



# Husky News

Volume 5, Issue 1

October 2004

Elk Point-Jefferson School District

**Showing Pride . . . Taking Action**

## **The Financial Factor . . .** *by Brian Shanks, Superintendent*

In schools we would like to make all decisions based on the educational value for our kids. Unfortunately in the real world of school finances, we are unable to do this as budgets are becoming increasingly tight and schools have to make decisions based on what a district can afford. The Elk Point-Jefferson School District is no exception to that reality. We are also entering a period of uncertainty as the state legislature is moving into a crucial time in which they will have to either find a way to fund schools at an appropriate level or just tell us that we will have to settle for less.

In 1995-96, the way school districts were funded was changed. Before the funding change, the school board would request, from the county, the appropriate amount of money the district needed to fund the school year. Under the new formula, we are allocated a set amount of money per student, which is \$4,145. When this amount is combined with other miscellaneous revenue, the district receives about \$4,895 per student. It costs approximately \$5,114 per student to educate a child in our district. You don't need a math background to understand that we need to look at making some changes in how we do things as we are spending \$220 per student more than we are receiving in revenue.

There are several factors we have looked at that lead us to believe we need to move into a "mode of concern" with our budget. First of all, there seems to be no new source of revenue that the state is willing to enact that would allow for more funding. The amount of increase over the last several years has been around three percent, and that does not keep pace with the increase in expenses from year to year. The cost of health insurance, supplies, transportation, and maintenance have all exceeded that rate of increase. Another factor we have to consider is the uncertain economic status of the Sioux City area. We are concerned with the status of several major employers in our region. The rate of new families moving into the district has dwindled in the last couple of years. There is also the continued open enrollment issue as many families are opting to attend other districts for a variety of reasons, with the prevalent reason being convenience.

This year we are concerned with the small kindergarten class of 42 students. If that trend continues, it will create new financial challenges for the district. The number of students is directly related to the vitality of the economy in the area. We need all of our patrons to be ambassadors for our school district and pass the word that the Elk Point-Jefferson area is a great place to live and our school is second to none. We need to promote the sense of community we have and the fact that we care for each other.

We are "cautiously optimistic" that we can make our school work financially. We will make the necessary adjustments and attempt to keep the same high level of education that we currently have. We will look for alternative ways to keep our programs running with the help of local organizations and innovative ways to increase our revenue. The bottom line is that the school district will continue to look at adjustments in the budget, and make hard decisions based on what we can afford, and what is good for the kids. Right now, there are 45 plus schools that have opted out or are attempting to opt out of the tax limitation. We are going to try to avoid asking the taxpayers for more money and make the cuts necessary to attempt to make it work. The board of education will have some tough decisions to make in the next three years, and perhaps the legislature will help us out, but we are not counting on that to happen.

## **Lewis and Clark in the Park**

*by Tama Zeller, Fourth Grade*

Fourth, fifth, and sixth graders attended a variety of educational Lewis and Clark stations in the park during the second week of school. Students got an up close look at the Corps of Discovery II keel boat. This is the first time the 55 foot keel boat was brought to the park area for children to view. The Corps was retracing the Lewis and Clark Expedition's route 200 years after the original explorers made the journey. The men were dressed in 1800s attire and presented six stations of learning to the school children. The students were taught many things from the 1800s period such as the blacksmith trade, clothes worn, foods they cooked and ate, how to start a fire, weapons, how they traveled, medical supplies, things they took, and how they mapped the way. Students met the crew's dog named "Bison" and got to taste jerky meat, dried fruit, and corn. Students enjoyed the opportunity to learn outdoors.



## Curriculum Mapping

by Laura Froehlich, PDC Mentor

### Finding Your Way In Evaluation Through Curriculum Mapping

Do you know what is being taught in your school? The staff and administration at Elk Point-Jefferson think you should. With this in mind, the staff at EPJ is soon to begin a process by which you as community members will gain a great deal of insight and knowledge in regards to the curricular offerings throughout the K-12 school district. This process is referred to as curriculum mapping.

The process of curriculum mapping begins with the staff exploring the curriculum that is taught and the skills and standards students are encouraged to meet. Once the “map” for the year is complete, the staff will sit down together as a collective group to isolate gaps and overlaps within the K-12 curriculum. This step is extremely important with the continued focus on mathematics and reading in conjunction with NCLB.

The benefits of curriculum mapping are three-fold. The first is that curriculum mapping informs parents and community, ensuring that the communities served are connected to the curriculum being taught. Far too often, communities are left out of the educational process. It is our desire to include the communities that we serve to have a true stake in the curriculum being taught at EPJ. The second benefit to curriculum mapping is in the exciting area of staff collegiality. A truly distinguished school is a place where staff people build learning in conjunction with the skills, abilities, and talents of every staff person. In the elementary, this is an obvious conclusion as teachers extend learning from the previous years. One of the truly exciting potentials of curriculum mapping has to do with middle and high school staff integrating ideas and concepts within their curriculum which stem from other areas. Just imagine how powerful learning could be if what a student learns in physical science is expanded upon in the setting of a math or English classroom. It is not an exercise in teaching someone else’s curriculum, but rather a blending of energy, talent, and expertise of all staff for the benefit of our students. The third benefit is for students. Our students are held more accountable to academic success every day. Curriculum mapping ensures that students are provided with a curriculum that is free from gaps, overlaps, and waste. It provides them with learning that supersedes a loosely knit collection of courses.

Curriculum mapping, at its finest, is one of the most worthwhile tools that schools can employ. It is a tool which helps us to develop good practice within the K-12 environment. It is our hope that all three components, community, staff, and students, find equal value in

## Eighth Grade Exploratory Class – Transitions

by T. A. Aslesen, Middle/High School Principal

This year at Elk Point-Jefferson Middle School, all eighth grade students will be taking a new nine week class as part of a group of courses which we refer to as exploratory classes. This class, called Transitions, is focused on providing students with the skills necessary to achieve at the high school level. Now more than ever, the successful transition from middle school to high school is crucial to the ongoing development of our students. Studies have shown that by incorporating a transition plan that focuses on a wide range of activities, schools have actually increased student attendance and lowered district drop out rates. However, the rationale for a transitions class goes much deeper than the improvement of a district’s scores or attendance rates. The curriculum is developed and delivered with the whole child in mind. Many times schools assume that students have the abilities, determination, and support to be successful. Schools forget that many students lack the fundamental qualities associated with school success. These students flounder, fail, and are thusly encouraged to leave the educational setting.

Helping middle school students make the transition to high school is not a new theory. One of the fundamental functions of the middle school model is to aid in a transition which focuses on the following concepts:

- Interpersonal Relationships (peers, teachers, parents, and community)
- Intrapersonal Development (self-actualization, motivation, and character development)
- Developing Study Skills (note taking skills, study skills, and organizational abilities)
- Career Planning & Development (world of work, career investigations, and community share opportunities)
- Developing the Four-Year Plan for High School (understanding school requirements/regulations, exposure to a high school classroom, and development of the four-year plan)

It is the goal of this class to empower students with concepts associated with success, not only within the classroom but also with skills which have a direct influence on their life journey. One of the greatest roles of the middle grades is to create awareness within students in regard to self and society. Elk Point-Jefferson Middle School accepts this responsibility

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## Wireless Networking . . . by Jerry Klumper, Technology Director

As of the start of the 2004-05 school year, Elk Point-Jefferson students and staff are able to access the Internet and local network from all K-12 classrooms, offices, and common areas using wireless networking.

It is a too often repeated, but true cliché; every year technology becomes faster, less expensive, and more reliable. This certainly is true of wireless networking. Only a few short years ago, different hardware vendors offered equipment that could easily prove to be incompatible with their competitors’ hardware. Today, it is generally safe to assume that different brands of hardware, if designed to the same standards, will work together in a reliable manner.

Wireless networking allows teachers in any part of the building to use either of our two mobile wireless labs in their classroom, or the Tablet PCs. Both of these technologies can have a profound, positive influence on instruction. In the next newsletter, teachers will explain how they use wireless technology and how it changes their instruction.

## EPJ Administrators and Ancillary Staff Trained in AED Use

by Lisa McInerney, School Nurse

EPJ's superintendent, high school principal, elementary principal, secretaries, three administrative staff members, and the school nurse recently trained in the use of the AED (Automated External Defibrillator).

The AED was provided at no cost to the school by the Rural Access to Emergency Devices Grant for South Dakota Emergency Medical Services. The South Dakota EMS then distributed the AEDs to schools who had applied for them. EPJ received its new AED this summer.

The AED is used to treat Sudden Cardiac Arrest. Persons with proper training can learn to respond to medical emergencies with an AED. The AED that our school received is a very user-friendly machine that has the capabilities to defibrillate an adult or pediatric patient. It can also be used as a training device with a video, training scenarios, and training pads for both adults and pediatrics. The training course combines hands-on, scenario-based AED instruction with adult CPR training/certification in 3 ½ to 4 hours.

