

**Supporting a Growing Community:
Building a Workforce Development Program for Students
with Disabilities ages 18-21 in Box Elder, SD**

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

December 11, 2021

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5.2.2 Executive Summary

The Individuals with Disabilities Act (IDEA), at its inception, mandated that school districts provide transition services for students with disabilities to improve post-school outcomes for these youth. In the Douglas School District, our mission states, "Prepare all students to meet the challenges of an ever-changing world." While we have worked hard toward this mission, a clear need to expand our ability to serve our students with disabilities between the ages of 18-21 has been identified. To help meet the requirements for transition, the Douglas School District is looking to establish a plan to implement an off-campus, community-based, 18-21 Transition Program for its students.

Douglas School District is located in Box Elder, SD: a community that neighbors Ellsworth Air Force Base and Rapid City. At this time, Douglas School District serves approximately 2500 students. Douglas receives students from three communities: Box Elder, Ellsworth Air Force Base, and Rapid Valley. With the final selection of Ellsworth Air Force Base, the home of a new aircraft, the B-21 Bomber, DSD will expand its population by approximately 1,500 people. Plan for the expansion of the school district has been drawn up, and discussions for potential staffing needs are taking place.

With this expected growth at the district level comes an expectation for community growth, residentially and commercially. Historically, our students in the transition program have difficulty gaining the whole experience of transitional experiences due to the lack of businesses available in their home community. While we have been grateful to work with partners in Rapid City, we are excited for the ability to provide our students with disabilities ages 18-21 with actual community-based work experiences within their home community. Examination of current programming found that students with transition needs were simply repeating courses in general education classes and within the resource room. Students, along with their teachers and families, have been desiring a richer, functional, community-based program to aid with the transition into adulthood. Considering all factors mentioned above, it is easy to see the importance of fortifying the transition program for our students to build skills necessary to gain and maintain meaningful employment.

The expansion and sustenance of a school-based transition program into a stand-alone program requires increased funding and support for both the short and long term. After analyzing current programming, opportunities for growth, and the necessity for program expansion, Douglas School District is confident that, with support, we will be able to provide for the whole transition experience that our students ages 18-21 deserve. This opportunity, in turn, will develop a workforce for a growing community comprised of members of the community itself. Thus, the rationale for submitting this request is to ensure that while securing funding for new facilities, the district does not have to bear the brunt of a program expansion amid current facility planning related to district growth. Through careful budgeting and the support of this grant funding option, the newly expanded transition program will begin serving future DSD students and students poised and ready to enter a fully-functioning program and ultimately begin supporting new and existing businesses with well-trained and prepared employees.

The Douglas School District has established a plan to separate the current transition program housed within Douglas High School into a separate, stand-alone program. This program will hire staff committed solely to students, focusing on transition needs aligned with postsecondary goals (i.e., postsecondary education, employment, and independent living supports). Additionally, staff will identify transition needs/goals, outcomes, and outside agencies for resources through the IEP process. Students will be involved in the community focusing on paid and/or volunteer employment opportunities, adult resources, and services. They will receive direct teaching of functional daily life skills and community experiences dependent upon each individual's interests, strengths, and needs aligned to their IEP. Finally, the curriculum in the program will provide students with functional daily life skills, instruction in self-advocacy, workforce readiness training, community, and outside services and agencies (i.e., Vocational Rehabilitation, Family Support 350, Parent Connection). The facility itself exists in a modular building adjacent to Douglas High School (Figure 1). They comprise academic instructional space and simulated living quarters set up like a small apartment with a kitchen, living room, bedroom, laundry room, and walk-in pantry.



Figure 1

The modular building's location, along with the configuration, will provide a site rich with opportunities for students and their families to begin building the skills necessary for the fullest life with as much independence possible for every individual that transitions out of or exits the program.

