

Brandon Valley School District Special Services Department

Five Year Plan

❖ 2017 – 2018

❖ 2018 – 2019

❖ 2019 – 2020

❖ 2020 – 2021

❖ 2021 – 2022

Compiled by:
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Director of Special Services

Special Education

2017 - 2018 School Year

Staffing Needs and Requests:

1.0 FTE Middle School Special Education Teacher \$62,000

Rationale: Currently the Brandon Valley Intermediate School requires 4 special education teachers to provide services to 67 students receiving special education services. The middle school currently serves 58 students divided among 3 special education teachers. Next year (2017-2018), the middle school is projected to have 67 students, which would require the addition of one FT special education teacher at the middle school. In 2017-2018, the intermediate school is projected to have 61 students who will require special education services. This number of students at the intermediate school is too high to consider transfer of a teacher to the middle school from the intermediate.

1.0 FTE Early Childhood Special Education Teacher \$62,000

Rationale: At the end of the 2015-2016 school year it was decided to reduce our teaching staff in our Early Childhood Special Education department due to a decline in student enrollment. A teacher had resigned and the district had decided not to fill this position. Currently, there has been a significant increase in student enrollment into our Early Childhood Special Education program. At the end of the 2015-2016 school year the enrollment was 24 students, which was the reason not to hire another teacher. However, as of December 21, 2016 our early childhood enrollment will be 46 students. An Early Childhood Special Education teacher is needed to provide appropriate educational services to this increased number of students.

1.0 FTE Special Services Coordinator \$62,000

Rationale: With the increase of students in special education and the addition of a seventh school, another coordinator is needed. Currently, we employ one coordinator to assist the director with early childhood. A new coordinator at the high school will assist in maintaining high quality special education programs at the high school. The focus for this new position will be on assisting the Director of Special Services with coordination of the secondary special education programs and post-secondary transition requirements for students on IEPs at the high school.

2.0 FTE Educational Assistant \$50,000

Rationale: Due to continued growth in our special education student population, specifically students with significant disabilities that have more individualized needs, 2.0 Educational Assistants are needed to support students with disabilities. Our trend in eligible students with Autism and Multiple Disabilities has increased at a faster rate than in previous years, specifically in the Multiple Disabilities category. Students with significant special education and related service needs often require more one-to-one support at school, as a result there is a need for additional EA support.

Extended contract days:

Early Childhood Coordinator: Currently the early childhood coordinator has a 12-day extended contract. Over the past several years, the early childhood coordinator has put in additional days over the 12-days to meet our evaluation and service needs for students receiving birth to three and early childhood services. We will need to increase the early childhood coordinators contract to 15-days (additional 3-days) to meet our early childhood needs throughout the summer.

Teachwell 1 additional day – Occupational Therapist \$14,000

1 additional day – Physical Therapist \$20,000

Rationale: As the number of students receiving special education increases, the number of students that require Occupational Therapy and Physical Therapy increases. In addition, our Occupational Therapists and Physical Therapists are required to travel throughout our district to provide Home-Based services, and the drive time impacts the number of students that they can serve. As a result, there is need for additional OT and PT time to support the needs of our students with special needs. The estimates above would indicate increasing time with our current OT or PT's currently providing services to our district. However, I have been in contact with Joan Frevik at Teachwell about other options that may include using a Certified Occupational Therapist Assistant (COTA), which has the potential of lowering the cost for OT services submitted. I have also been in contact with our PT's about other options including using our Adaptive PE teacher in a more collaborative

way in order to meet our needs for more PT support for our students. However, this would impact our regular education PE classes, since our current Adaptive PE teacher is half time special education and half time regular education.

Equipment:

Computers (Replacement/new staff) \$20,000

Software:

SPED Advantage \$5,652

Sped advantage software is a cloud based system used by the special education department to complete IEP documents. The cost for sped advantage is \$12 per year per special education student. (estimate 471 students).

