of the year. This past year, approximately 130 infants and toddlers were served in natural environments through a home-based service delivery model.

2021/2022 Objectives

- To provide a full continuum of services in meeting the individual needs of young children
- Support diverse learners using 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Administrative Staff	0.60	0.60	\$ 73,640	\$ 76,321	\$ 2,681
Teachers	8.50	8.50	485,129	518,050	32,921
Specialists	7.20	7.20	235,652	260,820	25,168
Clerical Staff	2.00	2.00	71,628	67,655	(3,973)
Education Assistants	2.50	2.50	57,538	63,605	6,067
Teacher Other Hourly			49,211	50,650	1,439
Classified Other Hourly			5,198	5,498	300
Benefits			323,852	327,820	3,968
Purchased Services			906,967	906,967	-
Supplies & Materials			17,269	17,269	-
Dues & Fees			1,920	1,958	38
Total	20.80	20.80	\$2,228,004	\$2,296,613	\$68,609

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided a full continuum of services to meet the individual needs of young children with disabilities.
- Supported the transition of approximately 175 early childhood students to kindergarten for the 2021-2022 school year.
- Continued partnerships with Avera Family Wellness and University of South Dakota (USD) to support the social-emotional development of children at home and at school.
- Continued to focus and improve on classroom teachers' level of instruction supported by CLASS observation tool and the Program Quality Assessment.

SPECIAL EDUCATION FUND

Program: Early Childhood Education— Screen/Evaluation

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, 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 continuously disseminates information across the community so that families of children in need of this free service are informed.

Screening and evaluation are available to all children, birth to school age, that reside in the Sioux Falls School District. Approximately 1,450 children were screened this past year. Based on the results of the screen and other referrals, approximately 350 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 conduct multidisciplinary evaluations at the evaluation center. Interviews are conducted by an Early Childhood nurse encouraging 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 student needs earlier in the school year. A summer screen/evaluation program has been implemented to assist administration in meeting this ongoing goal.

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	1.50	1.50	\$ 79,997	\$ 80,949	\$ 952
Specialists	1.00	1.00	45,886	50,626	4,740
Clerical Staff	0.88	0.88	31,808	32,604	796
Teacher Other Hourly			10,204	10,304	100
Classified Other Hourly			2,079	2,199	120
Benefits			55,643	54,643	(1,000)
Supplies & Materials			12,000	12,000	-
Total	3.38	3.38	\$237,617	\$243,325	\$5,708

Effect of the FY22 Budget on Program

The adopted budget will:

- Maintain the number of screen and evaluation appointments offered to the public at the 2019/2020 level.
- Continue to provide information to parents about their child’s development.
- Allow for delivery of multi-disciplinary evaluations in a compliant manner.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Delivered approximately 1,450 developmental screenings to children in our community.
- Completed approximately 350 multi-disciplinary evaluations with young children and their families from our community.
- Continued 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 completed Child Find and Recruitment activities
- Maintained compliance with evaluation procedures for Special Education under both Part B and Part C guidelines.

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. 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.

The District is using federal COVID funds in FY22 to fund this program.

Early Intervening Services (federal) Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	4.25	-	\$ 242,822	\$ -	\$(242,822)
Specialists	0.43	-	11,798	-	(11,798)
Substitute Teachers			3,000	-	(3,000)
Teacher Other Hourly			1,000	-	(1,000)
Benefits			88,059	-	(88,059)
Purchased Services			7,000	-	(7,000)
Supplies & Materials			11,000	-	(11,000)
Total	4.68	-	\$ 364,679	\$ -	\$(364,679)

Effect of the FY22 Budget on Program

The adopted budget will:

- Eliminate the program from the Special Education Fund.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year include:

- Provided training to all CEIS teachers regarding the implementation of researched curriculum that was adopted.
- Provided intervention to students K-8 at ten elementary and three middle schools.

SPECIAL EDUCATION FUND

Program: Elementary Special Education

Elementary Special Education Programs provide continuum of services to approximately 1,300 students in resource rooms and 90 students in self-contained RISE 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 RISE programs are located at Terry Redlin, Susan B. Anthony and John F. Kennedy Elementary schools. RISE 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).