5.2.3 Detailed Response

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

The attached Executive Summary explains the many necessary features for a successful transition program for students with disabilities ages 18-21. The Douglas School District is prepared to implement the program if preparedness is based on experience; however, experience is not the only element necessary to expand the current programming. Because of the enormity of the expansion, the Douglas School District has set forth the following goals:

1. **Goal 1:** Successfully adapt and maintain the current facility to meet the standards of appropriateness, location, and supportiveness for the programming necessary for an alternative educational opportunity for students within the program.
2. **Goal 2:** Create a learning environment committed to meeting the individual needs of every student by establishing outcomes aligned to program goals of student success defined by independent living, integrated employment, and personal development.
3. **Goal 3:** Found and institute a permanent and sustainable program that can seamlessly adapt year after year to meet individual needs, goals, and desires to provide students with the best opportunity to build exemplary skills and knowledge to be involved in not only the 21st Century workforce but the community in which they live as well.

Douglas School District has created a four-year plan for accountability toward the goals made for this Transition Program. DSD acknowledges that the program's success requires seeking stakeholder input, visiting established programs, naming the program, projecting enrollment, analyzing staffing needs, determining equipment and supplies, budgeting (including securing partnerships and contributors), and continuous advancement toward sustainability. By evaluating readiness in all of the elements mentioned above, the DSD can present a proposal for a program poised and ready to launch for the 2022-2023 school year.

For **Goal 1**, DSD is fortunate to have an existing facility ready for use as a stand-alone program. The modular building is 24' x 100' with four entrances, including three wheelchair ramps. The south end comprises a simulated apartment complete with a bedroom, living room, dining room, kitchen, laundry room, and walk-in pantry. The adjoining room to the north houses a classroom environment equipped with the technology available to ensure student access to the most up-to-date teaching/learning technology. The spring of 2022 will be dedicated to assessing this facility to determine any upgrades or repairs necessary.

However, the facility is currently used for alternative education and some transition services but can support a program start date in August 2022. Additionally, DSD will need to continue maintaining existing and seeking new partnerships for both financial and program support to establish self-sustainability and longevity. Existing partnerships include Ellsworth Air Force Base, Vocational Rehabilitation, Black Hills Special Services Cooperative, to name a few. These organizations will be vital in assisting DSD in program establishment, resting on decades of

experience in supporting Rapid City Area Schools current 18-21 Program. For transportation, DSD will need to rely on district transportation to bridge any transportation gaps between Box Elder and Rapid City. The Rapid Transit system is an available mobility training outlet. To assist with transportation around the Box Elder community, Douglas School District will hire a transportation aide to coordinate and/or provide transportation assistance where necessary. Evaluation of all programs will be carried out regularly for essential adjustments as more opportunities become available.

Goal 2 intends to bring focus to creating a program designed to bring a unique experience to every participating individual. This program will provide an environment that brings independent living to life through curriculum and instruction designed to provide students with functional daily life skills, self-advocacy, workforce readiness, access to community and outside services and agencies. DSD will give each participant mentorship and coaching throughout their time that will help them build exemplary skills and knowledge through community-based programming and interactions. Success toward these outcomes will be measured externally, by program staff, and internally, by students and their families. Program successes include curriculum and coursework mastery, and ability to display social-emotional development, and feedback on employability skills through coaching, modeling, and work-related objectives. Students will be able to exit the program feeling confident that they are ready to enter the next phase of their lives with the skills necessary for success both professionally and personally.

Goal 3 explains the necessity for adaptability of the program to meet the needs, goals, and desires unique to each individual in the program. The program, including staff, must evaluate and establish program guidelines annually to meet the changing needs of individuals both in and entering into the program. Additionally, the transition program must develop a strong partnership with Douglas High School to ensure that students enter the program with the prerequisite skills necessary to advance into the next phase of transition. With the support of the funding mechanism and district resource allocation, Douglas School District is committed to developing a sustainable, long-lasting program that provides participants with every opportunity to become successful individuals in their professional and personal lives. By dedicating themselves to the program objectives, staff members will provide the highest quality support for participants as they work toward the goals set forth by their teachers, themselves, and their families. DSD will closely monitor student success through close consultation between teachers, employers, and family members, and goals will be adjusted regularly to allow for continued development.