Kurzweil update –Version 15..... \$2,856

Kurzweil software is used for students with reading disabilities and has text to speech capabilities. At this time, we have version 13 and an upgrade to the newer version is needed.

Curriculum:

The System 44 and Read 180 program that has been implemented in grades seven and eight has seen positive results. If the special education budget is able to assist in the cost of expansion of this program through paying for additional licenses in these grades, it is recommended that the district do so. This program has had a positive impact on the reading achievements of students with disabilities as well as with non-disabled students.

CEIS and Bi-Modal Program:

CEIS: Currently, special education is funding two (2) general education positions, one reading specialists and one behavioral specialist using the CEIS (Coordinated Early Intervening Services) provision. There are requirements when using special education funds for general education positions through CEIS that does not allow these staff members to work with special education students. The purpose of CEIS funding is to use general education staff to intervene with students at risk for identification of special education services. The goal is to intervene early in order to reduce the numbers of special education students. However, because the staff members identified as CEIS cannot work with special education students, it has caused other challenges with how we can utilize our behavior specialist and reading specialist to their full capacity. In addition, if a school district uses special education funds to provide CEIS activities, then the district will not be able to access the “extraordinary cost” fund through the state if there is a need in the future. At this time, I would like to recommend that we no longer fund any general education positions using the CEIS provision after the 2016-2017 school year.

Bi-Modal Program: At the end of the 2016-2017 school year, the South Dakota School for the Deaf (SDSD) and the Brandon Valley School District will terminate the agreement to provide specific programing for hearing impaired students with Bi-Modal needs. At this time, there are two students at Fred Assam Elementary participating in this program. One student will be transitioning back to his home school district beginning in the 2017-2018 school year. The other student who currently resides in the Brandon Valley School District will be moving out of state at the end of this school year. As a result, the employees that are hired through the agreement between SDSD and the Brandon Valley School District will no longer be needed.

2018 – 2019 School Year

Staff Needs and Requests:

1.0 FTE Educational Assistants \$25,000

District Need:

Equipment:

Computers (Replacement/new staff) \$26,000

Curriculum:

Special Education Elementary: Begin to research specially designed special education curriculum that is tied to state standards. As the elementary schools have adopted standards based curriculum and standards based report cards, it would be appropriate for the curriculum used in special education to align with these standards as well. In addition, curriculum aligned to state standards will possibly provide our students receiving special education with a better opportunity to meet proficiency goals on the Smarter Balanced State Assessment.

2019 - 2020 School Year

Staff Needs and Requests:

1.0 FTE Board Certified Behavior Analyst \$62,000

Rationale: As the district's number of students with significant disabilities (Multiple Disabilities, Autism Spectrum, Cognitive Disabilities) continues to grow, there is a need for school personnel with unique experience providing behavior management and programming. Several agencies (i.e., Behavior Care Specialists, LifeScape, etc.) that the school district currently contracts with to provide day school programming have staff members who have received specialized university training to earn their Board Certified Behavior Analyst (BCBA) degree. A BCBA has specialized skills to support functional behavior assessments and behavior intervention planning for students with significant disabilities. The addition of a BCBA has the potential of supporting Brandon Valley students in district rather than seeking out high cost outside agencies.

1.0 FTE Educational Assistant \$25,000

Equipment:

Computers (Replacement/new staff) \$26,000

2020 - 2021 School Year

Staff Needs and Requests:
To be Determined

Equipment:
Computers(Replacement/new staff) \$26,000

2021 - 2022 School Year

Staff Needs and Requests:
To be Determined

Equipment:
Computers (Replacement/new staff) \$26,000

Title I – Reading/Math

2016-2017 School Year

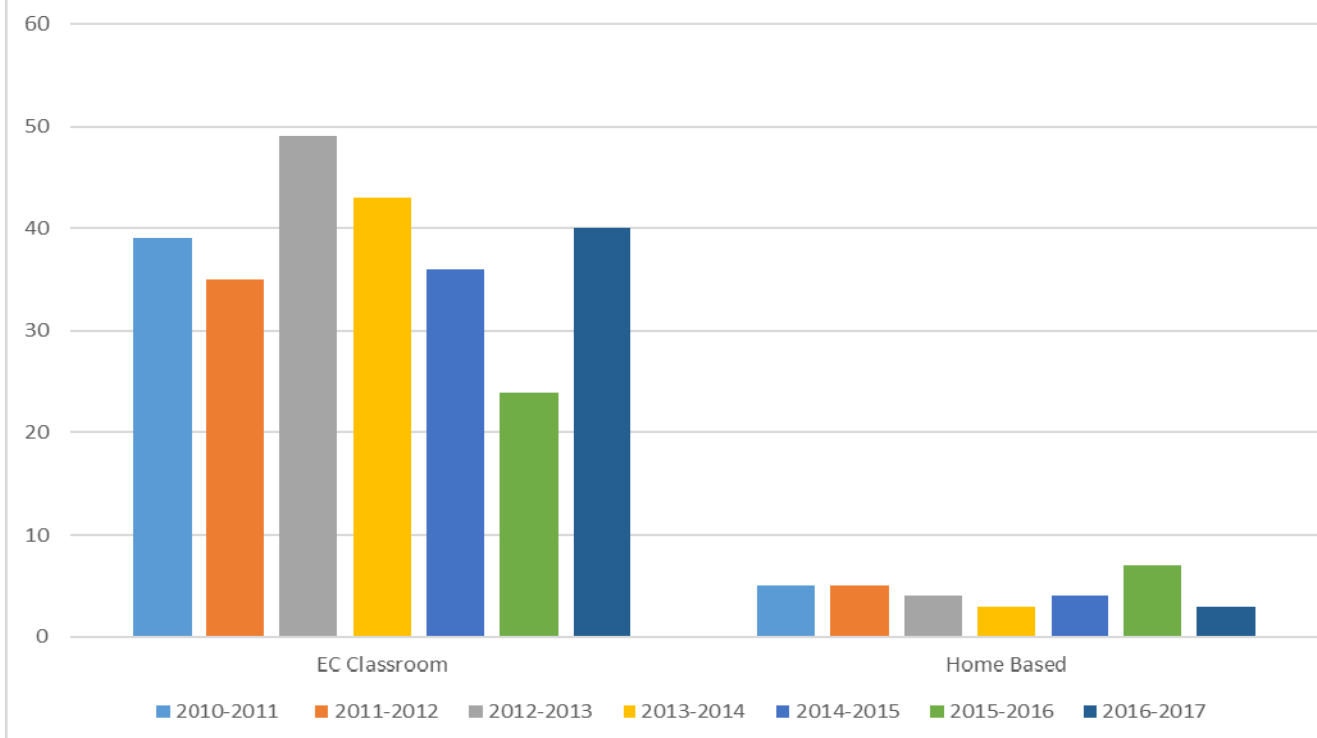
	Brandon Elementary	Fred Assam Elementary	Valley Springs Elementary	Intermediate School	Total by Grade
Kdg	20	8	3		31
Grade 1	25	8	3		36
Grade 2	20	21	6		47
Grade 3	10	8	3		21
Grade 4	4	0	0		4
Grade 5				69	69
Grade 6				20	20
Totals	79	45	15	89	228
Tutors	3 FTE	1.5 FTE	.5 FTE	3 FTE	8 FTE

The district's Title I allocation increased sufficiently to cover the costs of previous staffing. In addition, we were able to add one Title I Math teacher at the intermediate school for the 2016-2017 year. It is anticipated that the district's Title I allocation for 2017-2018 will continue to cover the costs to maintain the current staffing levels. Below is a comparison chart with the previous school years (15-16) data for students served in Title I.