The average response time for Emergency Medical Technicians to arrive on the scene of a cardiac emergency is 10 to 12 minutes. Statistics show that the first 3 to 5 minutes are the most critical in increasing the chances of survival for people with cardiac emergencies. A sequence of four events must happen as quickly as possible in response to a cardiac emergency: early access, early CPR, early defibrillation, and early advanced care. With an AED program, a person will be better prepared to save the life of a co-worker, friend, family member, or stranger in that critical 3 to 5 minutes.

The EPJ staff will review their training at least twice a year. Training is always an ongoing process that takes commitment and dedication on the part of our staff.

## DI Kicks Off 2004-05 School Year

by Selene Van Wyk, DI Coordinator



Destination Imagination started the new school year with its annual kick-off meeting Monday, September 20. Many interested students and their parents attended the meeting to learn more about what DI is and how they can become involved in the competition. After an informative session, teams signed up and began reviewing this year's problems. Nine teams are signed up for this year's competition consisting of one primary team (K-2), two elementary teams (3-5), three middle level teams (6-8), and two high school teams (9-12).

What is DI? Destination Imagination is one of the world's largest creativity and problem solving programs for youth of all ages, with thousands of participants in 47 U.S. states, 15 countries, and Canadian provinces participating annually. The Destination Imagination program helps kids build important lifelong skills such as problem solving, teamwork, and divergent thinking. The teams solve two types of challenges within the program year. The Central Team Challenge involves structural, technical, or theatrical-oriented challenges and takes several months to solve. Throughout that time, the teams also practice improvisational instant challenges, which stimulate the team's ability to think quickly and creatively with only minutes to prepare solutions. When tournament time rolls around, each team's score reflects its Central Team Challenge performance plus its response to an Instant Challenge.

If interested in being on a team (1-12) or being a team

## Library News . . . by Carmen Wilcox, School Librarian

With the advent of school, the EPJ Library is in full swing again. Students in grades K-6 attend weekly library skills classes. The third and fifth grade classes have been studying biographies. Third graders each read an author's autobiography and reported to the class. The fifth grade classes wrote their own autobiographies, complete with pictures of themselves. The fourth grade classes have been enjoying the journals of Lewis and Clark through the eyes of Seaman the dog. Kindergarten and first grades continue to learn skills that will help them to find their way around the library. Second grade has been learning the parts of a book and a title page. Sixth grade has begun the process of learning the reference part of the library for future research. In addition to skills, grades K-4 enjoy hearing stories read to them during class time. All classes are working toward earning their monthly pizza coupons from the Book-It Program through Pizza Hut.

The EPJ Library has been the center of much activity this fall. On Tuesday, October 5, a Family Night was held. Parents and children gathered to enjoy the Siouxland Storyweavers "spin the Lewis and Clark Expedition yarn" which included five stories from their journals. Children especially enjoyed Seaman, the dog, and his "tails" as well as the popcorn and pop that was served.

A number of other activities will take place this fall. Those activities include:

- 5<sup>th</sup> and 6<sup>th</sup> grade Book Club, after school on Thursdays @ 3:15 P.M.
- Preschool Storytime, Wednesdays @ 2:30 P.M.
- **Annual Book Fair, October 20-28; Parents/Childrens evening buying on Monday, October 25, and Thursday, October 28, 4:00 P.M. - 8:00 P.M.**



## Scholarships

by Chris McMeekin, Guidance Counselor

To the parents of graduating seniors:

It is never too early to start looking for ways to pay for college. Of course, scholarships are ideal because you don't have to pay them back! The problem is how to find them. Below are some tips on where to start looking.

If your senior knows where they want to go to school, the first place to start is the school's web site. If you go to the financial aid section on the web site, there will most likely be a list of the scholarships the school offers and information on how to apply. This will give you an idea of how much scholarship money you can get from the school. If this type of information isn't listed, you can call the school's financial aid office directly.

College and university web sites also list other places to search for scholarships. For example, USD's web site lists the following links for scholarship searches.

<http://fastweb.monster.com/>  
<http://www.collegenet.com/mach25>  
<http://www.srnexpress.com/index.cfm>  
<http://avscholars.com/>  
<http://iiswinprd03.petersons.com/ugchannel/>  
<http://www.princetonreview.com/?popup=no>  
<http://www.gocollege.com/>  
<http://www.scholarships.com/>

I usually get information on scholarships on a weekly basis. Make sure your seniors are listening to the announcements, so they can hear about new scholarships. They can also stop by my office on a regular basis to see if anything new has arrived.

There are a number of local scholarship opportunities. Information about these will come out in January or February since the application deadlines are in April.

Searching for scholarships can take a lot of time, but I hope to make the process easier by putting the information I receive on our web site. I'll let you know as soon as that is up and running. Remember, the best time to start looking for scholarships is now. The year is only going to get busier!

## Visit the EPJ Home Page

by Daryl Fletcher, Web Manager

The Elk Point-Jefferson High School home page is an opportunity to stay informed of the happenings of the school district throughout the 2004-2005 school year. The home page is updated daily with announcements for each day as well as a schedule of the activities for the week.

If you have never taken the time to preview the home page, please consider doing so as it has a great deal of information relating to the EPJ school and its staff. You can find schedules of all extracurricular activities, contest results, coaching staff members, and advisors for these activities. A staff directory is available with teaching assignments, extracurricular assignments, phone numbers, and e-mail addresses for those individuals working in a given area. The lunch menu is presented a month in advance indicating the food served each day.

Parents have the opportunity to monitor the progress of each student by accessing the parent portal, which gives the current grade status for each class in which the student is enrolled at EPJ. This portal can be activated by obtaining a password from the school. Please contact Jerry Klumper for your individual password.

Assignment pages are updated each Thursday for one week in advance. These pages give a tentative preview as to what is taking place in each classroom for the upcoming week. Students can plan in advance for tests, projects, and papers that will be due in the near future. Each extracurricular activity has a schedule provided for the 2004-2005 school year with results after the event has taken place. Some activities show school records that have been achieved in the history of EPJ.

As you can see, the home page (found at [www.epj.k12.sd.us](http://www.epj.k12.sd.us)) has many great informational items for the public to view. Other areas of interest include: administrative information, calendars, community education, educational information, library, search tools, technology department, and weather information. Feel free to investigate what it has to offer to keep you in touch with "Husky Happenings." If you have any suggestions for improvement of this site, please do not hesitate to submit it to the

## Plato Software . . . by Jerry Klumper, Technology Director

Plato Software is a 2004-05 addition to technology resources available to the students at Elk Point-Jefferson. This broad-ranging software package is directed toward students in grades seven through twelve; however, we plan to use it to individualize students' courses of study in grades 5-6 as well as grades 7-12.

Courseware includes modules in Mathematics, Algebra, Biology, Chemistry, Physics, Parenting, Reading, Science Fundamentals, Trigonometry, United States Government, Worldview History (American and European), and Writing.

Instruction in Plato is self-paced, which is an excellent fit with our projected use of the software:

- |                                        |                      |
|----------------------------------------|----------------------|
| 1. Supplement to SuccessMaker Software | 5. GED Preparation   |
| 2. Supplement Classroom Instruction    | 6. Adult Education   |
| 3. Reading Lab                         | 7. Credit Recovery   |
| 4. ACT Preparation                     | 8. Special Education |

Although a powerful tool in itself, the Plato software has been purchased to serve as an additional instrument in the instructional "toolkits" of our excellent teaching staff. We, as a school district, continue to hold the belief that technology will never replace excellent teaching.

A complete listing of EPJ's Plato courseware can be found on the Elk Point-Jefferson web site. Click on [Technology](#) and follow the [Plato](#) link.

## New Faces at EPJ



### Chris McMeekin, Guidance Counselor

I was asked to write a bit about myself, but since there have been other articles about me, I will try not to bore you with the same old information. I suppose one thing I could share is why I chose to be a school counselor. I had actually been thinking about going into counseling for some time. When the job at Briar Cliff opened up, I thought that it was the perfect opportunity for me. I could be in an academic setting and try my hand at counseling. Actually, I didn't do a lot of counseling because I wasn't trained at that time, but I did get to talk with a lot of students and I enjoyed that tremendously. I made a lot of mistakes – the same ones many new counselors make – so getting a degree in counseling seemed like a must. I feel as if that experience helped me decide that counseling was the right path for me. Having been in school for so long, it was only natural for me to work in a school setting. Just kidding. Truthfully, I am a lifelong learner, and I hope to make school a fun and successful experience for students. I also hope to remove some of the barriers that make being successful difficult. Working with students is an awesome responsibility. Fortunately, it is also very rewarding. I have a lot to learn, but I am excited to take on the challenge. Please feel free to call me or stop by my office if you have any questions or concerns.