2021/2022 Objectives

- Continue to provide a continuum of services to meet the individual needs of students eligible for special education services
- Continue to study best practices in reading instruction and application for students who have reading disabilities
- Continue to implement Bridges Math interventions

Elementary Special Education Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	79.75	70.10	\$ 4,091,726	\$ 3,826,048	\$(265,678)
Specialists	14.50	14.50	458,514	544,672	86,158
Education Assistants	147.50	145.00	3,158,766	3,386,840	228,074
Teacher Other Hourly			25,807	25,800	(7)
Benefits			2,647,900	2,504,678	(143,222)
Supplies & Materials			90,525	84,525	(6,000)
Total	241.75	229.60	\$10,473,238	\$10,372,563	\$(100,675)

Effect of FY20 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Received training on and applied evidence-based intervention to support reading and reading comprehension skill development
- Developed high quality instructional materials for students in specialized classroom settings
- Provided professional learning designed to equip educators to improve literacy skill development of children who experience cognitive delays
- Continued to provide professional development for implementation of English Language Arts (ELA) curriculum resources and strategies
- Studied best practices in math instruction

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 the RISE 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.

2021/2022 Objectives

- Implement the special education delivery model and develop strategies that teach students in the least restrictive environment
- Convene curriculum committees to assess and develop curriculum specific to the needs of special education students

Middle School Special Education Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	43.65	43.65	\$2,227,847	\$2,423,259	\$195,412
Specialists	6.00	7.00	191,823	248,208	56,385
Education Assistants	49.18	49.18	1,053,304	1,164,243	110,939
Teacher Extra Pay (Point System)			10,595	13,040	2,445
Benefits			1,196,040	1,244,608	48,568
Purchased Services			11,836	11,836	-
Supplies & Materials			62,750	62,750	-
Total	98.83	99.83	\$4,754,195	\$5,167,944	\$413,749

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Convened curriculum committees and identified gaps in the curriculum, selected new curriculum, and wrote curriculum guides.
- Reviewed the Special Education service delivery model and developed ideas to continue to offer Special Education services in the least restrictive environment.

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.

2021/2022 Objectives

- Implement the Special Education delivery model and develop strategies that teach students in the least restrictive environment.
- Convene curriculum committees to assess and develop curriculum specific to the needs of Special Education students.

High School Special Education Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	51.39	50.89	\$2,610,453	\$2,819,493	\$209,040
Specialists	3.00	4.00	96,034	141,833	45,799
Education Assistants	53.07	53.07	1,197,233	1,257,026	59,793
Teacher Extra Pay (Point System)			6,731	9,204	2,473
Benefits			1,344,620	1,369,844	25,224
Purchased Services			5,223	5,223	-
Supplies & Materials			70,484	69,984	(500)
Total	107.46	107.96	\$5,330,778	\$5,672,607	\$341,829

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Convened the curriculum committee and identified gaps in the English Language Arts Curriculum, updated materials and curriculum, and adjusted curriculum pacing guides.
- Convened the curriculum committee and reviewed the Fundamentals of Home Maintenance Curriculum, updated the materials and curriculum, and adjusted the curriculum pacing guide.
- Reviewed the Special Education service delivery model and developed ideas to continue to offer Special Education services in the least restrictive environment.

SPECIAL EDUCATION FUND

Program: Transition to Adulthood Services

The Transition to Adulthood Services 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.