Resources necessary to fulfill the requirements

The purpose of this transition program is to provide support for students with disabilities ages 18 to 21 as they move toward independent living and integrated employment. The program's primary focus will be on Pre-Employment Transition Services, such as self-advocacy instruction, workforce readiness training, social and independent living skills development, work-based experience and job exploration mentorship, postsecondary institution transition, or long-term employment support. By providing an environment with realistic scenarios that participants will

encounter outside of the program, Douglas School District can ensure that students receive the best opportunity for success.

To provide all of this effectively, the resources necessary will need to include:

Year 1

- Three new staffing positions (3 total FTEs) will need to be created to support approximately six students in year one, with anticipated growth each subsequent year. 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
 - 2-18-21 Transition Program Aides (1.0 FTE each)
 - Serves as a classroom aide and job coach
 - Coordinates community activities, tours, and training
 - Accompanies students in all off-site activities (touring apartments, grocery planning/shopping, practice with public transportation, etc.)
 - Coordinates or provides transportation experiences.
 - Assists students with classroom and community experiences
- Because the facility currently includes an apartment to model-independent living experiences, the focus will be on updating/upgrading items and adding curricular supplies. This will include:
 - Instructional equipment and supplies
 - Curriculum material focused on financial literacy, time management, self-advocacy and life management, social skills, and community involvement:
 - James Stanfield: *LifeSmart* Curriculum
 - James Stanfield: *Transition Curriculum in America*: includes (1) Personal Management (2) Career Management (3) Life Management
 - Other items not supported by this proposal
 - Matching expenses
 - Office and classroom supplies
 - Groceries
 - Paper products
 - Kitchenware
 - Transportation costs
 - Leisure activities in the community

Year 2-4

- Continuation of staffing positions outlined in *Year 1*
- Growth expenses: Curriculum, Furniture, and Supplies
- Ongoing local supports not supported by this proposal
 - Matching expenses

- Office and classroom supplies
- Groceries
- Paperproducts
- Transportation costs
- Leisure activities in the community
- 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. The offeror acknowledges that their failure to submit such data may harm the evaluation of the proposal.
- 4.2 The offeror acknowledges that all questions and comments regarding RFP #2571 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 pertaining to this grant.
- 4.3 The offeror is happy to provide a copy of our most recent audited financial statements upon request by the State
- 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 site that is in a community environment. The Douglas School District currently has a stand-alone facility adjacent to Douglas High School. The facility is a 24' x 100' modular building situated 90 ft. from Douglas High School across a parking lot that serves DSD staff. The facility is divided into two sections: a simulated independent living situation complete with a bedroom, living room, dining room, kitchen, laundry room, bathroom, and walk-in pantry. This section has two ramp accesses at both the front and back of the unit. The second section is a classroom setting with a door to the apartment, a bathroom, and two storage cabinets. This section has one ramp access on the front and stair access in the back.
- 4.5 The offeror, Douglas School District 51-1, 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 A detailed description exists in other sections of this proposal where 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	6	8	10	12
Goal 1: Successfully adapt and maintain the current facility to meet the standards of appropriateness, location, and supportiveness for the programming necessary for an alternative educational opportunity for students within the program.	1) Establish partnerships with transportation facilitators, housing opportunities, and sites of employment in the surrounding community 2) Ensure the facility includes appropriate furnishings for modeling classroom, home life, and pre-employment experiences	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and the number of program participants. Make facility upgrades and adjustments as necessary. 2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and the number of program participants. Make facility upgrades and adjustments as necessary. 2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes 3) Evaluate successes and data in years 1 and 2 to begin developing financial support and partnerships for sustainability beyond Year 4 of this funding mechanism	1) Complete an annual evaluation of facility viability based on expense, equipment, staffing needs, and the number of program participants. Make facility upgrades and adjustments as necessary. 2) Expand partnerships and opportunities in all areas identified in Year 1 Outcomes 3) Evaluate successes and data in years 1 and 2 to begin developing financial support and partnerships for sustainability beyond Year 4 of this funding mechanism
Goal 2: Create a learning environment committed to meeting the	1) complete skill and needs assessment with each program participant on	1) complete skill and needs assessment with each program participant on	1) complete skill and needs assessment with each program participant on	1) complete skill and needs assessment with each program participant on

