

**An 18-21 Transition Coalition:
Working Together to Facilitate Independence and Opportunity
for Students with Disabilities in Harrisburg, SD**

Proposal Presented for Consideration to the
South Dakota Department of Human Services
Division of Rehabilitation Services

December 11, 2019



HARRISBURG SCHOOL DISTRICT
Office of the Superintendent

200 W. Willow St., Harrisburg, SD 57032
Phone: 605-743-2567 FAX: 605-743-2569
Mr. Tim Graf, Superintendent, Ext 3002 Tim.Graf@k12.sd.us

December 3, 2019

To Whom It May Concern:

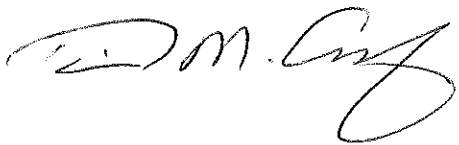
The Harrisburg School District (HSD) has long been known for its “outside of the box” approach to innovative and effective instruction. Through various initiatives, development opportunities, and dedication to excellence, HSD has made it a priority to find ways to meet every learner where they are at, regardless of ability, interest, background, future pathway, or hurdles that might stand in the way of achieving their goals and aspirations. In a recent spotlight film created by our staff, HSD community members were challenged to answer the question “In one word, who are we?” As you might imagine, the responses we received covered a wide variety of characteristics: Innovative, Empowering, Supportive, Exceptional, Connected – the list goes on. As a district, we are extremely proud of the fact that we are able to offer a diverse slate of academic, social, and emotional development programs built on a foundation of community values, research-based best practices, and cutting-edge technology and resources. What ties all of these characteristics together is that in the Harrisburg School District we are dedicated to meeting the needs of every learner and educating with a whole-child philosophy.

Through a local needs assessment, HSD has identified in-house 18-21 transition programming as one of the greatest needs for our growing population. Harrisburg has experienced some of the most significant population increases the state of South Dakota has ever seen. Due to the positive reputation of our K-12 special education program, we have seen an even greater increase in the number of families moving into our district to receive support for their children with special needs. Until recently, we found that the most educationally and financially effective way to offer support for transitioning students between the ages of 18-21 was to contract those efforts through regional providers. However, as our population has grown, we now firmly believe we can offer a more viable, programmatically supportive, and cost-effective student experience within our own district. Students who enroll in Harrisburg’s 18-21 transition program will develop strengths in self-advocacy, personal and professional decision

making, and independent living while receiving support in career exploration, work-based learning experiences, social development, and personal care through a supportive staff that will have the opportunity to build a long-term personal relationship with each student as they develop from a young age within our district. This familiarity will not only make the transition process easier for students, families, and staff, but also ensure that we are providing personalized care to address the needs of each individual student.

As you might imagine, the transition toward district-level programming and sustainability will require increased funding and support in the short term. However, we are optimistic that this model will be more effective in the long run and will offer our students a better opportunity to be independent and successful in whatever endeavors they may wish to pursue. Our ultimate goal is to ensure that all students in the Harrisburg School District receive the support and programming that they need to live healthy, independent lives while pursuing the dreams they set for themselves. This is our motivation for support through this funding mechanism. We look forward to sharing the details of this proposal with you in the pages that follow. Thank you for your consideration as you review this proposed opportunity for students in the Harrisburg School District.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Graf". The signature is fluid and cursive, with a large loop at the end.

Mr. Tim Graf
Superintendent
Harrisburg School District

TABLE OF CONTENTS

5.2.1 RFP Form	5
5.2.2 Executive Summary.....	6
5.2.3 Detailed Response	8
5.2.3.1 Offeror’s assessment of work to be performed	8
5.2.3.2 Point-by-point response to RFP Requirements	12
5.2.3.3 Description of any options or alternatives proposed	15
5.2.3.4 Description of how the proposal is establishing a new program.....	16
5.2.3.5 Description of how the offeror intends to sustain programs	16
6.2 Experience and Reliability of the Offeror’s Organization	17
6.2.1 Past successes of the HSD SPED Program	17
6.2.2 Past successes in the implementation of grant programs in the Harrisburg School District	18
6.3. Qualifications of Personnel.....	19
6.3.1A Job Descriptions for Proposed Positions Supported by this Grant	19
6.3.1B Job Descriptions for Proposed Positions Supported by this Grant	22
6.3.2 Staff Persons Responsible for Oversight of the Program	23
Appendix A. Harrisburg School District 2018 Audit Report	39
5.2.4 Cost Proposal.....	<i>Sealed and Submitted Separately</i>

STATE OF SOUTH DAKOTA
OFFICE OF PROCUREMENT MANAGEMENT
523 EAST CAPITOL AVENUE
PIERRE, SOUTH DAKOTA 57501-3182

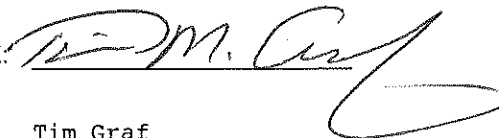
Establishing/Expanding Transition Programs for Students with Disabilities Between Ages 18-21
PROPOSALS ARE DUE NO LATER THAN DECEMBER 20, 2019

RFP #: 1863

BUYER: Katie Gran

EMAIL: katie.gran@state.sd.us

READ CAREFULLY

FIRM NAME: Harrisburg School District AUTHORIZED SIGNATURE: 
ADDRESS: 200 W Willow St TYPE OR PRINT NAME: Tim Graf
CITY/STATE: Harrisburg, SD TELEPHONE NO: 605-743-2567
ZIP (9 DIGIT): 57032 FAX NO: 605-743-2569
FEDERAL TAX ID#: 46-6002218 E-MAIL: Tim.Graf@k12.sd.us

PRIMARY CONTACT INFORMATION

CONTACT NAME: Michael Amolins TELEPHONE NO: 605-743-2567 ext 6180
FAX NO: 605-743-9040 E-MAIL: Michael.Amolins@k12.sd.us

5.2.2 EXECUTIVE SUMMARY

Change is never easy and is often difficult to anticipate or plan responsively. In the Harrisburg School District, a clear need for change has been identified with respect to how students with disabilities are served between the ages of 18-21 as they transition into independent living, long-term employment, and appropriate support services. HSD wants all students who participate in its programs to have a comprehensive skillset and understanding of what it means to be college, career, and life ready. In this case, the term “college” pertains to any post-secondary learning experience that offers the best opportunity for success and independence. While students coming through an 18-21 program may go on to participate in additional post-secondary studies, there is no reason to underestimate the potential that exists in operating a locally established program wherein the caretakers can intimately work with students and families that have a long-established familiarity and care for one another.

HSD has experienced some of the most significant population increases the state of South Dakota has ever seen. Due to the positive reputation of its K-12 special education program, HSD has seen an even greater increase in the number of families moving into the district to receive support for their children with special needs. Until recently, HSD found that the most educationally and financially effective and efficient way to offer support for transitioning students between the ages of 18-21 was to contract those efforts through regional providers. However, as its population has grown, HSD now firmly believes it can offer a more viable, programmatically supportive, and cost-effective student experience within the district. Students who enroll in Harrisburg’s 18-21 transition program will develop strengths in Pre-Employment Transition Service skillsets, such as self-advocacy, personal and professional decision making, and independent living while receiving support in career exploration, work-based learning experiences, social development, and personal care through a supportive staff that will have the opportunity to build a long-term personal relationship with each student as they develop from a young age within the district. This familiarity will not only make the transition process easier for students, families, and staff, but also ensure that we are providing personalized services to address the needs of each individual student.

As you might imagine, the transition toward district-level programming and sustainability requires increased funding and support in both the short and long term. After months of planning and analysis, HSD is optimistic that the model presented in this proposal will be a more effective, efficient, and meaningful way to offer its students a better opportunity to be independent and successful in whatever endeavors they may wish to pursue. The ultimate goal of this transition program is to ensure that all students receive the support and programming that they need to live healthy, independent, and fulfilling lives while pursuing the dreams they set for themselves.

With each of these considerations in mind, it comes as no surprise that initial start-up costs and budgetary considerations for a program such as this can place significant financial stress on a school district. While a model exists within this proposal to demonstrate long-term financial efficiencies and sustainability, the motivation for

submitting this request is to ensure that other programs within the school district do not excessively bear the burden of change and growth. Through long-term budgeting and financial planning, as well as anticipated community partnerships, Harrisburg will ensure that this program is not only successful but also sustainable. Through the supplemental support of this grant and funding mechanism, this transition program will not only be rolled out in a more financially responsible manner, alleviating burdens that might otherwise make program implementation impossible, but also allow a more rapid timeline that ensures the students with the greatest need (those under the present tutelage of HSD) can receive the education, training, and support they deserve from a community that strongly desires to see them succeed.