2021/2022 Objectives

- Provide daily living and vocational skills instruction and training opportunities to students with disabilities ages 18-21 to prepare them for independence as they transition to adulthood
- Differentiate and adjust transition skills training for students that allow them to experience and access community based, real-world daily living and vocational instruction

Community Campus Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	4.00	4.00	\$234,278	\$ 232,087	\$ (2,191)
Specialists	4.38	5.25	126,376	169,202	42,826
Employment Contract Staff	4.00	4.00	198,826	203,253	4,427
Education Assistants	2.66	1.75	83,389	46,838	(36,551)
Teacher Other Hourly			5,384	5,437	53
Classified Other Hourly			13,959	14,765	806
Other Temporary Pay			17,654	18,673	1,019
Benefits			223,458	217,689	(5,769)
Purchased Services			67,500	117,841	50,341
Supplies & Materials			12,950	12,950	-
Dues & Fees			2,650	2,650	-
Total	15.04	15.00	\$986,424	\$1,041,385	\$54,961

Effect of the FY22 Budget on Program

The adopted budget will:

- Maintain staffing to support rigorous instructional 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 career exploration and real life job experiences through volunteer, supported employment, and competitive wage opportunities.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided a complete continuum of transition skills training for daily living and vocational skills.
- Improved community-based partnerships to provide students more vocational skills training opportunities.

SPECIAL EDUCATION FUND

Program: Penitentiary Services

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

Penitentiary Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	0.50	0.50	\$28,504	\$30,642	\$2,138
Teacher Other Hourly			8,800	8,886	86
Benefits			10,958	11,555	597
Purchased Services			3,174	3,174	-
Supplies & Materials			6,000	6,000	-
Total	0.50	0.50	\$57,436	\$60,257	\$2,821

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided special education services for students incarcerated at the South Dakota State Penitentiary.
- Participated in state review process with no issues identified in the exit interview.

SPECIAL EDUCATION FUND

Program: K-12 Building Support Behavior

In accordance with the Individuals with Disabilities Education Improvement Act, the Sioux Falls School District (SFSFSD) 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 SFSFSD 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.

2021/2022 Objectives

- Continue to provide training to behavior teams who support staff and students by creating plans to decrease student behavior
- Continue to provide structured programming, interventions, and strategies for students in the middle and high schools whose behavior is interfering with their ability to learn

K-12 Building Support Behavior Programs Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	1.50	1.50	\$ 66,044	\$ 75,695	\$ 9,651
Specialists	14.20	14.64	434,931	532,706	97,775
Classified Other Hourly			15,885	18,062	2,177
Benefits			172,200	195,941	23,741
Supplies & Materials			14,000	14,000	-
Dues & Fees			10,000	10,000	-
Total	15.70	16.14	\$713,060	\$846,404	\$133,344

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Served over 300 students in the Tier II rooms by providing positive learning environments for students with behavioral challenges.
- Served over 240 students across the District by creating and helping to implement behavior plans in the home schools.
- Implemented Positive Student Interaction instruction for students.

SPECIAL EDUCATION FUND

Program: Secondary Behavior

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.

2021/2022 Objectives

- Continue to develop responsive programming to challenge students academically with the focus on graduation
- Continue to provide unique field trips and learning opportunities to our students
- Build capacity of staff to meet unique needs of students with social, emotional behavioral needs
- Reintegrate students back to their home building with the necessary support and services for a successful transition; emphasis on sustained success upon reintegration

Secondary Behavior Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	14.55	14.15	\$ 725,721	\$ 794,738	\$ 69,017
Specialists	4.68	4.63	183,683	218,199	34,516
Education Assistants	9.62	9.62	216,198	249,185	32,987
Teacher Extra Pay (Point System)			2,577	2,602	25
Teacher Other Hourly			37,279	37,644	365
Classified Other Hourly			10,458	11,062	604
Benefits			393,630	415,910	22,280
Purchased Services			500	500	-
Supplies & Materials			22,250	22,250	-
Dues & Fees			2,532	2,532	-
Total	28.85	28.40	\$1,594,828	\$1,754,622	\$159,794

Effect of the FY22 Budget on Program

The adopted budget will:

- Maintain services at the FY21 level for students

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Reviewed the structure of behavioral supports across the District and District-wide Team made recommendations for streamlining resources.
- Established the priority to focus on a multi-tiered system of support to strengthen social, emotional, and behavioral supports in all buildings in an effort to reduce out-of-building placements.
- Hired the Coordinator of K-12 Behavior in an effort to bring cohesiveness to social, emotional, and behavioral supports across the District.

SPECIAL EDUCATION FUND

Program: Elementary Behavior

The Bridges 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 80 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. Emphasis is placed on 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.