### Education According to the World of Mrs. Fehr

Probably like most people, my thoughts on education have been influenced by events that happened to me or to my family. The years spent during college definitely generated many ideas, but the foundation of my early thinking was never tucked away.

I was always quiet in the classroom, trying the hardest not to be noticed by anyone, especially the teacher. However, Mrs. Beck, my sixth grade teacher, found ways she could spend time with one or two students. I remember spending time talking with her; she talked with me as if I was an adult, which impressed me. I also remember her reading the book *Up the Road Slowly* and thinking how the aunt made her niece feel that she belonged. What this teacher taught me is that every student, no matter who they are or where they are in the curriculum, is important. What a positive role model this teacher was!

My grandfather, a farmer, was a great teacher, although he never taught in a school. I never saw him mistreat anyone or his animals. He always spoke well of people as well as worked on his farm with a cheerful attitude. He taught me that it is important to treat people well and to do work in a cheerful and responsible way. These are the qualities that I would like to see every student take with them by the time they graduate from high school.

Another item that influenced the way I think about education was that I was missing some of the initial skills when I needed them in later schooling. For example, I had little training in basic sounds. As I tried to decode words later on when I was in junior high and high school, I had no clue how to pronounce new words. As well, the teachers in the early seventies were great on creative writing. So I knew how to be creative in writing, but when I went to college, I had little experience in writing a paper. For these reasons, I am a big advocate of direct teaching of skills and building a foundation of basic skills.

After my sister had a child with an autistic disability, I became interested in special education. When we moved to Sioux City, the opportunity opened for me to teach in the special education field. While teaching four years in a special education setting in Macy, Nebraska, I found out how far parents will go to help their children succeed. I also found out how hard my students work to accomplish the goals that interest them. What I like about special education today is that educators, by law, need to keep the strengths and needs of the student in mind, that each plan is individual, and a team does the planning.

I will close with a story. When I was in elementary and high school, my bus mates and I mistreated a family because they were different from the rest of us. Even though we treated them badly, they always treated us kindly. As an adult, I always felt guilty about our actions. I met the girl that was my age about ten years ago; she was working in the rest home where my grandma resided. She was so excited to see me; she even greeted me by my name. I was so glad that she didn't hold any animosity towards me. I can't go back and fix my mistake, but I can urge young people to treat all people with respect and kindness. They will be glad they did when they are my age.



Back row: Rob Lewis and PDC teacher Scott Bruning. Front row: Laura Froehlich and PDC teacher Melanie Wipf.

### EPJ Participates in PDC Program . . . by Laura Froehlich, PDC Mentor

The PDC program is a program that creates a partnership between the University of South Dakota and local school districts. This partnership pairs first-year teachers (PDC teacher) with veteran teachers (PDC mentor) for a mentoring experience, with no extra cost to the local district. This yearlong process allows the PDC teacher to take control of the PDC mentor's classroom on a full-time basis. The PDC mentor will provide guidance and support throughout the year to the PDC teacher. This guidance will allow the PDC teacher to gain valuable insight and practical experience into the teaching profession. During the school year, the PDC mentor splits his/her time between mentoring the PDC teacher and working on school projects aimed at enhancing the learning experience of current and future students. As part of the program, all participants work towards an advanced degree in the educational field. (continued on page 6)

### EPJ Participates in PDC Program (continued from page 5)

The program benefits the school district and students by providing a collaborative approach between the PDC mentor, PDC teacher, EPJ staff, and USD.

The teachers participating in the program this year are Rob Lewis, Scott Bruning, Melanie Wipf, and Laura Froehlich.

Scott Bruning has assumed the classroom responsibilities of Rob Lewis. Scott has spent the past 18 years coaching football at the college level for North Dakota State, University of Wyoming, Southwest Texas State, University of South Florida, and most recently, the University of South Dakota. Prior to coaching, Scott earned a B.A. from Augustana College, where he was a four-year starter and team captain for the Vikings football team. He is currently pursuing a Master's Degree in Physical Education.

Rob Lewis has spent the last four years in the Elk Point-Jefferson School District as both a teacher and coach. Rob received a Bachelor's of Science in Physical Education from Northern State University and has worked for the Doland and Highmore school systems. This spring he received a Master's Degree from USD in Educational Administration and is working toward a Specialist Degree in Educational Administration.

Melanie Wipf is originally from Huron, South Dakota. She graduated from the University of South Dakota in December 2003 with a degree in Elementary Education. Melanie is teaching fourth grade, and Laura Froehlich is her mentor. Melanie is currently working towards a Master's Degree as a Reading Specialist.

Laura Froehlich has been teaching at Elk Point-Jefferson for the past six years as a fourth and fifth grade teacher. She received a Bachelor's of Science degree in Elementary Education/Early Childhood from the University of South Dakota. Laura is pursuing a Master's Degree as a Reading Specialist.

## Taking An Active Role in the School

The Elk Point-Jefferson School District has identified some ways for parents and community members to take an active role in the school that do not require students to go door-to-door selling items and do not cost them money. Following is a list of some of these programs:

1. **Jones Food Center** - Redeem cash register receipts. Collect cash register receipts from your purchases and turn in to redeem for items to benefit the school.
2. **General Mills Box Tops for Education** - Clip the Box Top for Education logos from participating General Mills products. Please log on to [Boxtops4education.com](http://Boxtops4education.com) to check other ways to support our school.
3. **Tyson A+ Symbol** - Just clip the A+ symbol from any Tyson product.
4. **Target Take Charge of Education** - Shop at Target, using your Target Guest Card, and 1% of the purchases will be donated to the school. If you have not designated Elk Point-Jefferson School District to receive 1% of the purchases before, inform the cashier at the time you use your Target Guest Card.
5. **Recycle empty ink-jet printer cartridges** - The school district is participating in a recycling program this year for ink-jet cartridges and toner cartridges for laser printers. When students bring them to school, it is recommended that the empty cartridges be put in a Ziploc bag to prevent any possible leakage on their hands, clothes, etc.
6. **Campbell Soup Labels** - Just save the labels from any of the hundreds of varieties of Campbell's products. **Trim the label so it shows the front of the label with the ounces listed.** This will save time when we count them for redemption.

The School District would like to thank you for your participation in the programs listed above. The redemption items may be dropped off at the elementary office area. The money earned through the various programs pays for the incentives for the Reading Counts program and treats after state required tests. Thank you for supporting our school.



## 2004 All State Chorus & Orchestra. . . by Mary Schuh, 7-12 Vocal

Eight students from the EPJ High School Choir, Robert Curry, Kyle Hanson, Chris Tow, Casey DeBuhr, Maria Fowler, Jessica Dodds, Jennifer Mead, and Bethany Peter, will attend the annual All State Chorus and Orchestra practices and performance from Thursday, October 28, through Saturday, October 30. This South Dakota High School Activities Association event is sponsored by the South Dakota Music Educator's Association. On Wednesday, October 27, these eight students along with the chosen alternate quartet made up of Doug Dailey, James Leasure, Erica Peter, and Carly Rubida will travel to six area schools to perform a musical tour to "show off" their talents and skills. As in years past, the students will put in 11-hour days of rehearsal, with approximately 1,000 other students from across the state.

Music instructor Mary Schuh commented, "It will definitely be an outstanding performance. The students have worked so hard preparing for the trip. I can tell they all will grow musically from the experience and will bring back that maturity to help their own choir."



## Elk Point-Jefferson Elementary and High School Recognized as Distinguished Schools in South Dakota through The School Report Card

*By Douglas Brusseau, Elementary Principal*

On October 4, Governor Michael Rounds recognized the Elk Point-Jefferson Elementary and High School as being two of the one hundred and thirty-seven schools in South Dakota as Distinguished Schools under the No Child Left Behind Act (NCLB). A Distinguished School is one that has students meeting the adequate yearly progress goals established by the State for two consecutive years and at least 80 percent of the students obtain a score of advanced or proficient on the Dakota Step test.

The letter from Governor Rounds reads as follows:



(Continued on page 8)

*No Child Left Behind (continued from page 7)*

Students within the Elk Point-Jefferson School District's three schools, elementary, middle, and high school, should celebrate the fact that last year all three schools had 84% of the students, including special education students, with tests scores in the advanced and proficient levels for reading and math (see figures 1, 2, and 3).

Currently the No Child Left Behind Act requires school districts to establish goals for reading and math, with science and other core classes to follow in the coming years. Each school district across the nation currently is working to have students obtain adequate yearly progress (AYP) toward these goals in reading and math. The ultimate goal for each school district is to have 100% of the students considered proficient by 2014.