2015-2016 School Year –Reading Only

	Brandon Elementary	Fred Assam Elementary	Valley Springs Elementary	Intermediate School	Total by Grade
Kdg	18	7	3		28
Grade 1	23	7	10		40
Grade 2	22	17	3		42
Grade 3	11	6	3		20
Grade 4	3	0	0		3
Grade 5				37	37
Grade 6				6	6
Totals	77	37	19	43	176
Tutors	3 FTE	1.5 FTE	.5 FTE	2 FTE	7 FTE

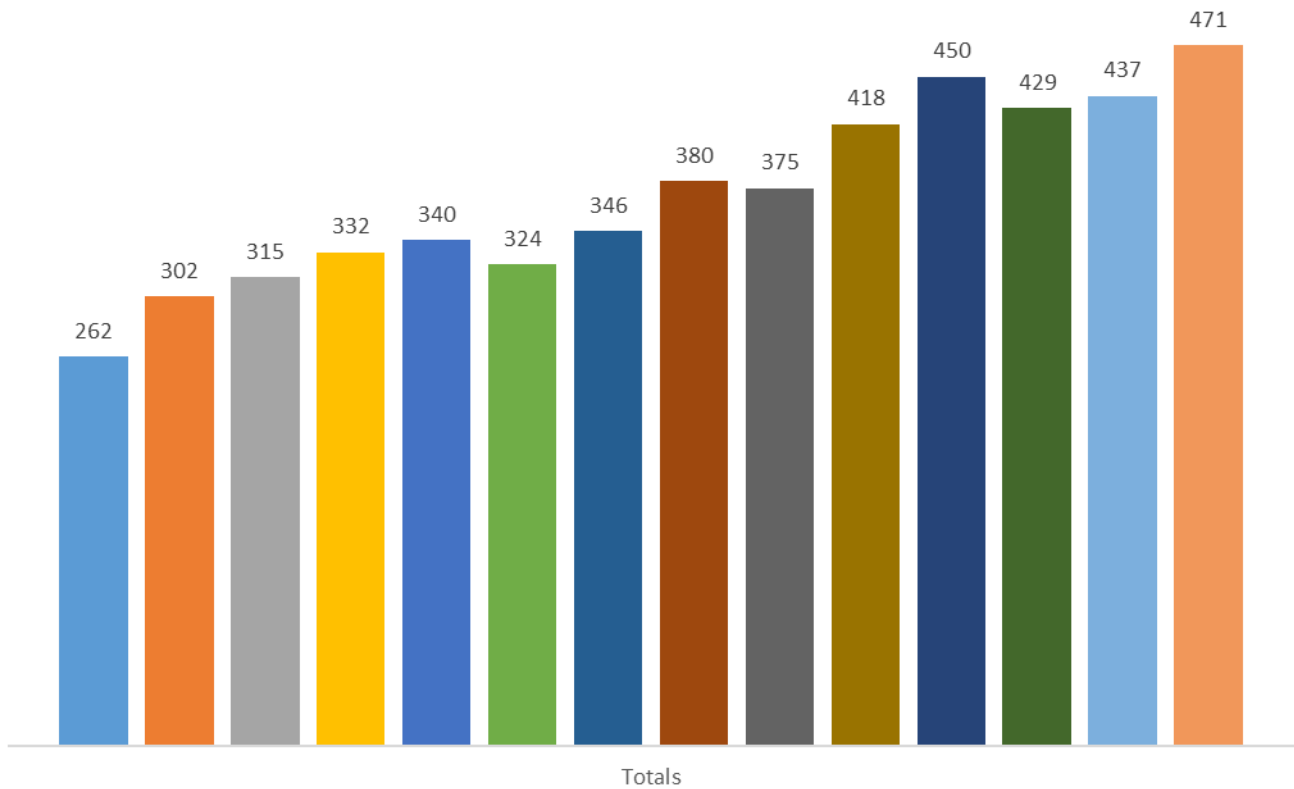
Early Childhood: FY2011-FY2017 December 15, 2016