2021/2022 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

Elementary Behavior Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	13.36	10.66	\$ 641,798	\$ 561,945	\$ (79,853)
Specialists	8.89	7.92	294,895	301,263	6,368
Employment Contract Staff	0.65	0.65	41,162	42,459	1,297
Clerical Staff	1.00	1.00	34,262	39,320	5,058
Education Assistants	13.26	10.37	323,932	244,461	(79,471)
Teacher Other Hourly			34,634	30,506	(4,128)
Classified Other Hourly			28,454	18,050	(10,404)
Other Temporary Pay			-	11,080	11,080
Benefits			465,900	392,216	(73,684)
Supplies & Materials			28,581	28,535	(46)
Total	37.16	30.60	\$1,893,618	\$1,669,835	\$(223,783)

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Implemented the Boys Town Specialized Classroom Management Program across a majority of classrooms with ongoing training and data collection to monitor student progress. Some buildings participated in Positive Behavioral Interventions and Support (PBIS) professional learning and developed a framework of building wide expectations.
- Offered three separate Boys Town training sessions with 91 participants and implemented the Boys Town Specialized Classroom Management Program across a majority of classrooms with ongoing training and data collection to monitor student progress.
- Researched best practices in mathematics instruction for both core instruction and specialized instruction to meet the diverse learning needs of students in the program.

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 Program team and are described on the Individual Education Program (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.

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	29.90	31.60	\$1,623,883	\$1,812,034	\$188,151
Employment Contract Staff	1.00	2.00	24,820	64,305	39,485
Teacher Other Hourly			9,718	9,813	95
Benefits			573,222	618,023	44,801
Supplies & Materials			26,050	20,000	(6,050)
Total	30.90	33.60	\$2,257,693	\$2,524,175	\$266,482

Effect of the FY22 Budget on Program

The adopted budget will:

- Provide speech/language services to all eligible students.
- Significantly increase compensation for speech/language pathologists. The increased compensation will help support the District’s ability to recruit and retain speech/language pathologists to serve eligible students. Speech/Language Pathologists are in high demand and there is a shortage of qualified speech/language pathologists locally and nationally.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- 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.
- Expanded compensation for speech/language pathologists to strengthen retention of staff (SLP positions are hard to fill.)

SPECIAL EDUCATION FUND

Program: Services to the Visually Impaired

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.

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	1.00	1.00	\$ 48,433	\$ 53,131	\$4,698
Employment Contract Staff	1.00	1.00	31,768	32,257	489
Benefits			27,581	28,400	819
Purchased Services			12,000	12,000	-
Supplies & Materials			13,285	13,285	-
Total	2.00	2.00	\$133,067	\$139,073	\$6,006

Effect of the FY22 Budget on Program

The adopted budget will:

- Maintain services for eligible students with vision loss.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

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

SPECIAL EDUCATION FUND

Program: Services to the Hearing Impaired

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.

2021/2022 Objectives

- To increase opportunities to provide general education teachers with professional development on instruction and assessment for students with hearing loss in their classrooms
- Through evaluation of our programs for students with hearing loss, the District will provide sound amplifications systems into every classroom during the 2021/22 school year. This will provide greater access to curriculum and information to our students with hearing loss.
- To provide input in literacy initiatives regarding the unique needs of students with hearing loss

Services to the Hearing Impaired Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	2.00	2.00	\$106,380	\$113,987	\$ 7,607
Employment Contract Staff	11.00	11.00	429,670	442,584	12,914
Classified Other Hourly			24,954	26,394	1,440
Benefits			185,826	191,266	5,440
Purchased Services			18,700	18,700	-
Supplies & Materials			6,890	6,890	-
Total	13.00	13.00	\$772,420	\$799,821	\$27,401

Effect of the FY22 Budget on Program

The adopted budget will:

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

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided services for all District students with deafness or hearing loss who have an IEP.
- 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.