In the pages that follow, you will find that the Harrisburg School District has established a plan to implement an off-campus, community-based, 18-21 Transition Program for its students. This program will reside in a facility that is close to transportation, workforce opportunities, and housing in south Sioux Falls (currently being procured). Students enrolled in the program will be supported by an incredible staff with unique skillsets to assist with workplace readiness training, development of social and independent living skills, mentoring for work-based experiences and job exploration opportunities, and support for transitions into post-secondary institutions or long-term employment. A full-time teacher will be responsible for leading the program and will be supported by a highly qualified administrative team. A unique community facilitator position will serve as an aide in the on-site facility while facilitating training in the community, ranging from learning the public transportation system and preparing for independent living to preparing for job interviews and developing social skills within the context of community involvement. Initially, HSD will contract a part-time employment consultant and job placement facilitator (not supported by this funding mechanism) to establish community partnerships and place students, with the intent to ultimately establish this as an internal position when growth and financial responsibility would support such a change. Finally, a part-time transportation aide supported exclusively by the district will coordinate and/or provide transportation services as needed, working with the community facilitator to ensure independence is a top priority. This individual will provide additional support during on-site activities when available.

By outfitting the 18-21 Transition Program facility with both academic and pre-employment instructional space, as well as simulated living quarters (kitchen, living room, bedroom), HSD can ensure that all students transitioning out of, or exiting, the program will have had exposure and opportunities to develop the skillsets necessary to be productive members of the community while doing so with a sense of confidence and purpose that should be expected for all members of our district. Students will take coursework in financial literacy/money management, time management, self-advocacy and independent living skills, social skills, and community involvement. They will also be given the opportunity to seek mentorship from staff regarding the training and independence they desire. It is the goal of the district that the proposal that follows will lay the groundwork for long term program success, community partnership, and meaningful efforts to support its students in all aspects of life, career, and learning. Thank you in advance for your consideration as you review the proposal that follows.

5.2.3 DETAILED RESPONSE

5.2.3.1

Offeror's assessment of the work to be performed, ability and approach, and understanding of desired overall performance expectations

As outlined in the Executive Summary, there are many facets to a successful 18-21 Transition Program that must be considered by HSD. While experientially Harrisburg feels adequately prepared to implement the program, change will always come with numerous considerations and challenges. Thus, it is essential that a clear vision and strategy be built upon core beliefs and objectives that align with the original intent of establishing an in-house program. This initiative will focus on three main objectives:

- 1) **Goal 1:** Successfully secure and maintain a facility that is appropriately outfitted, located, and supported for daily program operations.
- 2) **Goal 2:** Meet the unique needs of every student by establishing personal, concrete learning outcomes intended to build toward independent living, integrated employment, and social development through skill and needs assessment and support.
- 3) **Goal 3:** Establish a sustainable, long-term program that provides participants the best opportunity to be responsible, independent, contributing members of the community.

A four-year plan for accountability on the goals listed above is outlined in section 5.2.3.2-4.6. Logistically speaking, successful implementation requires that time and energy be dedicated to the following components of a successful 18-21 transition program: seeking input from all stakeholders, visiting regional 18-21 transition programs that have found past success, selecting an appropriate name for the program (yet to be announced), identifying a list of plausible facility locations, projecting enrollment and staffing needs, supporting those needs through training and professional development, determining entrance requirements and systems of student support, outlining needs for equipment/supply inventory, creating a budget, finding champions to support the program through strategic partnerships and financial contributions, and ultimately developing a plan for sustainability. In the pages that follow and in the cost proposal, it will be made clear that these steps have been accounted for and that HSD is prepared to begin program implementation in the fall of 2020.

Beginning with **Goal 1**, HSD is in the procurement stages of securing a location for its 18-21 transition program. Current logistics include identifying the best available site through contractors that are already at the negotiating table. HSD intends to finalize this process in the coming weeks. The spring of 2020 will be dedicated to outfitting this facility to ensure that it is ready for an August start date. This will include purchasing resources described in subsequent pages and in the cost proposal. Items range from

classroom and instructional materials to furnishings and model living and employment spaces. Additional steps will include progressing current strategic employment/internship partnerships held by the district. By working with a contracted Job Integrationist and Employment Consultant, as well as building upon the district's current partnerships, HSD will ensure that individual student needs and interests are matched with appropriate partners for optimal success. Many of these partnerships already exist and will simply need to be customized for the needs of individual students. A final component of this step will be to leverage these partnerships toward long-term sustainable funding. While the district is fully prepared and capable of taking on long-term sustainability after initial start-up costs, HSD has also successfully demonstrated time and time again that it has the ability to secure strategic partnerships to sustain programming support (see Section 6.2). In regard to transportation, HSD will primarily rely on the Sioux Falls public transportation system as an outlet for training and mobility. Because Sioux Area Metro does not reach all areas of the Harrisburg School District, a part-time transportation aide will be hired to coordinate and/or provide transportation assistance to students in need of such services. Each of these program entities will be evaluated on a regular basis, with adjustments and acquisitions being made to ensure ongoing success of the program that reaches far beyond the funding cycle of this grant.

Goal 2 highlights an intent to make the 18-21 transition program a very personal experience for each student. Through staff mentoring and assessment, each participant will be coached through the process of developing unique learning outcomes that build toward independent living, integrated employment, and social development through community-based programming and interactions. Ultimately, success will be measured by not only the ability to meet these outcomes but also embedding the goal setting process in the minds of each student. This will support the notion of personal accountability, gratification, and self-confidence. Examples of how these goals will be achieved include a transitional process through which students demonstrate mastery of curriculum and coursework provided, confidently display the social-emotional development set forth on a daily basis, and complete stepwise articulation of employability skills through coaching, modeling, completion of training modules, and successful and steady work-related objectives through pre-employment and employment practices. By providing resources and furnishings that align with coursework focused on financial literacy, time management, self-advocacy and life management, social skills, and community involvement, as well as opportunities to model daily living and pre-employment/employment scenarios, staff can ensure that the support and mentorship they are providing is successfully translated to their students. This will further enhance the workforce and daily living partnerships they are facilitating, thereby ensuring that participants are prepared to make a successful transition. Students will be able to graduate from this program knowing that they can confidently enter the real world with a variety of life skills, embedded in Habits of Mind and practical experience, that allow for desired outcomes in employment, living arrangements, social interactions, community involvement, and academic practices.

Goal 3 serves as a capstone for the growth mindset being employed in this program. Every student deserves the absolute and complete assurance that the educators who

surround them are not only dedicated to providing meaningful support as students progress through their educational journey, but also that the programs which they employ are equipped with the appropriate resources to do so effectively. Through this funding mechanism and beyond, HSD is committed to developing a sustainable, long-term program that provides participants the best opportunity to be responsible, independent, contributing members of society. By working in concert with the previously described program objectives, staff members will work to provide top-notch support as participants work toward life goals that they have set for themselves and those that are set by their mentors. Through a variety of instructional strategies, every student will be provided with multiple opportunities to make choices about, and gain experience with, self-advocacy, independent living, socialization, employment and skills development, and community involvement. Measures of success will be monitored and met through close consultation with the lead teacher, community facilitator, and job integrationist. As students achieve their initial growth goals, modifications and adjustments will be made to allow for continued development through regular mentorship and coaching.