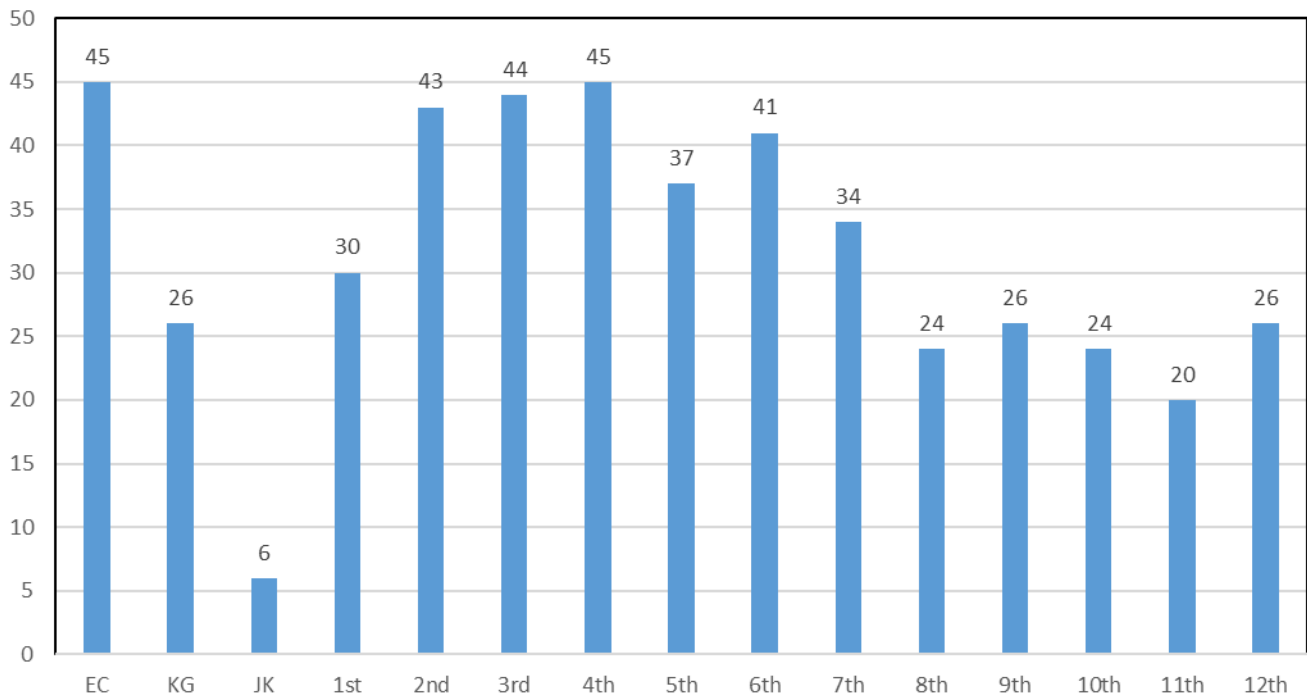
Since the 2012-2013 school year, the Early Childhood Special Education (ECSE) program has had a downward trend in student growth until this year (2016-2017). Although difficult to predict, with the general district increase in student growth over time, the student enrollment for the ECSE program is also believed to stay steady or grow in the future.

Students Served District-Wide

■ 2003 ■ 2004 ■ 2005 ■ 2006 ■ 2007 ■ 2008 ■ 2009 ■ 2010 ■ 2011 ■ 2012 ■ 2013 ■ 2014 ■ 2015 ■ 2016