<p>individual needs of every student by establishing outcomes aligned to program goals of student success defined by independent living, integrated employment, and personal development.</p>	<p>the outcomes listed in Goal 2 2) Establish individual annual growth goals and implement a plan of action to meet those goals for every student</p>	<p>the outcomes listed in Goal 2 2) Review individual annual growth goals and modify them as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>	<p>the outcomes listed in Goal 2 2) Review individual annual growth goals and modify them as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>	<p>the outcomes listed in Goal 2 2) Review individual annual growth goals and modify them as needed. Implement and/or continue a plan of action to meet those goals for every student.</p>
<p>Goal 3 Found and institute a permanent and sustainable program that can seamlessly adapt year after year to meet individual needs, goals, and desires to provide students with the best opportunity to build exemplary skills and knowledge to be involved in not only the 21st Century workforce but the community in which they live as well.</p>	<p>1) 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 student 3) Provide participants with multiple opportunities to make choices about and gain experience with self-advocacy and care, independent living,</p>	<p>1) 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 student 3) Provide participants with multiple opportunities to make choices about and gain experience with self-advocacy and care, independent living,</p>	<p>1) 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 student 3) Provide participants with multiple opportunities to make choices about and gain experience with self-advocacy and care, independent living,</p>	<p>1) 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 student 3) Provide participants with multiple opportunities to make choices about and gain experience with self-advocacy and care, independent living,</p>

	socialization, employment and skills development, and community involvement	socialization, employment and skills development, and community involvement 4) Evaluate the outcomes above and make adjustments or enhancements as possible.	socialization, employment and skills development, and community involvement 4) Evaluate the outcomes above and make adjustments or enhancements as possible.	socialization, employment and skills development, and community involvement 4) Evaluate the outcomes above and make adjustments or enhancements as possible.
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- 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 2022-2023 school year. The offeror does acknowledge, however, that funding established by this grant will not be used to backfill 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 the primary 18-21 transition programming option is located in the Executive Summary, and well as Section 5.2.3.1 of this proposal. This programming option is supported by all of the remaining sections of this proposal. Douglas School District has only one viable alternative to establishing a district-run 18-21 transition program: contracting with regional providers. Douglas School District does not wish to utilize this disconnected and peripheral support due to the continued financial burden of contracting services out. It is the Douglas School District's hope that the program outlined in this proposal is found agreeable in that it will best serve the students of Box Elder, Ellsworth Air Force Base, and Rapid City by developing nurturing relationships and local opportunities for independent living and integrated employment. By creating an internal program, Douglas School District develops potential in and supports its students to the greatest extent possible.

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

Currently, the Douglas School District contracts all of the transition programmings for students 18-21 through various regional contractors. Partners include Vocational Rehabilitation, Transition Services Liaison Project, Black Hills Works, Black Hills Special Services Cooperative, Project SEARCH, and Family Support 360. These partnerships have been outstanding in affording opportunities to DSD students; however, none are located in Box Elder, where the Douglas School District exists. With the impending population growth of the Box

Elder community and, consequently, the Douglas School District, a need for a local program is straightforward. Historically, our students in the transition program have difficulty gaining the whole experience of transitional experiences due to the lack of businesses available in their home community.