Resources necessary to fulfill the requirements

The overarching goal of this transition program is to offer support toward independent living and integrated employment to students with disabilities between the ages of 18-21. This will focus primarily on Pre-Employment Transition Services, such as workplace readiness training, development of social and independent living skills, mentoring for work-based experiences and job exploration opportunities, and support for transitions into post-secondary institutions or long-term employment. By modeling realistic scenarios that participants will experience upon exiting the program, HSD can ensure that students are given the best possible chance for success and overall performance. In order to do this effectively, a number of resources will need to be acquired:

Year 1

- Four new staffing positions (2.5 total FTEs) will need to be created or contracted in order to support approximately 10 students in year one with anticipated growth each subsequent year (current district-wide growth is 9% annually). Descriptions for the following positions are included in section 6.3.
 - 18-21 Transition Program Teacher (1.0 FTE)
 - Lead Instructor for the program
 - Responsible for coordinating all Pre-ETS services
 - 18-21 Transition Program Community Facilitator/Aide (1.0 FTE)
 - Serves as classroom aide and job coach
 - Coordinates community activities, tours, and trainings
 - Accompanies students in all off-site activities (touring apartments, grocery planning/shopping, practice with public transportation, etc)
 - 18-21 Transition Program Job Integrationist and Employment Consultant (0.25 FTE; contracted position – not included in cost proposal)
 - Establishes community partnerships and employment opportunities
 - Matches students with appropriate opportunities and coordinates training and preparation

- 18-21 Transition Program Aide/Transportation (0.25 FTE; not included in cost proposal)
 - Coordinates or provides transportation experiences
 - Assists students with classroom and community experiences
- A significant amount of start-up equipment and supports will need to be purchased in order to model the commercial employment/pre-employment and independent living experiences participating students will encounter upon exiting the program, while also providing an appropriate academic environment for coursework. This will include:
 - Classroom tables/chairs
 - Instructional equipment and supplies
 - Bedroom Furniture
 - Dining Furniture and Dinnerware
 - Living Room Furniture
 - Kitchen Appliances (residential and commercial)
 - Washer and Dryer
 - Curriculum materials focused on financial literacy, time management, self-advocacy and life management, social skills, and community involvement:
 - 10-Sigma Transition *Foundations* and *Fast Track*
 - LifeFacts Living Series
 - Pro-Ed Series on Transition
 - Financial Literacy (resources available in-district)
 - A number of items and supports not funded by this proposal:
 - Matching expenses
 - Office and classroom supplies
 - Paper products
 - Kitchenware
 - Rent or Mortgage
 - Transportation costs

Year 2-4

- Continuation of staffing positions described in *Year 1*
- Growth Expenses: Curriculum, Furniture, and Supplies
- Ongoing local supports not funded by this proposal:
 - Matching expenses
 - Office and classroom supplies
 - Paper products
 - Rent or mortgage
 - Transportation costs
 - Additional staffing, if necessary

5.2.3.2

Response to requirements in the RFP, as described in section 4.0

- 4.1 The offeror acknowledges that it is our sole responsibility to submit information related to the evaluation categories and that the State of South Dakota is under no obligation to solicit such information if it is not included in this proposal.
- 4.2 The offeror acknowledges that all questions and comments regarding RFP #1863 have been directed at the buyer of record, Katie Gran, as indicated on page 1 of the RFP. The offeror also acknowledges that any inappropriate contacts would be grounds for suspension and/or exclusion for specific procurements as they pertain to this grant.
- 4.3 The offeror is happy to provide a copy of our most recent audited financial statements, which can be found in Appendix A at the end of this proposal.
- 4.4 The offeror is committed to operating the proposed 18-21 transition program in a location that is accessible to individuals with disabilities and a location that is in a community environment. The Harrisburg School District is currently working with the City of Sioux Falls and facility contractors to identify and procure a location that meets these requirements and is also near public transportation, housing, and employment opportunities.
- 4.5 The offeror, Harrisburg School District 41-2, acknowledges that it is an accredited public school district in the state of South Dakota and is submitting this proposal with the intent of establishing services provided to students with disabilities between ages 18-21 that match the intent of this RFP.
- 4.6 As described in greater detail in other sections of this proposal, the offeror has established the following goals as they pertain to the outcomes of this program:

	Year 1 Outcomes	Year 2 Outcomes	Year 3 Outcomes	Year 4 Outcomes
Anticipated Students Served	10	12	15	18
Goal 1 – Successfully secure and maintain a facility that is appropriately outfitted, located, and supported for daily program operations.	1) Open an off-campus facility in south Sioux Falls (within the Harrisburg School District) close to transportation, workforce, and housing. 2) Establish partnerships with transportation facilitators, housing	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and number of program participants. Make facility upgrades and adjustments as necessary.	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and number of program participants. Make facility upgrades and adjustments as necessary.	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and number of program participants. Make facility upgrades and adjustments as necessary.

	<p>opportunities, and sites of employment in the surrounding community.</p> <p>3) Outfit the facility with appropriate furnishings for modeling classroom, home life, and pre-employment experiences.</p>	<p>2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes.</p>	<p>2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes.</p> <p>3) Utilize anecdotal evidence of success and data in years 1 and 2 to begin developing financial support and partnerships for sustainability beyond year 4 of this funding mechanism.</p>	<p>2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes.</p> <p>3) Utilize anecdotal evidence of success and data in years 1-3 to finalize support and partnership agreements for sustainability beyond year 4 of this funding mechanism.</p>
<p>Goal 2 – Meet the unique needs of every student by establishing personal, concrete learning outcomes intended to build toward independent living, integrated employment, and social development through skills and needs assessment and support.</p>	<p>1) Complete a skill and needs assessment with each program participant pertaining to the outcomes listed in Goal 2.</p> <p>2) Establish individual annual growth goals and implement a plan of action to meet those goals for every student.</p>	<p>1) Complete a skill and needs assessment with each program participant pertaining to the outcomes listed in Goal 2.</p> <p>2) Review individual annual growth goals and modify as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>	<p>1) Complete a skill and needs assessment with each program participant pertaining to the outcomes listed in Goal 2.</p> <p>2) Review individual annual growth goals and modify as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>	<p>1) Complete a skill and needs assessment with each program participant pertaining to the outcomes listed in Goal 2.</p> <p>2) Review individual annual growth goals and modify as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>

<p>Goal 3 – Establish a sustainable, long-term program that provides participants the best opportunity to be responsible, independent, contributing members of the community.</p>	<p>1) In concert with individual goals established in Goal 2, place program participants into appropriate levels of coursework and pre-employment or employment training, including job or career placement. 2) Offer mentoring and support toward overall growth and development for each individual student. 3) Provide participants with multiple opportunities to make choices about, and gain experience with, self-care, independent living, socialization, employment and skills development, and community involvement.</p>	<p>1) In concert with individual goals updated in Goal 2, adjust placement of program participants into appropriate levels of coursework and pre-employment or employment training, including job or career placement. 2) Offer mentoring and support toward overall growth and development for each individual student. 3) Provide participants with multiple opportunities to make choices about, and gain experience with, self-care, independent living, socialization, employment and skills development, and community involvement.</p>	<p>1) In concert with individual goals updated in Goal 2, adjust placement of program participants into appropriate levels of coursework and pre-employment or employment training, including job or career placement. 2) Offer mentoring and support toward overall growth and development for each individual student. 3) Provide participants with multiple opportunities to make choices about, and gain experience with, self-care, independent living, socialization, employment and skills development, and community involvement.</p>	<p>1) In concert with individual goals updated in Goal 2, adjust placement of program participants into appropriate levels of coursework and pre-employment or employment training, including job or career placement. 2) Offer mentoring and support toward overall growth and development for each individual student. 3) Provide participants with multiple opportunities to make choices about, and gain experience with, self-care, independent living, socialization, employment and skills development, and community involvement.</p>
--	---	---	---	---

		4) Complete an evaluation of the above outcomes and make adjustments or enhancements as possible.	4) Complete an evaluation of the above outcomes and make adjustments or enhancements as possible.	4) Complete an evaluation of the above outcomes and make adjustments or enhancements as possible.
--	--	---	---	---

- 4.7 As the offeror has not previously had an established 18-21 transition program within the district (services have been contracted through other organizations), transition program service capacity will be a newly identified data set starting in the 2020-2021 school year. The offeror does acknowledge, however, that funding established by this grant will not be used to back fill current staffing.
- 4.8 The offeror acknowledges that South Dakota Vocational Rehabilitation Programs may provide separate funding for eligible Vocational Rehabilitation clients such as Project Skills, situational assessments, and/or job shadowing in an integrated work environment.

5.2.3.3

A clear description of any options or alternatives proposed

A description of primary 18-21 transition programming option can be found in the Executive Summary, as well as section 5.2.3.1 of this proposal. This is supported by all remaining sections of this proposal. HSD’s only viable alternative to creating an in-house 18-21 transition program is to contract with regional providers to offer equitable services to students who qualify for support and training. This does not serve students to the best of its abilities and thus is not a preferred option. It is also projected that such an approach would be substantially more expensive to operate long term than an in-house program. Through the descriptions provided above, it is HSD’s hope that it has described a clear and feasible option that will best serve the students of Harrisburg by nurturing relationships, academic development, and local opportunities for independent living and integrated employment that will allow its students to live their best life. It is clear that by developing this program internally, HSD is maximizing the potential and support of its students.

5.2.3.4

A clear description of how this proposal is establishing a new program.

Prior to the 2020-2021 school year, the Harrisburg School District has contracted all 18-21 transition programming through various regional contractors, based on individual student needs. These included Teachwell Transitions, Project SEARCH, Augie Access, Northwestern NEXT (Iowa), Iowa Lakes SAVE Program, Southeastern Directions for Life, LifeScope, and Dakotabilities. While these programs have provided tremendous service to HSD students, a local needs assessment has led to HSD identifying in-house 18-21 transition programming as one of the greatest needs for our growing population.