Reading and math are the core subjects NCLB has deemed necessary to be measured to see if school districts are making AYP toward the established goals in reading and math. However, AYP is not only based on the school district averages for all students in reading and math; AYP considers performances of students in the subgroups of a school district. The subgroups are categorized by students who may be deemed economically disadvantaged, have limited English proficiency, be a student with disabilities, by gender, or be a member of one of the five ethnic groups. One thing to remember is that a student's scores in reading and math could affect the performance of a school district in five different subgroups. Thus, a student's scores in reading and math could affect the school district's AYP in five different categories.

Ninety-nine percent of the students in grades 3-8 and 11 in the Elk Point-Jefferson District took the Dakota Step Test during the spring of the 2003-04 school year. In reading and math, the Elk Point-Jefferson School District exceeded the state average for all students who were considered to be in the advanced to proficient category. In the elementary school, grades 3 through 5, 89% of the students, including special education students, scored in the advanced or proficient areas in reading, with 85% in math (see figures 1 and 2). Students in the middle school, grades 6 through 8, during the 2003-04 school year had 89% of the students proficient or advanced in reading, with 82% of the students proficient or advanced in math (see figures 3 and 4). Of the eleventh grade students, 83% are at their ability to read, while 95% are considered as advanced or proficient in math (see figures 5 and 6). Overall the Elk Point-Jefferson School District had 88% of its students score in the advanced to proficient range in reading and 84% in math (see figures 7 and 8).

Figure 1



Figure 2



Figure 3

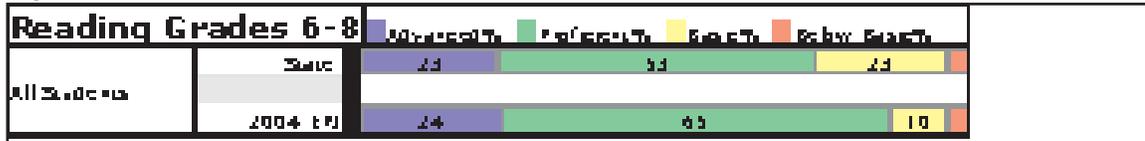


Figure 4

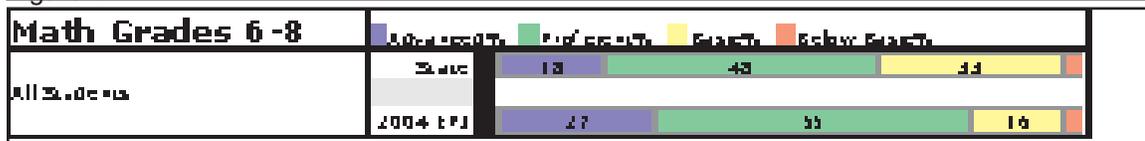


Figure 5



Figure 7

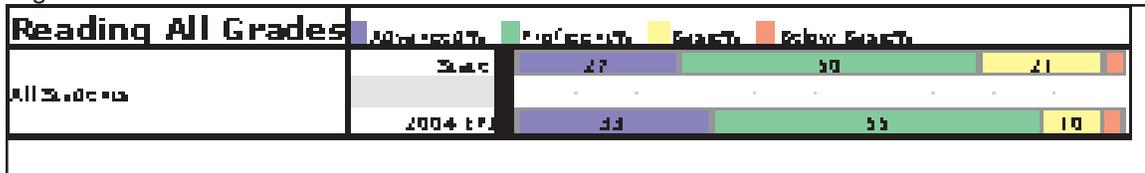
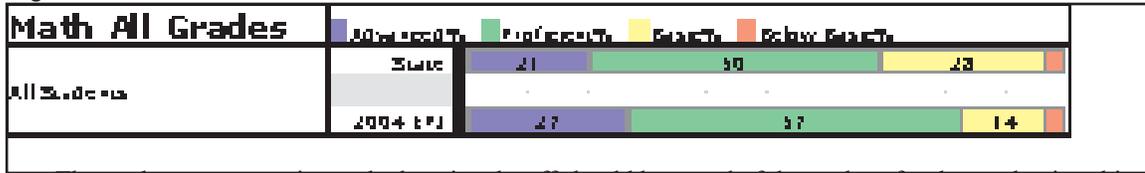


Figure 8



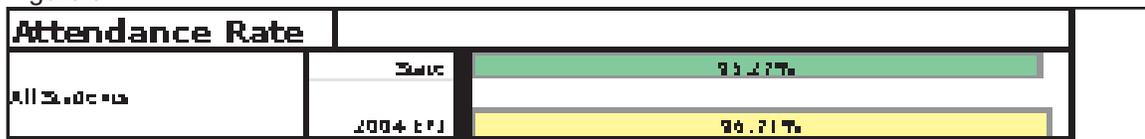
The students, community, and educational staff should be proud of themselves for the academic achievement the students attained during the 2003-04 school year. The efforts by all allowed the elementary school to be listed as one of eighty-seven schools in South Dakota to obtain the Distinguished School Award as well as the high school to be named one of eighteen to be listed as a Distinguished School.

Schools each year must review the educational needs of students in many areas to ensure educational growth is being attained by all students. The student groups that school districts must review are the different ethnic backgrounds of students, economic considerations, limited English proficiency, students with disabilities, mobility of students, and the differences of achievement related to gender.

The Elk Point-Jefferson School District ethnic and limited English proficiency population is too small to be of consideration at this time; this probably will change in the near future. Students, district wide, who were considered economically disadvantaged demonstrated that the district was meeting the AYP for this year in math and reading. Students with disabilities, who are required to take the same test as all other students, improved over the past in their goal to meet AYP for the year. The differences between achievement of males and females were minimal in both reading and math for the 2003-04 school year.

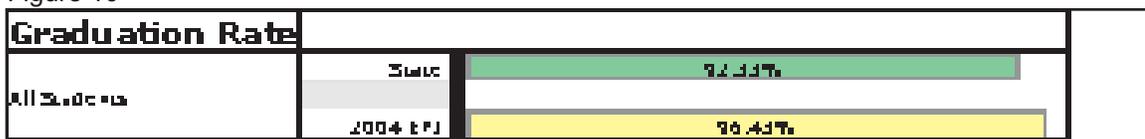
The Elk Point-Jefferson School District and the State may select additional indicators of AYP that reflect the values of the state. The school district and most South Dakotans place a high value on attendance in school and in the work force after school. In Figure 9, the data shows the Elk Point-Jefferson School District student attendance is 96.71%, which is slightly better than the state average 95.27%.

Figure 9



Graduation rate is the second indicator that many South Dakotans value. The Elk Point-Jefferson School District graduation rate is 96.43% or 4.1% higher than the state average (see figure 10).

Figure 10



The last area of the NCLB requires that all schools must employ highly qualified teachers. The definition of a highly qualified teacher (at a minimum) is one who has a bachelor's degree from a college, has a teaching certificate from the state, and has taught for three years in one of the core subjects. For the 2003-04 school year, all members of the Elk Point-Jefferson School District staff met the standard as highly qualified. If you have questions about the qualifications of your child's teacher, you may contact Superintendent Brian Shanks.

Remember, using test data requires understanding and care. Test results will be used by the school district to assist in developing a map to reach the goals established by the district in order to have all students be considered proficient or advanced in reading, math, science, and social studies by the year 2014. As the school district develops a picture of the student needs based on the test, a map of the school district's direction will become clearer.

Parents also play an important role in improving student performance by listening to their child read, monitoring homework, emphasizing health and sleep habits, and having high expectations to do well.

If you are interested in seeing the complete Elk Point-Jefferson School District Report Card for NCLB, you may visit the state web site at <https://sis.ddncampus.net/8081/nclb/portal/portal.xml>. While at this site, you can also view the information from other schools.