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Employment Contract Staff	20.80	20.80	\$1,660,102	\$1,755,471	\$ 95,369
Classified Other Hourly			17,314	18,313	999
Benefits			565,160	598,864	33,704
Purchased Services			18,200	18,200	-
Supplies & Materials			14,000	14,000	-
Total	20.80	20.80	\$2,274,776	\$2,404,848	\$130,072

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided therapy services across the District identified with significant gross and fine motor skills that require therapeutic interventions.

SPECIAL EDUCATION FUND

Program: Psychological Services

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.

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	11.85	11.85	\$ 846,048	\$ 924,495	\$78,447
Teacher Extra Pay (Point System)			2,248	2,367	119
Benefits			293,902	303,804	9,902
Purchased Services			8,000	9,000	1,000
Supplies & Materials			18,000	18,000	-
Total	11.85	11.85	\$1,168,198	\$1,257,666	\$89,468

Effect of the FY22 Budget on Program

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

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

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

SPECIAL EDUCATION FUND

Program: Out of District Placements

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.

2021/2022 Objectives

- Provide educational programming for students with disabilities who have been determined by their IEP team to need more intensive services
- Continue to reduce the reliance on out-of-district placements through the development of school-based programs and building the capacity of IEP team to meet students' needs

Out of District Placement Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Purchased Services			\$3,044,168	\$3,117,228	\$73,060
Total	-	-	\$3,044,168	\$3,117,228	\$73,060

Effect of the FY22 Budget on Program

The adopted budget will:

- 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 and increases funding to accommodate increased student need.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 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 as well as expand transition to adulthood programming to add a SFSD Project Skills Program.

SPECIAL EDUCATION FUND

Program: Adaptive Physical Education

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

2021/2022 Objectives

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

Adaptive Physical Education Program Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	3.73	3.65	\$215,595	\$230,768	\$15,173
Benefits			73,738	74,916	1,178
Supplies & Materials			4,000	4,000	-
Total	3.73	3.65	\$293,333	\$309,684	\$16,351

Effect of the FY22 Budget on Program

The adopted budget will:

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

2020/21 Accomplishments

Significant accomplishments during the 2020/21 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

2021/2022 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Education Assistants	-	-	\$ 78,516	\$ 94,282	\$15,766
Substitute Teachers			2,803	3,085	282
Teacher Other Hourly			116,777	127,857	11,080
Classified Other Hourly			10,266	11,093	827
Other Temporary Pay			22,042	25,385	3,343
Benefits			45,986	52,480	6,494
Supplies & Materials			6,720	6,720	-
Total	-	-	\$283,110	\$320,902	\$37,792

Effect of the FY22 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

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

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.

2021/2022 Objectives

- Provide support and education to address physical and behavioral health concerns that impact the wellness and education of students who receive special education.
- Continue to work with the school, health care, and community agencies/services to meet the health needs of students who receive special education.
- Strengthen the provision of the medial-social evaluations through staff development and peer coaching.
- Continue participating in SAT and IEP meetings to support individual student's health services.

Health Services Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Administrative Staff	0.50	0.50	\$ 60,687	\$ 67,864	\$ 7,177
Teachers	12.35	13.35	609,717	725,586	115,869
Clerical Staff	0.50	0.50	19,735	22,010	2,275
Substitute Teachers			9,200	10,126	926
Teacher Other Hourly			22,995	23,220	225
Benefits			242,475	272,061	29,586
Supplies & Materials			13,000	14,602	1,602
Total	13.35	14.35	\$977,809	\$1,135,469	\$157,660

Effect of the FY22 Budget on Program

The adopted budget will:

- Provide for the increase in salaries and benefits.
- Provide for staffing at the new middle and high school – 1.0 FTE teacher (school nurse.)
- Provide for additional health supplies for the new middle and high school health offices.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Provided direct services to 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.
- Provided management and prevention of COVID-19.

SPECIAL EDUCATION FUND

Program: Staff Services

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.