Harrisburg has experienced some of the most significant population increases the state of South Dakota has ever seen. Due to the positive reputation of its K-12 special education program, HSD has seen an even greater increase in the number of families moving into the district to receive support for their children with special needs. Until recently, HSD found that the most educationally and financially effective way to offer support for transitioning students between the ages of 18-21 was to contract those efforts through regional providers, as described above. However, as the population has grown, HSD now firmly believes it can offer a more viable, programmatically supportive, and cost-effective student experience within the district. Students who enroll in Harrisburg's newly established 18-21 transition program will develop strengths in self-advocacy, personal and professional decision making, and independent living while receiving support in career exploration, work-based learning experiences, social development, and personal care through a supportive staff that will have the opportunity to build a long-term personal relationship with each student and family as they develop from a young age within the district. This familiarity will not only make the transition process easier for students, families, and staff, but also ensure that HSD is providing personalized services to address the needs of each individual student.

5.2.3.5

A clear description of how the offeror intends to sustain programs that are established or enhanced using the dollars from this RFP, if awarded.

The Harrisburg School District is committed to providing sustainability for this program through local, state, and federal funds to provide annual salaries and benefits beyond the grant timeline, as well as providing and/or replacing any necessary equipment and curriculum beyond the funding cycle offered in this proposal. Because of the high start-up costs associated with an 18-21 transition program, it is felt that additional support will be needed in the program's infancy in order to ensure that other programs do not suffer as a result of its inception. However, as HSD continues to grow and expand, and as this funding mechanism weans toward independent sustainability, HSD is confident in its ability to provide appropriate financial support. As described in section 4.6 Goal 1 above, HSD intends to utilize qualitative and quantitative anecdotal evidence from the program to seek out community partnerships, including financial support, that will offer additional stability as the program develops. This implementation model has demonstrated successfully in multiple HSD initiatives over the past decade and we feel it would be a reasonable approach for this proposal.

6.2 EXPERIENCE AND RELIABILITY OF THE OFFEROR'S ORGANIZATION

6.2.1 Recent successes of the HSD SPED and General Education Programs

The Harrisburg Special Education Department is well-respected across the state and region for its history of commitment to excellence and service to students. As a result, HSD has attracted an increasing number of families moving into the district with the desire to enroll their children in its SPED programming. This includes district-wide early screening and early learning, an ACES-influenced behavior program known as the Tiger Learning Center (TLC), a partnership with the Board of Regents to provide services and instruction to South Dakota students who are deaf or hard of hearing, and a partnership with the SD Department of Education that involves quarterly meetings geared toward analyzing district-level data, identifying best practices, and developing improvement plans that could potentially be a model for other districts. In addition, HSD regularly receives positive feedback from families and external observations regarding day-to-day instruction. HSD is confident in its instructional and support staff, as well as administration, to be able to deliver academic, social, and emotional support to all students enrolled in the district.

In regard to its broader educational programming, HSD is similarly dedicated to meeting the needs of each individual student. No matter how large the HSD becomes, it has managed to maintain that “small town feel,” showing just how much each and every person means and how important it is that they provide every opportunity possible for the children of Harrisburg to reach their potential and achieve the goals they have set out to accomplish. By offering the choice of numerous pathways, emphasizing student empowerment, and providing the resources needed for applied, personal, career-focused, and differentiated lessons, learners are given every opportunity to maximize their experience in Harrisburg. HSD has become a training ground for all families who wish for their children to become college, career, and life ready. Through the aid of state and federal funds, various grants, and industry partnerships, HSD has been able to create an environment in which learners in all grade levels are exposed to specialized training on a daily basis. Examples of success in this area are listed in section 6.2.2 below. HSD wants to know that when its learners exit the district, they will be ready to enter the world with a full understanding of what is expected when they get there, and how to be committed, contributing members of their community. As such, HSD has demonstrated its dedication to the promise of providing meaningful opportunities that connect learners to training, support, and experiences that will set them up for success in their future endeavors.

6.2.2 Recent successes in the implementation of grant programs in the Harrisburg School District

Unless otherwise stated, all grants listed below have co-administered by Michael Amolins (Curriculum Director) and Jennifer Conway (Business Manager).

(2019-2020) *1003 School Improvement Grant (Diversity and Inclusion)*. SD DOE. \$42,082 over two years.

(2019) *Building Community: Connecting Learners and Leaders in the Building Trades Through Homebuilders Academy*. South Dakota DOE Workforce Education Grant. Awarded \$225,000 + \$250,000 contribution from Sioux Empire Homebuilders Care Foundation (\$475,000 total).

(2018) *Perkins Reserve Grant*. South Dakota Department of Education. Awarded \$26,850.

(2017-2019) *School Design for Personalized Learning*. Bush Foundation Grant. Awarded \$150,000.

(2015-2018) *TIE Bush Grant Funding Personalized Learning Across South Dakota*. HSD Awarded \$150,000.

(2016-2017) *Imagine Learning Online Literacy Intervention*. South Dakota Department of Education. Awarded \$40,000.

(2016) *Classroom Innovation Grant*, South Dakota Department of Education. Awarded \$37,500. (Co-Administered by Laurie Wenger and Jennifer Conway)

(2016) *PLTW Gateway to Success*, South Dakota EPSCoR. Awarded \$29,695.

(2016) *Financial Literacy for High School Students, Pathway to Financial Success*, Awarded \$5,910

(2015) *Middle School Project Lead The Way*, South Dakota EPSCoR. Awarded \$30,000.

(2015) *Engaging the Youth in Programming*, NASA Project Innovation Grant, Awarded \$15,000

(2015) *High School Project Lead The Way*, South Dakota EPSCoR. Awarded \$30,000.

(2012) *Classroom Self-Advocacy Coursework*. Awarded funding to implement course at Harrisburg High School. (Co-Administered by Stephanie Grey and Jennifer Conway)

(Annually) *Federal Consolidated Grant (Title I, II, III, and IV funding) and Federal Perkins Grant for the Harrisburg School District*. Allocations vary by year, approximating \$100,000-\$200,000 annually.

6.3 QUALIFICATIONS OF PERSONNEL

6.3.1A Job Descriptions for Proposed Positions Supported by this Grant

18-21 TRANSITION PROGRAM TEACHER

REQUIREMENTS:

Education:	Bachelor's Degree in and endorsements in the area(s) of teaching assignment. Current/valid South Dakota Teaching Certificate.
Experience:	Successful student teaching.
Physical Requirements:	Constant hand-eye/mind-eye coordination. Frequent walking, keyboarding, speaking, writing, bending, carrying, pushing, pulling, sitting, and turning. Some lifting up to 30 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.
Other Requirements:	Excellent written and verbal communication, strategic planning, problem solving, organizational, time management, and conflict resolution skills. Computer proficiency in word processing, spreadsheets, data entry, email, and internet. Ability to keep information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

1. Responsible for the daily management and operations of assigned classroom.
2. Plans and designs instruction; selects research-based strategies, methods, activities, and materials specific to content that is differentiated for diverse learners.
3. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class, as individuals, and within diverse groups.
4. Provides direction, encouragement, support, and clarification, as well as prompt and useful feedback.
5. Implements learning activities in logical coherent fashion and paced appropriately to increase retention.
6. Facilitates students in constructing their own understanding of the content.
7. Provides for opportunity to learn through technology and peer interaction.
8. Organizes time, space, resources, and equipment for instruction.
9. Communicates expected student behavior consistent with the Student Code of Conduct; corrects inappropriate behavior.
10. Maintains professional relationships with fellow teachers, administration, parents, and students.
11. Maintains correct and useful student records of student work within content areas.
12. Participates in parent conferences and communicates with parents/guardians in regard to student progress as necessary.

- 13. Monitors students during recess, lunchroom, study halls, and in hallways.
- 14. Performs other duties as assigned.