## The EPJ Elementary Celebrates Lewis and Clark . . . by Jeanne Hanson

In honor of the bicentennial of Lewis and Clark's journey across the West, the elementary students participated in a variety of activities throughout the week of September 27 – October 1. The students had activities which included math, science, social studies, art, music, and language arts. Following are a few of the week's highlights:

- The first graders enjoyed hearing excerpts from the journals of Lewis and Clark and other members of the Corps. They did some of their own journaling during the Lewis and Clark studies.
- The second graders read stories; some searched for information online, made booklets, and viewed artifacts from the journey. With the help of Sprouts instructor Selene Van Wyk, the students contributed to a quilt by coloring (with fabric crayons) an animal encountered by Lewis and Clark on their travels across the Louisiana Territory. The students completed the project in Sprouts class after studying the animal tracks Lewis and Clark may have seen while traveling. After the students colored their animals with fabric crayons, Mrs. Van Wyk transferred them to fabric and pieced the quilt together.
- The fourth grade activities included mapping the Lewis and Clark Corps of Discovery Trail, discussing and looking at samples of wildlife Lewis and Clark observed during their journey, and then becoming naturalists during their own expedition to the park. Fourth grade students made an art project with wildflowers and grasses and then viewed Lewis & Clark: Great Journey West. Each student was presented with a special Lewis and Clark 200<sup>th</sup> Anniversary jar of sand that was provided by the Jorgensen Farm of Burbank. It contains sand that was taken from near the first campsite in South Dakota along the Missouri River. The class also enjoyed a visit by Mr. Pete Murray who spent several weeks with the Corps of Discovery. He had many adventures to share with the class.
- Artifacts arrived at the school from an exhibit traveling around South Dakota in Lewis and Clark kits. A replica of a Jefferson Peace Medal, several animal pelts, a horn, and other tools that were taken along on the journey aided in bringing history to the present.
- The educational curator from the National Music Museum in Vermillion, South Dakota, visited the students. Mrs. Debra Reeves brought instruments with her to demonstrate to Mrs. Hanson's grades K-4 music students. She showed a violin that was 200 years old. President Jefferson was very musical and played a similar violin at local fiddling contests. One of the Lewis and Clark navigators, Pierre Cruzatte, played the fiddle for evening entertainment on the long journey. Debra also shared Native American instruments. She played wooden flutes, a drum, and a whistle made out of eagle wing bones.
- The fifth graders could be found measuring leaves, identifying types of trees, recording the information on a chart, mapping parts of Heritage Park, sketching animals and plants in the area, and writing. These were the same type of activities Lewis and Clark did 200 years ago. The students found out how difficult it must have been for the Corps of Discovery to keep track of and organize all of their findings.

Throughout the week, the students participated in an Internet project called "Shoeless and Bark--A Travel Buddy Project." The school participated in the project with 16 other schools. A backpack of projects was delivered to our school from Calvary, Georgia, just in time for our Lewis and Clark celebration. The elementary classes went online to find projects they could use in the classroom. During the week each class participated in a variety of activities, kept a class and individual journals, and gained a large amount of knowledge about Lewis and Clark and the Corps of Discovery. The site contains a blog which allows anyone to communicate with other students and teachers as the backpack moves from school to school. One of the fun projects is the gift that is sent to the receiving school to keep. Our school sent a gift to West Park Elementary in Idaho. If you are interested in looking at the web site, go to <http://www.technospudprojects.com/Projects/shoeless/mainpage.htm>.

The elementary school would like to thank the following organizations for their financial support for our week-long celebration: Lion's Club, Eastern Star, Middle School Council, and the Oddfellows. Their contributions helped make our Lewis and Clark celebration a very special week.

### Elementary Students Participate in Lewis & Clark Activities



Music students in grades 1-4 learn about instruments.



Second graders view artifacts.



Fifth graders enjoy the outdoors.



Second graders make a quilt of animals encountered by L & C.

**Kindergarten Has Open House Picnic . . .** *by Toni Hall, Kindergarten*

On the evening of open house, the kindergarten students and their families were invited to a picnic in the park. The kindergarten teachers, Mrs. Hall, Mrs. Nebelsick, Mrs. Shanks, and teaching assistant Jodi Zeller thought a picnic was the perfect opportunity to get to know the students and their families.

All of the kindergarten students were sent an invitation to the picnic. They were asked to bring their families and a salad or dessert to share. The school provided hot dogs and beverages. Mr. Brusseau, Gary Nebelsick, and Keith Hall were the master chefs, keeping the hot dogs coming.

This was a great opportunity not only for the teachers to meet the families but also for the students to meet each other in a less intimidating environment. Everyone had a great meal at the potluck style picnic as well as time to play in the park!

The picnic was held before open house. When the picnic was over, the families proceeded to the school to attend the open house. The students got to see their classrooms and find where all of their things belonged. They also had a chance to tour the rest of the school.



**Three Special Guests Visit Fourth Grade . . .** *by Tama Zeller, Fourth Grade*

Eugene Gass Painter spoke to the fourth grade the second week of school. Each year he returns to Elk Point from the East Coast, during Heritage Days. He plays the role of his great-grandfather Patrick Gass in the election reenactment. He talked about his great-grandfather and the expedition. He shared many stories of animals Lewis and Clark encountered on the way. He told of Sacajawea, the food they ate, and the rivers on which they traveled. Students' questions were answered, and then they got autographs from Eugene and his wife Rita.

Michelle Feldhacker, Elk Point's postmaster, also came to the fourth grade classrooms. She gave each of the students a "Journey of Lewis and Clark Through the Dakotas" postcard. Each student received a bicentennial Lewis and Clark stamp, which she took time to cancel in the classroom. A picture of Patrick Gass appeared on the inked stamper. Elk Point is the site of the first U.S. election west of the Mississippi. The postmaster autographed each postcard and encouraged the fourth graders to come to the post office and purchase the "Greetings from South Dakota" postcard. Both postcards will be placed in the South Dakota scrapbooks they will be making later this year.



Pete Murray, Elk Point's physician assistant, also was a guest who came to speak to the fourth graders. He recently returned from traveling up the Missouri River on pirogues and a keel boat with the Discovery Expedition of St. Charles. He took part in the expedition from August 18 to September 18. He called himself Private Thomas Howard, the man he portrayed while on the month expedition. He shared interesting facts and told of his adventures. He explained that in order to go on the real Lewis and Clark expedition, there were certain guidelines. First, they had to be male. Second, they could not be married. Third, they had to get rid of all their clothes and wear only expedition clothing. Fourth, they had to have at least four teeth. Murray showed the children his cap, linen outfit, leather neck piece, belt, boots, haversack, canteen, fire kit, and dress blues coat. He told them he had eaten elk, deer, frog, and chicken on his journey. He told how difficult it can be when a pirogue gets stuck on sandbars with the strong Missouri current. Murray mentioned it was an excellent experience and that he would have loved to stay longer. The children laughed at his many stories and found him to be very entertaining and educational.



Pete Murray and teacher, Melanie Wipf, display period clothing.

All three special guests will be placed in the fourth graders' South Dakota scrapbooks the second semester when they study the history of their state.

**Sixth Grade Adventure . . .** *by Dan Swatek, Sixth Grade*

Is that a Colorado Blue Spruce or a Ponderosa Pine? That is what the sixth grade science classes had to determine while identifying trees. As part of the Lewis and Clark homecoming theme, the sixth grade science classes went to Heritage Park and identified trees just as Lewis and Clark would have done on their adventure out West. While at Heritage Park, the students had to sketch the trees and guess the identity of the trees. After everybody was done, the teachers told the students the correct name of the trees. The students identified thirteen different trees.



## Homeroom – More than Just a Lunch Count . . . by T.A. Aslesen, M.S./H.S. Principal

When most people think of a homeroom period, they think of ten or fifteen minutes set aside at the start of the school day for attendance and lunch count. This may be the case in some schools, but at Elk Point-Jefferson High School we take this to a whole new level. This level is built upon a curriculum which incorporates a community of learners inclusive of students, staff, and community resources. It is a curriculum that involves those aspects of schooling, other than the intentional curriculum, which produce change in student values, perceptions, and behaviors. It is of critical importance that the understated and pervasive influence of this curriculum be appreciated and recognized by the entire school community. With this in mind, the overall goal of the homeroom experience is to give students the opportunity to be inundated with the abilities to become productive and responsible community members through and after their time at Elk Point-Jefferson.

The homeroom lessons are taught in two modalities. The first is to provide students with information and knowledge relevant to their current year in school. Some examples for each class include the following:

**Seniors: Scholarship Hints & Tips** – Seniors are exposed to what scholarships are available and when the deadlines are to be met. Seniors, in conjunction with Mrs. Deb Limoges' English class, will be instructed how to write a scholarship application effectively to give them the best opportunity for earning those precious scholarship dollars.

**Juniors: Job Shadowing** – Each junior at Elk Point-Jefferson High School is required to complete a job shadow experience. Students are guided through the initial contact, placement, and completion of the experience. To complete the experience, our juniors share their experiences with our sophomore and freshmen classes.

**Sophomores: Skills and Qualities Employers Want** – This lesson is a new addition to our homeroom experience this year. As the homeroom concept grows and develops, concepts are interjected to provide our students with a bigger picture of the world of work. This lesson gives students research-based knowledge on the characteristics and qualities of effective employees.

**Freshmen: Making the Transition into High School** – Arguably one of the greatest needs of freshmen is assistance in regards to the jump from middle school to high school. An effective school attempts to meet the needs of students that accompany this oftentimes overwhelming change of scenery.

The second modality of our homeroom curriculum attempts to meet the needs of students through lessons that explore concepts such as setting goals, multiple intelligences, random acts of kindness, and somewhat sensitive topics such as bullying. It is the hope that by addressing these needs, students will become more aware of and willing to share their gifts with the rest of society.

