

Final Report 2018-2019 - Castle Valley Center SPEC

This Final Report is currently pending initial review by a School LAND Trust Administrator.

You may unlock the Final Report to edit/update non-substantive changes without a vote.

Financial Proposal and Report

This report is automatically generated from the School Plan entered in the spring of 2018 and from the District Business Administrator's data entry of the School LAND Trust expenditures in 2018-2019.

Description	Planned Expenditures (entered by the school)	Actual Expenditures (entered by the school)	Actual Expenditures (entered by the District Business Administrator)
Carry-Over from 2017-2018	\$32	N/A	\$1,112
Distribution for 2018-2019	\$7,637	N/A	\$8,072
Total Available for Expenditure in 2018-2019	\$7,669	N/A	\$9,184
Salaries and Employee Benefits (100 and 200)	\$4,000	\$4,000	\$4,000
Employee Benefits (200)	\$0	\$0	\$350
Professional and Technical Services (300)	\$0	\$0	\$0
Repairs and Maintenance (400)	\$0	\$0	\$0
RETIRED. DO NOT USE (500)	\$0	\$0	\$0
Printing (550)	\$0	\$0	\$0
Transportation/Admission/Per Diem/Site Licenses (510, 530 and 580)	\$0	\$0	\$0
General Supplies (610)	\$0	\$0	\$0
Textbooks (641)	\$0	\$0	\$600
Textbooks (Online Curriculum or Subscriptions) (642)	\$0	\$0	\$0
Library Books (644)	\$0	\$0	\$0
Technology Related Hardware/Software (< \$5,000 per item) (650)	\$3,000	\$0	\$0
Software (670)	\$0	\$0	\$0
Equipment (Computer Hardware, Instruments, Furniture) (730)	\$0	\$0	\$0
Technology Equipment > \$5,000 (734)	\$0	\$0	\$0
Total Expenditures	\$7,000	\$4,000	\$6,546
Remaining Funds (Carry-Over to 2019-2020)	\$669	N/A	\$2,638

Goal #1 Goal

The Castle Valley Center incorporates math, reading, fine arts, and social studies as part of our music education program. We have an instructor from our community visit the school one day each week and spend time with our students in music instruction. Our students have moderate to severe cognitive delays and other related disabilities. Our students learn at a different rate and level than students without disabilities. Math goals are addressed as the students count song sheets and learn numbers as part of the songs they sing. Reading is a natural part of learning songs, some students cannot read and learn as other students assist them. Rhythm and Rhyme are essential early reading skills and are developed in our music program. Music is always part of the fine arts curriculum and greatly enhances the varied repetition concept used in special education. Social studies is a practical part of what the students learn as they interact with members of the community and students from other schools. This year we are adding Health Education to our goals as part of our Trust Lands Plan. As the students sing we discuss the importance of posture and breathing properly. We also emphasize the importance of movement relating to good health. Our overall goal at the Castle Valley Center is to increase the quality of

life of each of our students. The music education program works toward this goal by increasing each student's self-esteem and awareness of the world around them. 90% of Castle Valley Center students will participate in a performance.

Academic Areas

- ▶ Reading
- ▶ Mathematics
- ▶ Fine Arts
- ▶ Social Studies
- ▶ Health

Measurements

This is the measurement identified in the plan to determine if the goal was reached.

In music instruction there are many variables that are difficult to quantify. The confidence you can see in the student's behavior as they interact with the audience at the performance is one indicator that the student is benefiting from the program. This is an intangible but very important way to show students success with the program. Our students benefit from reading along or, if they cannot read, from hearing other students saying the words. Our students will often hear those who can read and repeat the words they hear. This is effective with some students who have autism. We see a definite relationship of cognitive and social skill development along with communication skills as part of our music education program. Parents report an increase in skill development in these areas at home as well as at school. Students with disabilities have a difficult time generalizing from one setting to another setting. Our music instruction and community participation helps students to see the world in a larger sense than just the Castle Valley Center. Some of the settings the students perform in are the Senior Citizens, the school district offices, various care centers and nursing homes. In addition we perform at some of our parents work place, such as a large local printing company, Peczu Printing.

Please show the before and after measurements and how academic performance was improved.

Our students have shown great benefit from participating this past year in our school trust lands plan. We visited many local organizations and businesses in our community during December. One area that can show growth is in the incidence of behavior shown by students as they participate. This year we had 5 students who needed assistance with behavior during our performances. The previous year we had 10 students who needed assistance. This shows a 50 percent reduction in behavior outbursts during performances. Another area of improvement was in numbers of students involved in our school choir and visiting community sites. This year we had a total of 53 students involved in the music program and participating in community visits. The previous year we had 48 students. One thing we did this past year that was a new experience for our students is we performed at our local fund raiser for the Children's Justice Center in our community. We can see the feeling of excitement on our students faces as they perform. It was observed that students were assisting other students during the performance. This shows us that our goals for this program are being met.