While we have been grateful to work with partners in Rapid City, we are excited for the ability to provide our students with disabilities ages 18-21 with authentic community-based work experiences within their home community. Examination of current programming found that students with transition needs were simply repeating courses in general education classes and within the resource room. Students, along with their teachers and families, have been desiring a richer, functional, community-based program to aid with the transition into adulthood. Considering all factors mentioned earlier, it is easy to see the importance of fortifying the transition program for our students to build skills necessary to gain and maintain meaningful employment. Until presented with this funding opportunity, the Douglas School District believed that the most effective way to provide opportunities for students with disabilities ages 18-21- was to partner with the organizations above. However, as we look to the future, DSD is now confident to provide a more viable, cost-effective experiential program within the district. As stated previously, students who participate in Douglas School District's newly established 18-21 program will develop the skills necessary for the entire life with as much independence possible for every individual that transitions out of or exits the program with the support of staff who are a part of a district many of these students have grown up in. This association will provide an opportunity to continue well-developed relationships between the community and families, thus easing students into the transition process.

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.

Douglas School District's commitment to the sustainability of this program will be shown through the allocation of federal, state, and local dollars to provide annual salaries and benefits after the timeline of the grant has been reached. The district also agrees to provide and/or replace any necessary equipment and curriculum once the funding cycle of the grant has ended. The district feels that financial support to establish the program is required to launch the program expeditiously rather than spending time procuring funds over time. This funding mechanism allows the district to successfully set a program while simultaneously making budgeting considerations and decisions for the supportive distribution of funds for the new program. As described in Goal 1 above, DSD intends to establish community partnerships to secure financial support once operating independently of the funding mechanism of this proposal.

6.2 Experience and Reliability of the Offeror's Organization

6.2.1 Recent successes of the DSD Special Education and General Education Programs

Established in 1891, the Douglas School District has been educating individuals for decades. With the Ellsworth Air Force Base to Box Elder in 1942, DSD has experienced dynamic population changes over time related to Ellsworth Air Force Base's responsibilities. Additionally, Box Elder has grown steadily as a "bedroom community" next to the more urban Rapid City. It has had a reputation within the military community as a preferred school for military families with students with disabilities. Open enrollment requests come in annually in large enough numbers for the district to put limitations in place as special education programming continually operates a max capacity. Special education programming options for families in the Douglas School District include district-wide early screening and early intervention through supports and services into adulthood.

Douglas School District has become an MTSS school and is diligently working toward improving opportunities and outcomes for all students. In 2020, Douglas School District became the first district in South Dakota to receive a Purple Star School Designation for its commitment to supporting military-connected students. DSD offers a continued expansion of Career and Technical Education courses, Dual-Enrollment, Fine Arts, and Robotics programs at the secondary levels. Douglas School District is working to ensure learning opportunities adapted to individual interests, skills, and future goals through careful allocation of funds received from federal, state, and local governments. Douglas School District is committed to continuous improvement through ongoing needs assessments to bring all students the most innovative learning opportunities.

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

All grants listed below have to be co-administered by Ms. Ann Pettit (Executive Director of Elementary Academics), Ms. Kit Veit (Executive Director of Secondary Academics), Ms. Monica Waltman (Director of Special Services), and Ms. Trista Olney (Business Manager)

(2021) Out-of-School Time Program Grant, Awarded \$20,430

(2019) Multi-Tier System of Support Grant, Awarded \$6,000

(2020) Multi-Tier System of Support Grant, Awarded \$4,000

(Annually) Title VI Indian Education Grant. Allocations vary by year, approximating \$36,000-\$40,000 annually.

(Annually) Federal Consolidated Grant (Title I, II, III, and IV funding) and Federal Perkins Grant for the Douglas School District. Allocations vary by year, approximating \$1,100,000-1,300,000 annually.