The homeroom curriculum at Elk Point-Jefferson High School is another element that we use to help provide our students with the knowledge and skills necessary to be successful in the world in which we live. It is also about teaching students what it means to be a human being, a human being that can empathize with others, has a sense of self, and can identify with what it means to give back to society. As you can see, homeroom is more than just a lunch count. It is a "life" count. Lastly, as parent-teacher conferences approach, you might want to see who your student's homeroom teacher is. It may very well be the most important stop of the night.

## Sixth Grade DLP . . . by Rahn Bertram, Sixth Grade

The sixth grade is putting a new twist on an idea that we incorporated into the curriculum a couple of years ago. We have begun a weekly writing/editing lesson that involves our daily language practice. The students edit given paragraphs for errors in capitalization, punctuation, and grammar. One of the interesting pieces of work we edited was the journal entries of the Lewis and Clark expedition while they were in the Union and Clay county areas. We found the entries to be very interesting as well as written with a number of mistakes in spelling and grammar. This was a good experience for the students to see how people used language two hundred years ago.

The sixth graders work on the writing DLP each Friday and language DLP at least twice per week at the beginning of the class

## Are You Motivated? . . . by Angie Langle, Jr. High Volleyball Coach

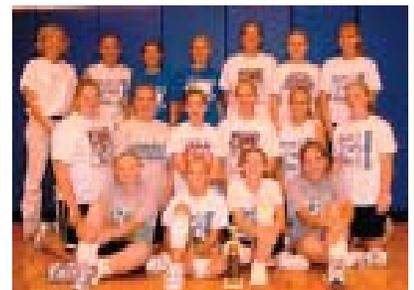


Ask that question to any junior high volleyball player, and you will get the following response....Oh, yeah, we're motivated! You check us out! You check us out! Huskies rock!

Both 7<sup>th</sup> and 8<sup>th</sup> grade teams have had a terrific season. They opened up with the EPJ Invite on September 11. The 7<sup>th</sup> "A" team placed first, and the 7<sup>th</sup> "B" team took seventh. The 8<sup>th</sup> "A" earned third while the 8<sup>th</sup> "B" placed seventh.

Throughout the season, the players have been working on fundamentals, serving, three hits, and teamwork. The girls have done an awesome job developing and strengthening these concepts.

These concepts shined at the Big Sioux Conference on Saturday, October 9. The 8<sup>th</sup> grade team traveled to Alcester-Hudson and earned first place. The 7<sup>th</sup> grade team traveled to Beresford and also earned first place! Our season will wrap up the week of October 11 with three away competitions, Dakota Valley, Lennox, and Harrisburg. The 7<sup>th</sup> grade team is coached by Angie Langle and the 8<sup>th</sup> grade by



# Washington D.C. Trip

by Kim Kramer, Teacher Chaperone

Seventeen students and two teacher chaperones from Elk Point-Jefferson spent five days touring Washington D.C. The group left Omaha on Tuesday, June 1, and returned on Saturday, June 5.



Jamestown Settlement

One day of the trip was spent at the Jamestown Settlement and Colonial Williamsburg.



Colonial Williamsburg

Students viewed many memorials such as Union Station, Arlington National Cemetery, and the Lincoln Memorial.



Vietnam Memorial



Lincoln Memorial



Arlington National Cemetery



Iwo Jima Memorial



Union Station

The EPJ group was fortunate to be allowed into the Capitol building and be a part of the Senate audience when the Senate was in session.



Outside the U.S. Capitol

Other sites experienced during the trip included: Ford's Theatre & Petersen House, Holocaust Museum, National Archive Museum, Joseph & the Amazing Technicolor Dreamcoat, Embassy Row, and Mt. Vernon.

Below: Students relax and enjoy themselves.



## Eighth Grade Lewis and Clark Project

by Selene Van Wyk, 8<sup>th</sup> Grade Reading Instructor

The eighth grade reading students participated in a Lewis and Clark online scavenger hunt during homecoming week. While completing the scavenger hunt, the students not only learned more about Lewis and Clark and their travels but about their reactions to the various animals they encountered. After completion of the scavenger hunt, the students chose an animal encountered by Lewis and Clark, researched it, and wrote a poem about the animal. Here are a few of their writings.

### Mountain Goats

By Tyler Hudelson

The mountain goat is climbing high,  
Up higher than the sky.  
They are playing in the snow  
Up where some people will not go.  
Always fighting for their patch of grass,  
Only one of them will last.  
All of them have horns,  
But not the babies that are newborns.

### Black-footed Ferret

By Sarah Beveridge

While Lewis and Clark were on the trail  
They spotted a little black tipped tail  
Something was roaming in the snow  
And very soon they'd all know  
That this little one would be on the endangered list  
The one that ran in the snowy white mist  
With their legs, stubby and short  
They chase what they can in a strange sort  
With food supplies dwindling slowly  
These ferrets dwindle too, and in a hurry.

### Black Footed Ferret

By Thomas Rarrat

Quiet and a little bit nosey  
Stretching his legs, running to find new land.  
Curious as can be.  
Looking like a bandit.  
Making sure that he doesn't make the wrong move.  
Running, scavenging for his food.  
Spending much of the day out of sight.  
Wolves of the small kind, (hawks) and some polecats  
Are what they are eaten in.

### Grizzly Bears

By Marica Rupp

Grizzly Bears are big,  
They don't wear a wig,  
Bears are just furry,  
You don't have to worry!  
Are they scary?  
Well let's just say they're not fairies!  
Grizzly Bears can run,  
But they weigh a ton!

### Mountain Goats

By Amanda Chicoine

I am not really a goat.  
Clark saw me from a boat.  
I am very skillful on my feet.  
So I never fall on my seat.  
I have white fur.  
So I never say brrrr...  
I live in the mountains,  
And drink from water fountains.

### Grey Wolf

By Nathan Harding

A night creature roams,  
It lurks in the shadows,  
He might be alone,  
He runs in the meadows.  
He's made of dark grey,  
It's out today,  
Owww.....  
The creature would say!

### Sea Otter

By Caitlin Rosenbaum

Aquatic habits of others,  
They make wonderful mothers.  
Mothers lying on their backs,  
Their young suck on sacks.  
Frigid ocean waters,  
Constantly preening of furs by otters.  
Keeping warm in the sun,  
Otters have lots of fun.

### The Wolverine

By Luke Frankl

He saw the rabbit hopping through the land.  
He looked for the best way to pounce.  
He saw it heading for the quicksand.  
The wolverine hit it on the bounce.  
It squirmed but could not get away.  
The grip on his neck was just too tight.  
He knew he should have just slept today.  
The wolverine would not starve tonight.

### The Grouse

By Allison Lawler

The tan old grouse,  
Clucking, strutting,  
Picking and pecking  
Along came,  
These two strange men,  
And not just me, did they rouse,  
But my whole great flock.  
So, I filled my lungs and chased them off!

## Eighth Grade Football Season Ends

by Luke Frankl and Chris Hasenbank, Eighth Grade Players

Throughout the season the eighth grade team has had its ups and downs. Only having thirteen players made it difficult, but with the help of coaches Scott Bruning, Troy McCreary, and Randy Bertram, the team was able to have a successful season.

In our first game, we battled it out with a good Dakota Valley team, and it ended in a 0 – 0 tie after two overtimes. We traveled to Beresford for our next game. After making a late second quarter stop on our three-yard line, we were able to pull off a 6 – 0 win. Next, we traveled to Parkston for a jamboree. In our first two games, we came up against some very talented football teams. We lost 19 – 0 to Wagner and 33 – 0 against a very able-bodied Mitchell team. In the fifth place game, we played the Parker Pheasants. After battling it out, we came out on top 13 – 0. Next we played the Vermillion Tanagers at home. Even though they outnumbered us about 3 to 1, we played very hard and only lost 13 – 0. The following week we visited Akron, Iowa, the home of the Akron-Westfield Westerners. They had a tough team, and we weren't able to put up a strong enough fight and came out the losers of a 36 – 8 football game. On October 12, we play our final game against the Bon Homme Cavaliers.

## A Taste of Lewis and Clark . . . by Patty Skinner, 7-8 Language Arts

As a part of the Lewis and Clark curriculum during homecoming week, middle school students had a real taste of Lewis and Clark. Through staff and student participation, students tried a Lewis and Clark meal as an alternative to the regular menu September 30.

The menu included a wild game stew (buffalo, elk, and deer), dried meat, corn bread, fresh berry cobbler, and water.

Pat Connors, Roger Skinner, Jo Zacek, Travis Aslesen, David and Jeanne Staum, Craig and Vicki Nearman, Scott and Chris Nearman, Roger and Suzie Pierce, and Pat and Don Schurdevin donated or helped prepare the meat for the stew and jerky.