TERM: School term. Summer assignments as needed.
REPORTS TO: SPED Director

18-21 TRANSITION PROGRAM COMMUNITY FACILITATOR/AIDE

REQUIREMENTS:

- Education:** High School Diploma or GED
- Experience:** One year in similar position preferred.
- Physical Requirements:** Constant hand-eye/mind-eye coordination. Frequent walking, speaking, writing, bending, carrying, pushing, pulling, sitting, and turning. Some lifting up to 30 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.
- Other Requirements:** Excellent written and verbal communication skills. Computer proficiency in word processing, spreadsheets, data entry, email, and internet. Valid, current Driver's License. Ability to keep student information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

1. Prepares instructional materials as directed/selected by teacher.
2. Provides assistance to students with special daily needs (toileting, feeding, physical management).
3. Reinforces instructional/behavioral objectives.
4. Provides review and practice of skills taught by a teacher with students one to one and in small groups in special education classroom and/or community sites.
5. Meets with teachers, counselors, and administrators regarding academic concerns of students.
6. Provides assistance to maintaining student records.
7. Supervises students in the absence of teacher.
8. Escorts students to various areas of the building and throughout the community.
9. Monitors students during breaks, meals, study halls, and off site.
10. Transports students to and from home or respective learning environments.
11. Performs other duties as assigned.

TERM: School term. Summer assignments as appropriate.
REPORTS TO: 18-21 Transition Teacher; Special Education Director

18-21 TRANSITION PROGRAM SPECIAL EDUCATION ASSISTANT: TRANSPORTATION

REQUIREMENTS:

Education:	High School Diploma or GED
Experience:	None. One year in similar position preferred.
Physical Requirements:	Constant hand-eye/mind-eye coordination. Frequent walking, speaking, writing, bending, carrying, pushing, pulling, sitting, and turning. Some lifting up to 30 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.
Other Requirements:	Excellent written and verbal communication skills. Computer proficiency in word processing, spreadsheets, data entry, email, and internet. Valid, current Driver's License. Ability to keep student information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

1. Transports students to and from home or respective learning and community environments.
2. Provides assistance to students with special daily needs (toileting, feeding, physical management).
3. Reinforces instructional/behavioral objectives.
4. Provides review and practice of skills taught by a teacher with students one to one and in small groups in special education classroom and/or general education classroom.
5. Meets with teachers, counselors, and administrators regarding objectives and concerns of students.
6. Provides assistance to maintaining student records.
7. Supervises students in the absence of teacher.
8. Escorts students to various areas of the building, places of employment, and community activities.
9. Monitors students during breaks, meals, study halls, and off site.
10. Performs other duties as assigned.

TERM: School term. Summer assignments as appropriate.
REPORTS TO: 18-21 Transition Teacher; Special Education Director

6.3.1B Job Descriptions for Proposed Positions Not Supported by this Grant

18-21 TRANSITION PROGRAM JOB INTEGRATIONIST and EMPLOYMENT CONSULTANT

REQUIREMENTS:

Education:	Bachelor's Degree
Experience:	Currently employed by contracted agency. Experience in Employment Consultation preferred.
Physical Requirements:	Constant hand-eye/mind-eye coordination. Frequent walking, speaking, writing, bending, carrying, pushing, pulling, sitting, and turning. Some lifting up to 30 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.
Other Requirements:	Excellent written and verbal communication skills. Computer proficiency in word processing, spreadsheets, data entry, email, and internet. Valid, current Driver's License. Ability to keep student information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

1. Responsible for the daily management and operations of assigned placements.
2. Plans and designs strategic partnerships.
3. Consults with and places students into pre-employment training and employment opportunities.
4. Uses multiple evaluations and assessments to evaluate student mastery of specified skill sets and objectives.
5. Provides direction, encouragement, support, and clarification, as well as prompt and useful feedback.
6. Implements learning activities in logical coherent fashion and paced appropriately to increase retention.
7. Facilitates students in constructing their own understanding of the workplace.
8. Provides for opportunity to learn through technology and peer interaction.
9. Organizes time, space, resources, and equipment for consultation.
10. Communicates expected student behavior consistent with the Student Code of Conduct; corrects inappropriate behavior.
11. Maintains professional relationships with fellow teachers, administration, parents, and students.
12. Maintains correct and useful student records of student work within content areas.
13. Participates in parent conferences and communicates with parents/guardians in regard to student progress as necessary.
14. Performs other duties as assigned.

TERM: School term. Summer assignments as appropriate.
REPORTS TO: Special Education Director

6.3.2 Staff Persons Responsible for Oversight of the Program (Resumes Included)

Administrative oversight for the 18-21 transition program will be led by the Harrisburg School District Special Education Director, Mrs. Kristin Hamman, and Assistant Special Education Director, Mrs. Stephanie Grey. With a combined 42 years of administrative and classroom experience in special education, Mrs. Hamman and Mrs. Grey bring a wealth of experience to this proposal. They have successfully taught, developed, and carried out numerous programming initiatives that align with the goals outlined in this document, including service on a variety of state advisory committees, legislative action, curriculum development, and community partnerships. Most recently, Mrs. Hamman and Mrs. Grey led HSD in the development of a district-wide early screening and early learning, an ACES-influenced behavior program known as the Tiger Learning Center (TLC), a partnership with the Board of Regents to provide services and instruction to South Dakota students who are deaf or hard of hearing, and a partnership with the SD Department of Education that involves quarterly meetings geared toward analyzing district-level data, identifying best practices, and developing improvement plans that could potentially be a model for other districts. HSD Superintendent, Mr. Tim Graf, Curriculum Director and Grant Administrator, Dr. Michael Amolins, Innovative Programs Director, Mr. Travis Lape, and Business Office Manager, Ms. Jennifer Conway, will also be involved in coordinating the efforts of program development and grant administration. All resumes can be found in the pages below.

Kristin R. Hamman
Special Education Director

P 605-743-9028

E kristin.hamman@k12.sd.us

A Harrisburg School District
200 Willow Street
Harrisburg, SD 57032

EDUCATION

August 1989 – May 1994

University of South Dakota
Vermillion, SD

Bachelor's degree in ELED and SPED

August 1998 – May 2000

South Dakota State University
Brookings, SD

Master's degree in Ed. Administration

EXPERIENCE

August 2000 - Present

Special Education Director, Harrisburg School District, Harrisburg, SD

August 1996 – May 2000

Special Education Teacher, Madison Middle School, Madison, SD

August 1994 – May 1996

Special Education Teacher, Clark Jr. and Sr. High School, Clark, SD

COMMITTEES

Results-Driven Accountability pilot for large schools – 2017 - present

Harrisburg Community Disability Council – School Designee – 2019 - present

SDSBVI Advisory Committee – 2012 - present

SD Office of Special Programs State Performance Plan Statewide results workgroup - 2018

SASD Professional Services Committee – 2013 - 2017

Harrisburg Building Committees – multiple years

District Safety Committees – Madison, SD, and Harrisburg, SD – multiple years

SD Office of Special Programs IEP forms workgroup – 2012

SD Deaf and Hard of Hearing Statewide workgroup – 2012 - 2013

SDCASE – Secretary and Executive Committee Board Member - multiple years

SD Special Education State Performance Plan workgroup - 2012

East River CASE member – 2000 - present

BAM! Behavior And Management conference planning committee – 2010 and 2011

HONORS

SD State Special Education Director of the Year 2012-2013

REFERENCES

Available upon request

Stephanie J Grey

6325 S Wicklow Ave
Sioux Falls, South Dakota 57108
Home Phone: (605) 941-1953
Cell Phone: (605) 941-1953
Email: Stephanie.grey@k12.sd.us

OBJECTIVE

I plan to use my teaching and education administration experiences to better enhance the lives of all students and staff by being a servant leader.

EDUCATION

- Graduated 2000 **Canby High School**-Canby, MN
High School Diploma
- Fall 2000-Summer 2002 **Southwest State University**- Marshall, MN
General Education Studies
- Fall 2002-Fall 2005 **Augustana College** –Sioux Falls, SD
Bachelor of Arts
Major: Elementary Education and Special Education
- Summer 2012-Spring 2014 **University of Sioux Falls**—Sioux Falls, SD
Masters of Education Administration

EMPLOYMENT

- July 2019-Present **Adverse Childhood Experiences (ACES) Trainer, Sioux Falls, SD**
Trained in the ACES Study and Research in order to provide trainings across the state in relation to ACES.
- August 2007-Present **Harrisburg School District, Harrisburg, SD**
Within this school district, I began as a Resource Room Teacher for Grades 9-11. Following my second year of employment, I became the Resource Room Teacher for grades 11 and 12, which allowed me to focus on the transition pieces of the IEP, which I dearly love. During my sixth year of employment, I had the opportunity to advance as the district's IEP Monitor then to Special Services Supervisor and now Assistant Director of Special Education for the district. Duties have included: planning and implementing instructions based on general education curriculum, developing the Self Advocacy Course, writing and implementing IEPs, Skill-based Assessments, assisting with the Referral Process, case managing students who are placed out of district, reviewing all special education paperwork for compliance, assisting the Special Education Director with duties such as: staff in-services, professional development of staff, program adaptations, transition specialist and indicator reporting.
- April 2006-August 2007 **Southeastern Behavioral Healthcare, Sioux Falls, SD**
At this agency, I was a classroom special education teacher. I was responsible for two classrooms of students with severe behavioral needs and/or cognitive delays. My students ranged in age from 10-19. Duties include: planning and implementing instruction, writing programs, supervision of staff and behavioral interventions.
- Winter 2003-Fall 2005 **Children's Home Society, Sioux Falls, SD**
At this residential facility I was a paraprofessional and child care counselor for

children with various disabilities including emotional behavioral disorders. Duties included planning and implementing instruction, co-teaching, following individualized treatment programs, and applying Life Space Crisis Intervention as needed.