6.3 Qualifications of Personnel

6.3.1.A Job Descriptions for Proposed Positions Supported by this Grant

18-21 TRANSITION PROGRAM TEACHER

REQUIREMENTS:

Qualifications: South Dakota Teaching Certificate, Special Education endorsement,

Experience: Preferable two years' experience as Special Education teacher

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 the internet. Ability to keep information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

A Douglas Special Education Teacher should have the skills necessary to:

- a. diagnose student needs, interpret results and implement appropriate instruction through individual educational plans for disabled students.
- b. provide a motivational climate for students.
- c. begin instruction by getting students ready to learn.
- d. provide or present information in an organized, efficient manner.
- e. respond to students' learning styles.
- f. make efficient use of instructional times.
- g. teach to facilitate students' retention of learning.

- h. manage classroom behaviors effectively.
- i. evaluate student progress.

GENERAL RESPONSIBILITIES:

A Douglas Special Education Teacher is expected to:

- a. understand and contribute to district curriculum relative to the needs of disabled children.
- b. communicate with students, colleagues, and parents relative to the needs of disabled children.
- c. establish a healthy classroom climate that is supportive, stimulating, and enhances the students' self-concept.
- d. maintain all required records.
- e. act as a positive role model.
- f. have working knowledge of special education laws and practices.
- g. effectively manage material resources.

PROFESSIONAL CHARACTERISTICS:

A Douglas Special Education Teacher should:

- a. Implement strategies that will increase effectiveness.
- b. Be an involved team member of the school.
- c. Maintain confidentiality.
- d. Follow Board of Education and building policies, procedures, rules, and regulations.

TERM: School term. Summer assignments as needed. **REPORTS TO:** Director of Special Services

6.3.1.B Job Descriptions for Proposed Positions Supported by this Grant

18-21 TRANSITION PROGRAM COMMUNITY FACILITATOR/AIDE

REQUIREMENTS:

Education: High School Diploma or GED

Experience: One year in a 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 the internet.
Valid, current Driver's License. Ability to keep student information confidential.

ESSENTIAL FUNCTIONS & DUTIES:

1. Instructs students under the supervision of the special education teacher.
2. Supervises individuals and groups of students who are participating in educational activities.
3. Participates in planning meetings regarding student services and organizational concerns.
4. Participates in in-service activities.
5. Assists in the preparation and maintenance of a healthy learning environment.
6. Keeps all records (i.e., student records, inventory) necessitated by the position or as instructed by the special education teacher.
7. Motivates children by focusing on their needs and interests.
8. Makes recommendations to the teacher regarding student needs or program changes.
9. Participates in the effective implementation of the Douglas curriculum and individual education program.
10. Participates in parent-teacher conferences when required.
11. Has a working knowledge of the Douglas School District Philosophy.

12. Maintains confidentiality.
13. Implements strategies to increase effectiveness.
14. Is an involved team member of the school.
15. Provides for their professional growth.
16. Performs other duties as assigned by the principal or special education teacher
17. Follows Board of Education and building policies, procedures, rules, and regulations.

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

6.3.2 Staff Persons Responsible for the Oversight of the Program (resumes included-support staff resumes available upon request)

Administrative oversight for the 18-21 transition program will be led by the Douglas School District Director of Special Services, Ms. Monica Waltman, and Executive Director of Secondary Academics, Ms. Kit Veit. Support staff includes Elementary Principal Troy Volesky. Mr. Volesky has served in various areas over his 26 years in education. The area most relevant to his experience for this program proposal is that Mr. Volesky spent 11 years as the Special Education Director for Rapid City Area Schools, which houses an immensely successful Workforce Development Program. Douglas School District Superintendent, Mr. Kevin Case, Business Manager, Mrs. Trista Olney, will also be involved in the development and grant administration and bring nearly 40 years of combined experience in district leadership. Resumes for program leaders Monica Waltman and Kit Veit are below. All other resumes are available upon request.