Mrs. Baagoe and the eighth grade home economics students, Angie Langle, and Selene Van Wyk made the fresh berry cobbler.

Pat Schurdevin, Jorrie Brandhagen, Maggie Grassel, Kim Kramer, and Patty Skinner made the corn bread.

Volunteer students peeled and diced the potatoes and carrots for the stew. Delores Vondrak and Patty Skinner prepared and simmered the stew.

Terri Chicoine, Mona Fennel, Selene Van Wyk, and volunteer students helped set up the meal. Then middle school staff members and Mrs. Chicoine helped serve the meal.

Students and staff gave the Lewis and Clark meal a favorable response.



## Seventh and Eighth Grade Football . . . by Scott Bruning, Jr. High Football Coach

The seventh and eighth graders have had a very fulfilling season on the gridiron this fall. Both teams have learned a lot about the fundamentals necessary to play the game. The focus at this level should not be on wins and losses, but on improving both as an individual and as a team over the course of the season.

The fourteen players on the seventh grade squad have learned to play hard-nosed, tough defense. They are not a very big squad but make up for the lack of size and experience with great effort, determination, and toughness. They have made outstanding progress from our first game with Dakota Valley, which was the first time many of these players had ever put on equipment for a game, due to their dedication to learning their fundamentals. Their best performance of the year came in their second game when they were able to defeat Beresford 12-0. They also had a good showing at the Parkston Jamboree and played very good defense throughout their three scrimmages.

The eighth graders have worked all year building on last year's initial induction to the game of padded football. The twelve squad members have made visible improvements from their seventh grade experience. They started off the season with a 0 - 0 tie with Dakota Valley and followed that up with a 6 - 0 victory over Beresford. At the Parkston Jamboree, they were overmatched in their first two scrimmages against bigger schools but came back to show their resolve by knocking off Parker in the final scrimmage for a fifth place finish. Both teams will finish up their season Tuesday, October 12, on the road against Bon Homme.

The coaches (Randy Bertram, Scott Bruning, and Troy McCreary) would like to express their appreciation for the effort the players have extended throughout the season. They are a fine group of football players, and it has been a privilege to coach them.

## FACS Classes Make Learning Fun! . . . by Jan Baagoe, FACS

A wide variety of topics has been covered in FACS classes this fall. There are three sections of Foods 1, one section of Clothing and Crafts, and one section of Family Living. In middle school the eighth graders are in exploratory.

The foods classes tend to be about 50/50 males and females. We did an extensive unit on nutrition and health concerns associated with both nutrition and obesity. We are currently learning about recipes and measurements used in the kitchen. Lab is always a favorite activity with the students.

Clothing and crafts class has studied why we wear clothing and the history of clothing. We are currently working on a project using tie-dye and batik. We will be doing various crafts, some sewing, and using the embroidery machine in the future.

Family living class has been studying about themselves, their personalities, and development. They are working on a personal brochure project using scrap-booking and journaling techniques.

Eighth grade exploratory students spend half of their nine weeks learning basic kitchen skills, and the other half using the sewing machine to make funky hats and appliquéd pillows.

FACS classes at EPJ offer a wide variety of project-based learning activities allowing



Food class students serve up a dessert they made using a mystery recipe.



Eighth graders model their crazy hats.

## Eat R Dust . . . by Kyle Steckler, Cross Country Coach

In my first year of coaching cross country, I have learned so much about the sport. I never realized how physically and mentally demanding it can be. Not only do the runners have to be in great physical shape, but also the mental aspect of the sport can not be overlooked either. Sometimes the body is trying to stop, but the brain is forcing it to continue. It is that willingness to drive on and work hard that makes me have great respect for all the members on this year's squad.

Although this year's numbers are small, the EPJ cross country team has brought home its fair share of hardware. Eleven members, seven boys and four girls, comprise this year's squad.

The boys have been led all year by Josh Butrous. In the seven regular season meets, Josh has seven Top 10 finishes, including winning the Union County Quadrangular. Danny Hutcheson has four Top 10s, including finishing second at the UC Quad, as well as a thirteenth place finish. Jacob Butrous has five Top 20s under his belt, including a sixth at the UC Quad. Eric Buehner has three Top 20s, Tyler Chicoine two, and Andy Bottger has one. James Chicoine rounds out the boy's team. James has been plagued by injuries all year but hopes to return strong for the conference and region meets. As a team, the boy's best finish was first at the UC Quad.

The girl's team is comprised of Ashley Begnoche, Maria Fowler, Jessica Hudelson, and Allison Lawler. Jessica is the only girl that has run in all of the varsity races. She has three Top 20s to her credit, including an eighth place finish at Dakota Valley. Ashley and Allison have been running both at the JV and varsity levels. Ashley's best finish is an eighth in the JV division at DV, and at the varsity, she finished twenty-first at the UC Quad. For Allison, she has two Top 10 finishes at the JV level. At the varsity level, Allison finished tenth at the UC Quad. Maria had her season prematurely ended by knee surgery. Because of the low numbers, the girls were only able to field a complete team once this year. This was a fifth place finish out of ten teams at Canton.

As a group, I am very proud of the work that these eleven individuals have put forth this year. They are very dedicated, and rarely was a complaint heard by me. I thoroughly enjoyed the year and look forward to more success down the road.

## From the Desk of Mrs. Stabe

First of all, I would like to introduce to you my new student teacher. Her name is Deb Chavez, and she is from Burbank, SD. She is a student at USD and will be graduating this December with a Master's in Secondary Education, accompanied with a major in biology and minor in chemistry. She came on board full-time October 4, and will be eventually working her way into taking over the biology and ecology classes. Please stop by some time to meet and introduce yourself to her. I am very excited about having her here with us at Elk Point-Jefferson.

Here is what has been going on in each of my classes so far this quarter.

**Biology:** These past four weeks, you may have seen some biology students roaming around town collecting leaves. The students have been putting together a leaf book for class, which complements a unit that we have done on taxonomy and classification. This is the project that I usually hear the most grumbling over, but in the end, it is the project in which they take the most pride. The students in the past have always done an excellent job on this long-term project, and I look forward to once again testing my tree expertise correcting them.



**Anatomy:** In anatomy, the students have been studying the basic unit of life--cells. They learned all of the parts of the cells and their functions, in addition to learning how things move into and out of their cells. They now know the scientific reason behind why they shouldn't throw a catfish from the Big Sioux into their salt water tank at home, or why they can smell lunch all the way across the school building. To complement this lesson, the students made an analogy poster and found items in a magazine that represented the functions of each organelle. This helped them visually tie together a function with the part.

Coming up in anatomy, the students will be taking a trip to Mount Marty College. Here they will be attending the science career convention. Last year, I took my students and found it to be a very informative experience for them that helped give some direction to some of those students who are interested in pursuing a career in science.

**Ecology:** In ecology the students once again are participating in the JAMES Project, which is through USD. JAMES stands for "joining across miles environmental systems." The students go to the Big Sioux River five times from September through December and perform water quality tests. They test

the water for nitrates, phosphates, dissolved oxygen, pH, hardness, turbidity, and total dissolved solids. This information is then sent to USD and put on a bulletin board system. The students then have access to this bulletin board system to see what other schools that have tested this body of water found with each of their tests. This is an excellent hands-on, real life application of science in which the students truly enjoy





**EPJ Homecoming Activities . . .** by Roger Smith, Student Council Advisor

Elk Point-Jefferson celebrated its homecoming September 27–October 2. This year’s theme was Lewis and Clark.

Jason Donnelly, son of Tony Donnelly and Sheila Beerman, and Beth Knutson, daughter of Rod and Marcia Knutson, were crowned king and queen at the homecoming coronation on Monday, September 27, in the middle school gym.

Other members of the senior royalty included Tim Jastram, son of Tom and Teresa Jastram, Grayson Pirner, son of Randy and Crystal Pirner, Ross Wilcox, son of Larry and Carmen Wilcox, Amanda Begnoche, daughter of Mark and Renee Begnoche, Ashleigh Bosse, daughter of Glenn and Connie Bosse, and Katie Trometer, daughter of Mike and Sandy Trometer.

The freshman class attendants were Rusty Langel and Linley McInerney. The sophomore class attendants were Eric Rosenbaum and Alex Staum. The junior class attendants were Daschle Larsen, Sam McInerney, Kira Gill, and Tiffani Pirner.

The first grade crown bearers and flower girls included Anthony VonHaden, Lorin Gregg, Brett Rosenbaum, Bethany Dennison, Angel-Marie Abraham, and Ariana Acevedo.

Parade Marshals selected for this year were Bob and Barb Vanderlinde and Fred and Peggy LaCroix.