- Fall 2002-Spring 2004 **Midcontinent Communications, Sioux Falls, SD**
I began as a customer service agent receiving incoming calls and placing orders. I was promoted to Question Gate Specialist and assisted the team coordinator with various tasks. The tasks included time logs, tardy logs, customer service, new employee orientations, letter writing, and coordination of team meetings.
- Winter 2002-Fall 2003 **Church of St. Peter, Canby, MN**
Youth Director. Duties included planning and implementing events, coordination of Vacation Bible School, trips, fundraising, meetings, delegating tasks, finding chaperones, and scheduling. Required extensive time management and long distance coordination. Fulfilled this job while living in Sioux Falls and going to college full time.
- Fall 2001-Fall 2002 **School of St. Peter, Canby, MN**
Paraprofessional of School, Religious Education and Youth Ministry. Duties included planning of events, organizing meetings, teaching Religion, office skills such as computer, phone, organizational work, and people skills. Required self-motivation and time management.
- 1997-2001 **DeToy's Family Restaurant, Canby, MN**
Waitress/Bartender. Part-time during high school and summers. Responsible for cleaning, prompt service, direct communication with customers, organizational skills, and money handling.
- 1999-2000 **Maynard's of Canby, Canby, MN**
Assistant/Weekend Manager. Part time during high school and summer months. Duties included: scheduling, finding replacements, bookwork, banking, money management and delegating tasks.

I have had the opportunity to attend several state and national conferences relating to the Special Education Field. I believe that my desire for continuing my Professional Development is a significant asset to my career.

MORE REFERENCES AVAILABLE UPON REQUEST

TIM GRAF
707 Brannon Drive
Harrisburg, SD. 57032
Phone: 605-467-1080

EDUCATION

- 2009-2010 University of Sioux Falls
Sioux Falls, SD 57105-1699
Ed. Specialist Degree
3.97 Program G.P.A.
- 2000 – 2002 University of Sioux Falls
Sioux Falls, SD 57105-1699
Professional Superintendent Endorsement
- 1990-1992 Northern State University
Aberdeen, SD 57401
Masters Degree –1992, School Administration
4.0 Graduate program G.P.A.
- 1979-1983 Jamestown College
Jamestown, ND 58401
B.A. Degree
3.42 Cumulative G.P.A. (Includes freshman year at NSU)
Majors: Business Administration (Personnel Concentration)
 Health, Physical Education & Recreation
 Secondary Education
Honors: Graduated Cum Laude
 Dean's List
 Homecoming Candidate –1982
 Lettered in Intercollegiate Track
 Lettered in Intercollegiate Cross-Country
 All NDCAC Track Performer 1980-1983
Scholarships: Academic, Athletic, Meidinger Business Administration
Scholarship
- 1978-1979 Northern State University
Aberdeen, SD 57401
Degree: None. General, Required courses

EXPERIENCE

7/19 to Present

Harrisburg School District
200 East Willow Street
Harrisburg, SD. 57032

Superintendent

7/10 to 6/19

Milbank School District
1001 East Park Avenue
Milbank, SD 57252

Superintendent

Honors: 2015 South Dakota Superintendent of the Year
2014 SD School Administrator of the Year

Other Duties: SDSSA Exec. Bd. 2015 to Present (Current Pres.)
SASD Executive Bd. – 2015 to 2017
SDUSA Board Member – 2010 to 2017
SDUSA President – 2013-2015
Central Methodist – Staff Parish Chair 2012-2014

7/98 to 6/10

Wilmot Public School
Wilmot, SD 57279

Superintendent

Other Duties/Accomplishments:

Elementary Principal, Girls Basketball Coach,
Personal Finance Instructor, Assistant Boys Basketball Coach
South Dakota Coalition of Schools Executive Board 2007-2010
Chairperson Northeast Education Services Coop 2006-2010
South Dakota Coalition of Schools Board Member 2006-2010
Chairperson Distance Learning Consortium 2000-2006
School Renovation Project – Elementary School 2003
Athletic Field Renovation & Molitor Grant 2002
Hosted TTL Regional Academy 2001
Passed School Bond Issue and Completed Building Project in 2000
Honors: Selected as Commencement Speaker of the Year in 2010

- 8/91 to 6/98 Ellendale Public School
 Ellendale, ND 58436
High School Principal/Athletic Director/Coach
Other Duties/Accomplishments:
 Head Girls Basketball Coach (91-97)
 Region IB Wrestling Tournament Manager (92-96)
 Ellendale Area Health Association Board (94-96)
Additional Training: Leadership 123 Dimensions of Learning Training,
 ND English Language Arts Project for Content Standards
Honors: 1998 NDASSP Region Principal of the Year
 1996 & 1998 Athletic Director of the Year
 1991 & 1992 Basketball Coach of the Year
- 8/88 to 5/91 Ellendale Public School
 Ellendale, ND 58436
Teacher/Coach
 Business, Health & Physical Education Instructor
 Head Boys Basketball Coach (88-92)
- 9/86 to 6/88 American Express Financial Planners
 Columbia, MO 65203
Financial Planner & Training Manager
 Included preparing financial analysis and proposals, field training of new
 planners, marketing securities & insurance
Additional Training: Leadership I Training, Field Management Training,
 Professional Development Program
Honors: Mercury Award (1st year total production award)
- 8/83 to 5/86 New Effington School District
 New Effington, SD 57255
Teacher/Coach/Athletic Director
 Business Instructor
 Head Boys Basketball Coach
 Head Girls Basketball Coach
 Head Track Coach
 Assistant Football Coach
 Athletic Director (85-86)
Honors: Nominated for Region I Coach of the Year
 in 1985 & 1986, Selected as Commencement Speaker in 1988
- Other Experiences:** Church Elder; Basketball Referee; Football
 Referee; Lakefront Real Estate Development

Michael Amolins, Ed.D.
Michael.Amolins@k12.sd.us

Education

Ed.D., The University of South Dakota (Vermillion, SD) 2012–2014

- Curriculum & Instruction, with an emphasis in Secondary Science Education
- Pre-K-12 Educational Administration Certification
- Curriculum Director Certification

M.S., The University of Kansas (Lawrence, KS) 2007–2009

- Medicinal Chemistry

B.A., Augustana College (Sioux Falls, SD) 2003–2007, 2009–2010

- ACS Chemistry, *Summa Cum Laude*; minors in mathematics and music
- Graduate work toward certification as a South Dakota educator

Administrative Experience

Harrisburg School District (Harrisburg, SD) 2015–Present (Employed 2009–Present)

- 6th-12th Curriculum Director
- K-12th Director of Data and Assessment
- Director of Federal Programs
- District Grant Writer
- District Development Committee for Customized and Personalized Learning
- Oversee the curriculum adoption process for all academic programs 6th-12th grade.
- Facilitate professional development opportunities, in-service, and training for all staff K-12th grade
- Maintain a fiscally responsible curriculum and instruction annual budget of approximately \$500,000
- Write, implement, and oversee technology development for standards-based report cards
- Observe and develop staff members through use of the Danielson Framework
- Oversee high school dual credit, AP, and college prep program
- Compose the district's annual report
- Write and coordinate implementation of school and district improvement plans
- Facilitate the accreditation process through the North Central Association of Colleges and Schools
- Serve on district administration, curriculum, school safety, bullying, scheduling, and negotiations committees

South Dakota Department of Education (Pierre, SD) 2013–Present

- Appointed to Science Advisory Committee, responsible for overseeing the advancement of science in South Dakota, and the development of the South Dakota state science assessment (2015–Present).

- Executive Appointment by Governor Dennis Daugaard to serve on the Professional Teachers Practices and Standards Commission, enforcing and examining violations of the Code of Ethics by teachers in South Dakota (2013–2015)
- Served on special task force assigned to review, co-author, and provide clarity to new state science standards, including descriptive classroom pedagogy and the Next Generation Science Standards (2013–2016).
- Appointed to Science Review Committee for DOE End of Course Exams (2013–Present).