Action Plan Steps

This is the Action Plan Steps identified in the plan to reach the goal.

For many years the Castle Valley Center has benefited from a very successful music education program funded from our School Trust Land money. Our students have instruction each Monday morning throughout the school year. Math skills are taught using math concepts in song, counting as part of a song, numbers of students participating, and many other areas. Many of our students do not read or write and all are behind their peers in academic achievement. Our students have moderate to severe mental retardation, with cognitive delays affecting learning. Reading is taught during music by using specially prepared wording for those who can read. Many students who cannot read benefit by modeling after those students who can read. Behavior is also of concern and we have found that good behavior is taught by students observing other students who have appropriate behavior. Those who read assist those who cannot read, this benefits all students who learn best in a natural setting and from peer association. These attributes are fostered as we travel in the community and present our message through song. During music instruction students will be given a variety of songs to learn. Activities will be included to help with the learning process, activities such as matching games, number games, etc. During the

month of December the school choir will perform in many locations in our community. In May the choir will perform for our school graduation. At each performance students are able to meet many people. Students are given the opportunity to develop and practice social skills, as well as academic skills pertaining to the life skills critical for people with disabilities

Please explain how the action plan was implemented to reach this goal.

This year we made a concerted effort to involve all of our students in our school choir. In our environment we have some students with severe autism who do not do well in public settings. We had a plan in place concerning how to proceed if a student needed to leave the group either preparing for the performance or during the performance. We had things prepared for our students to assist them in practicing and participating in music instruction. One new feature we have added this year is a white board for students to use as they interact with the teacher. The students who can read are reinforced as they help other students who can't read. This is placed in front of the students so the students have a higher level of interest and participation.

Behavioral Component

Category	Description	Final Explanation
Behavioral/Character Education/Leadership Component	As our students perform in the community appropriate behavior is expected and encouraged. Working with students who have disabilities adds a challenge to the idea of appropriate behavior. Some students have behavior outbursts as a result of their disability. Our staff know when a student needs to be taken out of the setting. If the setting is over stimulating for a student with autism we know to take them to a quiet area or back to the bus. We do this so as not to disrupt the other students who are performing. Students who have the cognitive skills to know how to behave in public are expected to behave. Other students learn leadership skills and service by helping us with students in wheel chairs and other more severe physical needs.	

Expenditures

Category	Description	Estimated Cost	Actual Cost	Actual Use
Salaries and Employee Benefits (100 and 200)	We pay our music instructor twice a year. One time in December and one time in May. We will pay our instructor \$2000 twice each year for a total of \$4000.	\$4,000	\$4,000	\$4000
Technology Related Hardware/Software (< \$5,000 per item) (650)	We will purchase 6 I-Pad's to use with our new reading curriculum, attainment.	\$3,000	\$0	We did not spend money this year for I Pads.
	Total:	\$7,000	\$4,000	

Actual Carry-over

In the Financial Proposal and Report, there is a carry-over of \$2,638 to the 2019-2020 school year. This is 33% of the distribution received in 2018-2019 of \$8,072. Please describe the reason for a carry-over of more than 10% of the distribution.

We anticipated needing additional I Pads for student instruction. We did not purchase the I pads. As the year progressed we felt we had sufficient I Pads for our needs.

Funding Changes (and Unplanned Expenditures)

The school plan describes how additional funds exceeding the estimated distribution would be spent. This is the description.

If we have an increase in funds we will purchase additional I-Pad's for our students to use.

Description of how any additional funds exceeding the estimated distribution were actually spent.

Our main expenditure this year was for salary. We anticipate next year we will need additional funding for salary and will use left over monies from this year and additional trust land money for salaries. Next year we will have adaptive PE and adaptive Art as part of our trust land expenditures.

Publicity

The following items are the proposed methods of how the Plan would be publicized to the community:

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School website

The school plan was actually publicized to the community in the following way(s):

- Sticker and stamps that identify purchases made with School LAND Trust funds.
- School assembly
- School website

Policy Makers

The school community council has communicated with the following policy makers about the School LAND Trust Program. Communication with Policy makers is encouraged and recommended. It is not required.

State Senators:

Dist. 27 David Hinkins

State Representative:

Dist. 69 Christine Watkins

Summary Posting Date

A summary of this Final Report was provided to parents and posted on the school website on **2019-10-20**

Council Plan Approvals

Number Approved	Number Not Approved	Number Absent	Vote Date
8	0	0	2018-01-31

Plan Attachments

Upload Date	Title	Description
2018-04-03		Students Signing at our School Board Office
2018-04-03		Students Signing at Zions Bank