2021/2022 Objectives

- Continue implementation of evidence-based mathematics curriculum for Kindergarten through grade 12 students with disabilities with fidelity
- Continue extending and building upon the health education standards to include students with disabilities
- Implement health education standards through the provision of high quality instructional materials and ongoing staff training and support implementation will begin at the middle school level
- Collaborate with general education to identify evidence-based literacy intervention for elementary and secondary special educators; develop a plan to roll out professional learning combined with intentional coaching supports in 2021/2022.
- Purchase and implement a web-based Individual Education Plan (IEP) system
- 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.
- Replace and update technology in accordance with the Sioux Falls School District Technology Plan and provide new staff with technology

Staff Services Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Teachers	7.50	7.50	\$ 484,804	\$ 505,648	\$ 20,844
Employment Contract Staff	5.50	6.50	415,585	513,038	97,453
Education Assistants	11.81	13.56	244,579	315,748	71,169
Substitute Teachers	-	7.00	450,000	859,292	409,292
Teacher Other Hourly			141,406	142,793	1,387
Other Temporary Pay			31,191	32,605	1,414
Benefits			444,115	545,914	101,799
Purchased Services			165,000	165,000	-
Supplies & Materials			400,000	400,000	-
Equipment			70,000	70,000	-
Total	24.81	34.56	\$2,846,680	\$3,550,038	\$703,358

Effect of the FY22 Budget on Program

The adopted budget will:

- Provide for 7.0 FTE Permanent Substitute Teachers for Special Education programs to allow for consistency and support for students with a disability when staff members are absent.
- Support activities required to meet contractual and compliance obligations to personnel, students, and parents.
- Provides for the training and implementation of specialized math instruction.
- Provides contingency staff in the event of unexpected growth or student needs.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- 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.

SPECIAL EDUCATION FUND

Program: Transportation Services

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 12th 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.

2021/2022 Objectives

- Transport students with disabilities who are eligible to receive transportation to school safely
- Continue to research methods to improve efficiency
- Operate the Transportation Department in an efficient, economical manner

Transportation Services Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Specialists	0.50	0.50	\$ 33,312	\$ 37,694	\$ 4,382
Benefits			11,279	11,937	658
Purchased Services			2,467,701	2,577,857	110,156
Total	0.50	0.50	\$2,512,292	\$2,627,488	\$115,196

Effect of the FY22 Budget on Program

The adopted budget will:

- Provide students with disabilities transportation to elementary, middle, and high schools.
- Provide a 2.4 percent increase in School Bus Inc. rates in compliance with the contract.
- Provide bus transportation for special education students to Ben Reifel Middle School and Jefferson High School.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

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

SPECIAL EDUCATION FUND

Program: Central Administration Services

The Sioux Falls School District Special Education Program – serving over 4,000 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)

2021/2022 Objectives

- Lead the training and implementation of mathematics curriculum adoption for youth with 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 FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Administrative Staff	6.50	6.50	\$ 923,660	\$ 898,652	\$ (25,008)
Teachers	0.80	0.30	56,735	22,793	(33,942)
Employment Contract Staff	1.00	1.00	66,486	43,216	(23,270)
Executive Assistants	1.00	1.00	44,013	45,401	1,388
Clerical Staff	5.00	5.00	179,566	195,741	16,175
Classified Other Hourly			5,836	6,173	337
Overtime			294	311	17
Benefits			431,994	405,171	(26,823)
Purchased Services			27,587	27,587	-
Supplies & Materials			8,418	8,418	-
Dues & Fees			2,100	2,100	-
Total	14.30	13.80	\$1,746,689	\$1,655,563	\$ (91,126)

Effect of the FY22 Budget on Program

The adopted budget will:

- 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.

2020/21 Accomplishments

Significant accomplishments during the 2020/21 school year included:

- Researched and studied mathematics 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.

SPECIAL EDUCATION FUND

Program: Committed Funds

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

Committed Funds Budget

BUDGET DATA	FTE FY21	FTE FY22	Budget FY21	Budget FY22	Increase/ (Decrease) from Prior Year
Early Retirement			\$175,000	\$120,000	\$(55,000)
Legal Fees			1,000	-	(1,000)
Liability Insurance			25,000	15,000	(10,000)
Unclassified Expense			5,000	5,000	-
Total	-	-	\$206,000	\$140,000	\$(66,000)