Smarter Balanced Assessment Consortium Performance and Practice Committee 2019–Present

- Provide recommendations and enhancements to the Smarter Balanced Assessment System
- Serve as a communication and information resource to all stakeholders

STARBASE South Dakota 2016–Present

- Board of Directors for a STEM Education program focused on inspiring students coming from low-income households to pursue interests and career choices in the STEM field.

Butterfly House & Aquarium (Sioux Falls, SD) 2019–Present

- Appointed to Education Advisory Committee, responsible for overseeing the advancement of education program offerings, long-term goals, and objectives of the education department.

Advancing Coherent and Equitable Systems of Science Education (ACESSE) 2016–2018

- Representative to National Partnership for Building Capacity for improvement in State Science Education.

American Biology Teacher (Journal) 2015–Present

- Manuscript reviewer for publication.

Sanford Research (Sioux Falls, SD) 2012–2016

- Director of Educational Research and Curriculum Development for the Science Educator Research Fellowship (SERF) Program

The Washington Pavilion of Arts and Sciences 2013–2015

- Member of the Community Learning Center Teachers’ Circle, responsible for creating curriculum and student programming for the arts and science center.

Teaching Experience

The University of South Dakota 2016–Present

- Adjunct faculty, Department of Education, Division of Curriculum & Instruction
- Graduate and Undergraduate coursework in both Curriculum & Instruction and Science Education

Augustana University 2019–Present

- Adjunct faculty, Department of Education
- Graduate and Undergraduate coursework in both Curriculum & Instruction and Science Education

Harrisburg High School (Harrisburg, SD) 2009–2015

- Chemistry, Advanced Chemistry, AP chemistry, Physics, and Scientific Research
- National Honor Society Advisor (2013–Present) and Student Council Advisor (2011–2016)

- Coordinator of mentorship and STEM outreach programs between high school and MS/Elem students

Mount Marty College

2013-2016

- Adjunct faculty, Department of Chemistry – Dual Credit Chemistry

The University of Kansas (Lawrence, KS)

2007–2009

- Graduate teaching assistant, Department of Medicinal Chemistry

Augustana College (University)

2004–2014

- Instructor, GRE Prep Course (2012–2014; adjunct position through Sanford Research)
- Research Associate and Laboratory Instructor (2010–2011)
- Summer Undergraduate Research Instructor (2007)
- Tutor and Laboratory Coordinator (2004–2007)

Academic and Professional Honors

- South Dakota Curriculum Director of the Year (2019)
- Sioux Falls Lincoln High School Hall of Fame (2014)
- John E. Bauman, Jr., American Chemical Society Midwest Region Award for Excellence in High School Teaching (7-State Regional Chemistry Teacher of the Year, 2013)
- Madison and Lila Self Graduate Fellow, The University of Kansas (2007–2009)
- Goldwater Scholarship, awarded by The United States Congress (2006)
- Augustana College Covenant Award for Liberal Arts (2007)
- Presidential Scholar, Y. T. Johnson Science Scholar, Pro Musica Scholar, Augustana College (2003–2007)

Professional Affiliations

- National Association for Supervision and Curriculum Development (ASCD; 2015–Present)
- South Dakota Association for Supervision and Curriculum Development (SDASCD; 2015–Present)
- School Administrators of South Dakota (2015–Present)
- National Science Teaching Association (NSTA; 2013–Present)
- South Dakota Science Teachers Association (2013–Present)
- National Educators Association (2009–2015)
- South Dakota Educators Association (2009–2015)
- American Chemical Society (2003–2013)

Publications

Anderson, R.H., Lensing, C.J., Forred, B.J., Amolins, M.W., Aegerter, J.R., Vitiello, P.F., Mays, J.R. (2018). Differentiating antiproliferative and chemopreventive modes of activity for electron-deficient aryl isothiocyanates against human MCF-7 cells. *ChemMedChem*, 13(16), 1695–1710.

- Forred, B., Neuharth, S., Kim, D., Amolins, M., Motamedchaboki, K., Roux, K., Vitiello, P. (2016). Identification of redox and glucose-dependent Txnip protein interactions. *Oxidative Medicine & Cellular Longevity*, 2016 (2016), 1–10.
- Olson, J., Amolins, M. W., & Vitiello, P. (2015). A reliable and inexpensive ELISA simulation. *American Biology Teacher*, 79(4), 297–300.
- Amolins, M. W., Ezrailson, C. M., Pearce, D. A., Elliott, A. J., & Vitiello, P. F. (2015). Evaluating the effectiveness of a laboratory-based professional development program for science educators. *Advances in Physiology Education*, 39, 341–351.
- Amolins, M. W. (2015). Proposed standards will prepare students for STEM success, *The Zebra: Education News in Black and White*, Pierre, SD: South Dakota Department of Education. Accessed online at <http://sddoe.blogspot.com/2015/01/proposed-science-standards-will-prepare.html>
- Aisenbrey, M., Amolins, M., Bartels, M., Biehl, M., Boone-Graves, B., Dahl, J., et. al. (2014) *South Dakota Science Standards*, Pierre, SD: South Dakota Department of Education.
- Amolins, M. W. (2014, November 27). Flexible science guidelines help. *The Argus Leader*, p.2C
- Maas, T., Amolins, M., & Vitiello, P. (2014). Science achievement in secondary school students across rural and urban South Dakota locales. *South Dakota Medicine*, May 2015, 197–199.
- Vastenhout, K. J., Tornberg, R. H., Johnson, A. L., Amolins, M. W., & Mays, J. R. (2014). HPLC-based method to evaluate kinetics of glucosinolate hydrolysis by *Sinapis abla* myrosinase. *Analytical Biochemistry*, 465(1), 105–113.
- Amolins, M. W. (2014). *Evaluating the effectiveness of a laboratory-based professional development program for science educators*. (Doctoral Dissertation). Vermillion, SD: The University of South Dakota.
- Amolins, M. (2014). Looking ahead to summer break and considering ways to stay connected with and encouraging your council members. *Leadership for Student Activities Magazine*, 42(8), 8–9.
- Amolins, M. (2013). Bearing the burden. *Leadership for Student Activities Magazine*, 42(3), 30.
- Hendricks, A., Hanson, R., Amolins, M., Mihelcic, J. M., & Blagg, B. S. J. (2013). Synthesis and preliminary evaluation of steroidal antiestrogen-geldanamycin conjugates. *Bioorganic and Medicinal Chemistry Letters*, 23(12), 3635–3639.
- Weisshaar, D. E., Earl, G. W., Amolins, M. W., Mickalowski, K. L., Norberg, J. G., Rekken, B. D., Burgess, A. M., Kaemingk, B. D., & Behrens, K. C. (2012). Investigation of the stability of quaternary ammonium methyl carbonates. *Journal of Surfactants and Detergents*, 15(2), 199–205.
- Wu, W., Li, R., Malladi, S., Warshakoon, H., Kimbrell, M., Amolins, M. W., Ukani, R., Datta, A., & David, S. (2009). Structure-activity relationships in TLR2-agonistic diacylthioglycerol lipopeptides. *Journal of Medicinal Chemistry*, 53(8), 3198–3213.
- Amolins, M. W. (2009). *Natural product inhibitors of Hsp90: Potential leads for drug discovery*. (Masters Thesis). Lawrence, KS: The University of Kansas.
- Amolins, M. W., & Blagg, B. S. J. (2009). Natural product inhibitors of Hsp90: Potential leads for drug discovery. *Mini Reviews in Medicinal Chemistry*, 9(2), 140–152.
- Amolins, M. W., Peterson, L. B., & Blagg, B. S. J. (2008). Synthesis and evaluation of electron rich curcumin analogues. *Bioorganic and Medicinal Chemistry*, 17(1), 360–367.
- Henneman, L., van Cruchten, A. G., Denis, S. W., Amolins, M. W., Placzek, A. T., Gibbs, R. A., Kulik, W., & Waterham, H. R. (2008). Detection of nonsterol isoprenoids by HPLC-MS/MS. *Analytical Biochemistry*, 383(1), 18–24.

Amolins, M. W., & Wang, X. (2005). Investigation of non-platinum based electrocatalysts for proton exchange membrane fuel cell cathodes. *The United States Department of Energy Journal of Undergraduate Research*, 6, 137.

Grants

Author:

Amolins, M. (Annually, 2015-Present) *Federal Consolidated Grant (Title I, II, III, and IV funding) and Federal Perkins Grant for the Harrisburg School District*. Allocations vary by year, approximating \$100,000-\$200,000 annually.