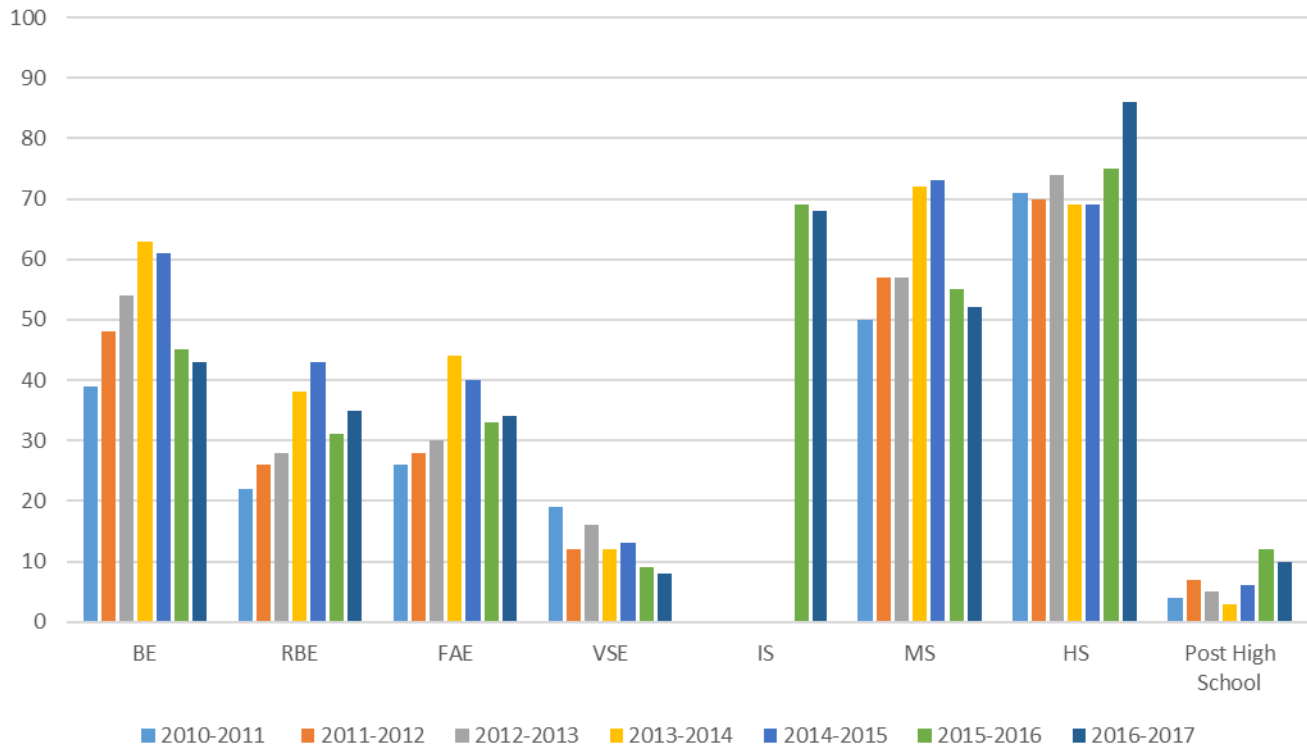


2016-2017 Child Count By Grade

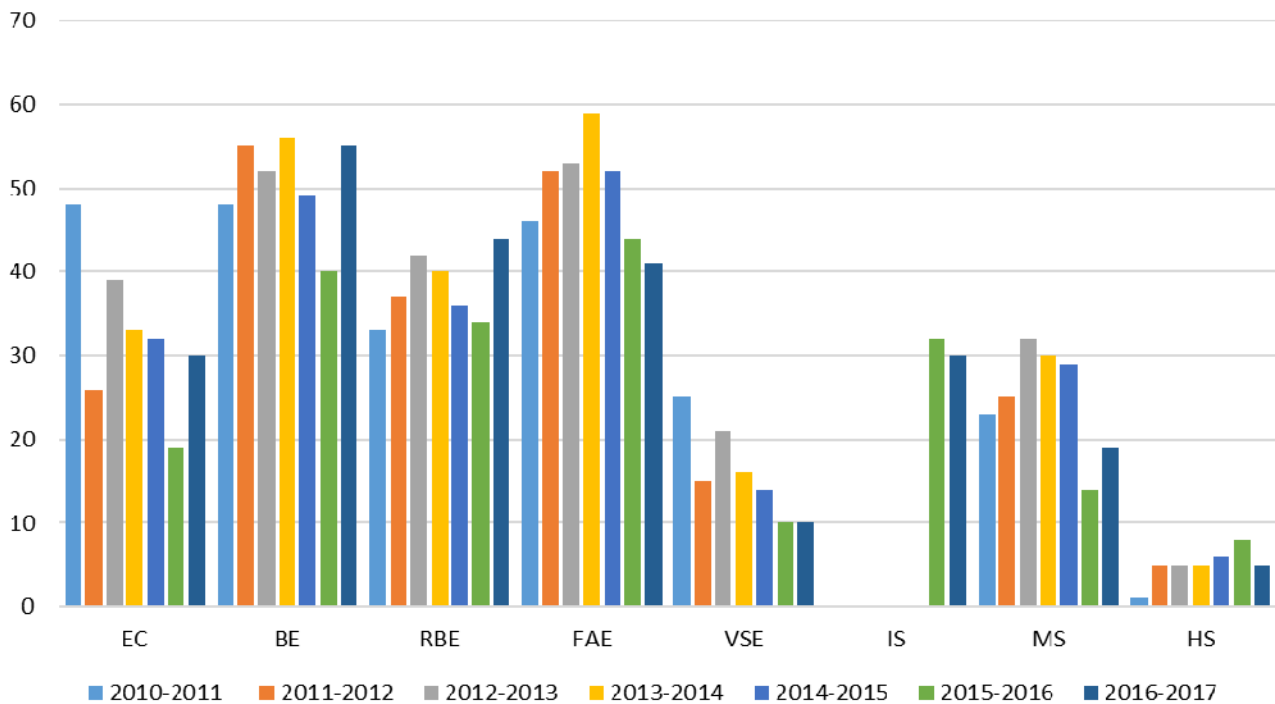


Projecting to 2017-2018, our child count numbers indicate larger numbers of students served on IEPs are moving into the intermediate and middle schools, this supports the need for a new sped teacher at the middle school.

Students Receiving Special Education Services FY2011-FY2017 December 15, 2016



Students Receiving Speech/Language Services FY2011-FY2017 December 15, 2016



South Dakota School for the Deaf

Bimodal Programs

2017 - 2018 School Year – Bimodal Program

EC	Kdg	1	2	3	4	Total
0	0	0	0	0	0	0

The South Dakota School for the Deaf and the Brandon Valley School District has agreed to terminate the Bimodal Program at Fred Assam after to 2016-2017 school year. The contract had provided funding for 3 staff members. A full time deaf educator, a part-time speech and language therapist, and a full time sign language interpreter. At this time, since the Brandon Valley School District will not have any students with bimodal needs it is anticipated that the employees providing these services will no longer be needed.

English Language Learners

2016 - 2017 School Year

	Fred Assam Elementary	Intermediate School	Middle School	High School
Kindergarten	5			
Grade 1	4			
Grade 2	7			
Grade 3	8			
Grade 4	3			
Grade 5		2		
Grade 6		2		
Grade 7			0	
Grade 8			2	
Grade 9				2
Grade 10				3
Grade 11				0
Grade 12				2
Totals	27	4	2	7

Currently, the district employs one full-time teacher and two full-time educational assistants to serve forty (40) students between 4 schools. These staff members also monitor students two years after testing is complete. This year there are twenty-three (23) students that are being monitored, which means that their performance on Smarter Balanced testing is tracked and impacts whether our district meets performance standards for the EL sub-group. Future projections for students in need of EL services or continued need is hard to predict because they can and do “test out” at different times and we have no way of predicting of the need for future kindergarten students. The projections below should be considered a rough estimate.

2017 - 2018 School Year (projected)

	Fred Assam Elementary	Intermediate School	Middle School	High School
Kindergarten	?			
Grade 1	5			
Grade 2	4			
Grade 3	7			
Grade 4	8			
Grade 5		4		
Grade 6		2		
Grade 7			2	
Grade 8			3	
Grade 9				2
Grade 10				2
Grade 11				3
Grade 12				0
Totals	24	6	5	7