Amolins, M. (2019). *Building Community: Connecting Learners and Leaders in the Building Trades Through Homebuilders Academy*. South Dakota DOE Workforce Education Grant. Awarded \$255,000 + \$250,000 contribution from Sioux Empire Homebuilders Care Foundation (\$505,000 total).

Amolins, M. (2018). *Perkins Reserve Grant*. South Dakota Department of Education. Awarded \$26,850.

Amolins, M., Lape, T., Rasmussen, T. (2017). *School Design for Personalized Learning*. Bush Foundation Grant. Awarded \$150,000.

Amolins, M., Rasmussen, T. (2016, 2017). *Imagine Learning Online Literacy Intervention*. South Dakota Department of Education. Awarded \$40,000.

Amolins, M.W. (2016). *PLTW Gateway to Success*, South Dakota EPSCoR. Awarded \$29,695.

Amolins, M.W., Bunkers, D. (2016). *Financial Literacy for High School Students, Pathway to Financial Success*, Awarded \$5,910

Amolins, M.W. (2015). *Middle School Project Lead The Way*, South Dakota EPSCoR. Awarded \$30,000.

Amolins, M.W., Alton, J., Alton, D., Koehler, T. (2015). *Engaging the Youth in Programming*, NASA Project Innovation Grant, Awarded \$15,000

Amolins, M.W. (2015). *High School Project Lead The Way*, South Dakota EPSCoR. Awarded \$30,000.

Amolins, M. W. (2012). *The Violinist's Thumb*. DonorsChoose.org. Awarded \$648.

Amolins, M. W. (2012). *The Disappearing Spoon*. DonorsChoose.org. Awarded \$623.

Amolins, M. W. (2011). *Aviation materials and flight simulation*. DonorsChoose.org. Awarded \$496.

Served as a writing consultant and/or key implementation personnel:

Penuel, W., Krehbiel, M., Shaw, S., Bell, P. (2016). *Partnership for Building Capacity for Improvement in State Science Education*. Awarded \$1,499,998

Wenger, L. (2016). *Classroom Innovation Grant*, South Dakota Department of Education. Awarded \$37,500.

Elliot, A. J., Pearce, D. A., Vitiello, P. F. (2011). *Sanford Science Educator Research Fellowship Program*. The National Institutes of Health Summer Research Experience R25 Grant Program. Awarded \$488,056

Professional Research Experience

Harrisburg School District (Harrisburg, SD)

2013–Present

- K-12 Director of Student Assessment: Smarter Balanced, SD Science Assessment, NWEA
- District Evaluation of Personalized and Customized Learning Programs

- District Evaluation of classroom instruction using the Charlotte Danielson Framework

Sanford Research (Sioux Falls, SD) 2012–2016
- Educational Research Experience for Dissertation: *Designing and Evaluating a Laboratory-Based Professional Development for K-12 Educators*
- Laboratory Research Experience: *Redox Response to Oxidative Injury During Pulmonary Epithelial Cell Development in Prenatal Infants*

The University of Kansas (Lawrence, KS) 2007–2009
- Laboratory Research Experience: *Natural Product Inhibitors of Hsp90 (2008–2009); Synthesis and Evaluation of Electron Rich Curcumin Analogues (2007–2008)*

Augustana College (Sioux Falls, SD) 2010–2011; 2004–2007
- Laboratory Research Experiences: *Synthesis and Evaluation of Glucosinolates at Chemopreventive Agents (2010–2011); Synthesis and Evaluation of Nonsterol Isoprenoids (2006); Non-Platinum Based Electrocatalysts as PEM Fuel Cell Cathodes (2005); Investigating the Stability of Quaternary Ammonium Methyl Carbonates (2004)*

References

Available upon request

JENNIFER E. CONWAY

4117 West 88th Street
Sioux Falls, SD 57108

Education

Master of Business Administration (December, 1997)
Wayne State College: Wayne, Nebraska

Bachelor of Science (May, 1995)
University of South Dakota: Vermillion, South Dakota

Professional Certification

Professional in Human Resources (May 2004- present)
Society of Human Resource Management

Work Experience

Harrisburg School District (July 2006- present)
Harrisburg, South Dakota
Business/Human Resources Manager

Hartington School District (July 2005-June 2006)
Hartington, Nebraska
Business Manager

Wayne State College (August 2005- May 2006)
Wayne, Nebraska
Adjunct Instructor

Baldwin Filters (May 1998- July 2005)
Yankton, South Dakota
Human Resources Specialist

First Dakota National Bank (May 1996- May 1998)
Yankton, South Dakota
Human Resources Assistant

Professional Affiliations

International ASBO (July 2006- present)
South Dakota ASBO (July 2006-present)
Society for Human Resource Management (1998-present)

TRAVIS L. LAPE

travis.lape@k12.sd.us @travislope – Twitter Handle www.lensintolearning.com

SUMMARY OF QUALIFICATIONS

Innovative, passionate leader seeking to obtain a principal position in which I can coach and support teachers in an elementary setting.

TEACHING EXPERIENCE

Harrisburg School District

Innovative Programs Director May 2017-Present

- My role is to help continue to roll out and implement our personalized learning pathway in our district. We currently have this in 2 of our 6 elementary schools, both middle schools, and in our high school.
- I am in charge of our Early College that we rolled out in 2018 for our learners finished with high school requirements.
- I am constantly looking for ways to keep changing our school structures and in this position have the freedom to bring those ideas to our Supt.

Harrisburg Freedom Elementary Assistant Principal August 2016-May 2017

- Have been a part of the team that has rolled out our district elementary personalized learning pilot.
- Constantly working with our staff at Freedom to help continue to enhance what we do in the classroom already.
- Regularly communicating with parents on things happen in our personalized learning program to create a partnership with them moving forward.

Harrisburg South Middle School Harrisburg School District Technology Integrationist August 2014-Present

- Initiated and started a makerspace to our middle school to bring innovation and creativity to the forefront of what we do with students at South Middle School
- Constantly working with teachers to continue bringing technology into their classrooms both in our BYOD and iPad pilot program
- Regularly coach teachers through lesson plan development with the use of different technologies

Explorer Elementary Harrisburg School District Technology Integrationist August 2013-May 2014

- Utilized a variety of technology tools to engage students in active learning
- Lead the 4th grade students and teachers in a Rainbow Loom Research project that connected our students with an orphanage in Uganda
- Taught computer basics to students K-5 grade
- Team-taught with teachers to help bring technology into the classrooms seamlessly

Sioux Falls School District

Lowell Elementary 4th Grade Teacher August 2010- May 2011

- Utilized a variety of technology tools to engage students in active learning
- Adapted lessons and assessments for a diverse group of students
- Applied and received a grant for a \$2,500 green screen technology to use in the classroom

LEADERSHIP EXPERIENCE

Sioux Empire Fastpitch Softball Association President August 2010- August 2015

- Oversaw day-to-day operations of an 1,800-athlete league
- Raised over \$40,000 dollars to carry out our three, five, and seven year goals
- Worked to secure a building facility for the league's athletes to train and develop
- Implemented a new structure of league communication using a new phone system, social media, and league website
- During my presidency, the league grew from 1,400 athletes to 1,800

University of Sioux Falls Football Game Day Director August 2006- Present

- Directed a team to enhance game experience through video and replay

University of Sioux Falls Head Softball Coach August 2011- August 2013

- Lead the program from NAIA to Division II NCAA
- Raised over \$45,000 each year to help fund the program
- In the two years won more games then the program had seen in the last five combined

HONORS

- South Dakota TIE K-12 Technology Leader Award 2016
- Awarded a 2Rev/Bush Grant for \$150,000 to continue implementing personalized learning
- Microsoft Innovator Educator, 2016
- Ambassador for Seesaw, and Squirrels
- Sioux Falls School District Rookie Teacher of the Year, 2010
- Awarded the Sioux Falls Foundation Lowell MST Grant, 2010 - \$2500
- Awarded the EPSCor Grant for South Middle School, 2014 - \$28,000
- Awarded several Donors Choose grants totaling over \$1,000

EDUCATION

University of Sioux Falls Sioux Falls, SD

- B.A.: Elementary Education, May 2010
- Masters: Administration Leadership, May 2016

TRAINING & DEVELOPMENT

- Founder of SD EDCAMP
- Consulting on the side with districts looking to implement innovative practices.
- Co-Moderator/Founder of #SDEDCHAT (bi-weekly chat for educators to collaborate on a variety of educational topics)
- Have presented at many state and national conferences on the use of technology in the classroom as well as how can we make school different for our learners.