Spirit week started out on Monday with “Duct Tape Day.” Tuesday was “Twin Day” and Wednesday was “Era Day.” Thursday was class color day. Each class wore a special color. The seniors wore pink, the juniors wore green, the sophomores wore blue, the freshmen wore red, the staff wore yellow, the elementary wore orange, and the middle school wore purple.

On Thursday, the student council held a barbeque for the student body. Following the barbeque, the annual tug-of-war contest was held. The freshman class won. Following the tug-of-war, a homeroom scavenger hunt was held. Mrs. Stabe’s homeroom came in first, Mrs. Norris’ homeroom came in second, and Mrs. Hawley’s homeroom placed third.

On Friday, a pep rally was held in the morning. Highlights included a cheerleading skit featuring Jacob Hudelson, Daschle Larsen, Michael Nebelsick, Curt Truhe, and Joe Frankl. The student body spent the morning building floats. Unfortunately, the weather did not cooperate

and the parade was canceled.

On Friday night, the Huskies defeated the Garretson Blue Dragons 21 – 0.

The homecoming dance was held on Saturday, October 2. Mr. Tunes provided the music.



## Tech Ed Highlights for 2004-05 . . . by Dale Pearson, H.S. Industrial Technology

In a time when budgets are tight, and required classes take up much of our student's time, EPJ continues to support technology education. We have two new additions we would love to show you, one in our traditional shop, and one in our tech lab.

Our addition in shop is a new planer. It replaces a planer that was just plain worn out, as well as being very loud and quite difficult to use. This planer allows us to purchase unfinished lumber for project use and finish it to student specifications for both assigned and student chosen projects. Unfinished lumber can be purchased for substantially less than one would expect to pay at Menards or Lowes. This allows students to build more for less, gives them more flexibility in material choice, and should result in better products.

Woods class has only minor changes this year, and, of course, safety remains our highest priority. One change that should prove beneficial to our students is a weekly 5-minute math lesson, as well as a monthly math contest question administered by Mitchell Tech. Another change is the addition of an enterprise unit where students will build and market cedar chests. Students are responsible for developing and carrying out a marketing plan. Profit, if there is any, will be used for an in-class pizza party. If you are in the market for one, this might be a chance to get a nice cedar chest at a reasonable price.

Construction class is also very similar to last year. We are in the process of building two 8 x 10 garden sheds. We start with a set of plans and a pile of lumber and build everything, including the truss built rafters. This experience, along with the required reading, gives students a good feel for this type of career. Students, as well, gain confidence in their ability to take on and succeed at a large project.



Our second major addition is in the tech lab. There, EPJ purchased a new module, "Exploring Mechanisms," to replace one that did not have relevant and challenging content. Programs in this class have been focused to more closely support the ninth grade science curriculum, as well as paying attention to the traditional tech areas that modular labs do not address. The tech lab course has been renamed, "Introduction to Technology," to more accurately describe the content presented. We are proud of our lab and invite you in anytime to see what we are doing.

Although we are at the far end of a long hallway, I urge you to stop down and see the opportunities your sons and daughters have in technology education here at EPJ. It will be worth the walk.



## Tablet Computers in the Classroom . . . by Rita Ahmann, H.S. Mathematics

Another new piece of technology is now in use at EPJ—the tablet computer. A tablet computer has all the capabilities of a regular desktop or laptop computer. The unique feature of a tablet is the ability to write on the screen with a special pen.

There are two types of tablet computers. One looks identical to a laptop. However, the screen can be swiveled and folded down over the keyboard. Then the user can write on the screen. The second type is smaller, weighing about three pounds. Its screen is 7 ½ x 10 inches, a bit smaller than a sheet of paper. Writing can also be done on that screen.

The tablet computer is wirelessly connected to a projector, which allows the computer screen to show on a large screen for the students to view. Thus, the tablet computer can be used as a chalkboard or as an overhead projector. Teachers can use it for their classroom presentations and also pass the tablet around the room for students to show their work. Instructional material from the Internet can be viewed and video clips can be shown.

Another use is for correcting student work. Students can submit their work on a disk. On the tablet computer, the teacher can write on the work, showing corrections, and then return the disk to the student without ever having to print the work.

Mrs. Mockler and Miss Ahmann are the two EPJ teachers currently using tablet computers.



## Local Oral Interpretation Contest . . . by Lori Hawley, H.S. English

Eighteen students are signed up to compete in the local oral interpretation contest set for Friday, October 22, 2004. The contest will be held in the high school study hall beginning at 8:30 A.M. Students will compete in seven categories, including oratory, poetry, dramatic prose, dramatic plays, humorous, duet interpretation, and reader's theater. Winners from each category will advance to Region Oral Interpretation Contest set for Tuesday, November 16, 2004, at USD in Vermillion.

# EPJ Activities Boosters

## Thanks to Those Who Have Volunteered for Concessions

Our first few months of running the concession stand are almost complete, and we would like to take this opportunity to thank all those who have volunteered and helped staff the concession at the volleyball games. We appreciate your patience with any glitches we've encountered along the way! We still need volunteers for basketball season, and there is a sign up form at our web site [www.epjboosters.com](http://www.epjboosters.com). Please take the time to sign up if possible. If you volunteer and work, you are entered in a drawing to be held at the end of the year. Your name will be entered each time you work the concession. Thanks again to those who have already helped out.

### LET US KNOW HOW WE'RE DOING

If you have any questions, concerns, or suggestions, please feel free to contact any of the following officers or directors. Also, our meetings are the first Wednesday of every month, and Booster members are welcome to attend.

### BOOSTERS OFFICERS & BOARD MEMBERS

- ◆ Lora Trudeau – President
- ◆ Leslie Erickson – Vice-President
- ◆ Kristi Lehman – Sec/Treasurer
- ◆ Kevin Connelly – Board Member
- ◆ Katy Forsling – Board Member

### Fall Activities Banquet

The fall activities banquet is scheduled for Monday, November 29. The cost will be \$3 per person if you RSVP and \$5 at the door. This will not only pay for your dinner, but also enter you in the drawing for numerous door prizes!

Call Mona at the high school office to RSVP. Come for an evening of good food and to celebrate the extra-curricular accomplishments of our students.

### Parent's Nights a Success

Parent's night for cross country, volleyball, and football were all a success. Thanks to all who attended and volunteered to organize and execute these events.

### Apparel Sales

We will be selling apparel on the following dates:

Girls Basketball .....	Dec. 7
K-4 Concert .....	Dec. 9
Girls & Boys Basketball.....	Dec. 13
High School Concert .....	Dec. 14
5-8 Concert .....	Dec. 16
Girls & Boys Basketball.....	Dec. 17
Wrestling .....	Dec. 21

We will be running many Christmas specials, so plan on doing some shopping just before the holidays!

If you would like to help with apparel sales, there is a place to sign up on our web site [www.epjboosters.com](http://www.epjboosters.com).

# EPJ Music Boosters

*by Kathy Lawler, President*

The chief purpose of the Music Boosters is to promote student, parental, and community interest in the EPJ music program. Membership is FREE; results last a LIFETIME! Membership is available to all music student parents and any interested community residents.

Through a variety of fund-raising projects, money credits earned by the students are applied toward music camps, workshops, seminars and travel. The annual fall fund-raiser featuring frozen soups and pies, as well as the popular scented candles, kicked off on October 18. Band and choral students in grades 7 - 12 will be offering these items for sale to the public. We appreciate your support in their endeavor.

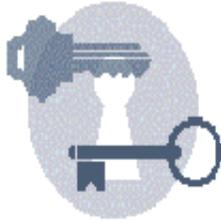
The bi-annual music trip will be held in the spring of 2005; Minneapolis is the destination. The music boosters are in the early planning stages for this event; we hope to include a student performance for at least one Twin City venue. A mini-trip to the Orpheum to see a Broadway play is also in the works.

The boosters support EPJ Music Directors, Mr. Jeremy Schutter and Mrs. Mary Schuh, in any way possible as they prepare students for All State Chorus and Band events, school concerts, festivals, and contests.

At graduation the Music Boosters present up to two \$500 scholarships to graduating seniors who have participated in a minimum of eight semesters of high school music at EPJ. Scholarships are also available for students to attend summer music camps.

Come and join us at a Music Booster monthly meeting, just check the public access channel for date and time. We welcome your attendance!

## Education Unlocks



Many Doors

### American Education Week

November 14-20, 2004, has been set for  
American Education Week.

This year's theme, "Celebrate the American Dream," is intended to remind people that teaching and learning is a home and classroom team effort. Education is central to the pursuit of the many goals and inspiration of our country and its citizens.

## **\*\* Reminder \*\***

### Parent-Teacher Conferences

Monday, October 25  
and  
Thursday, October 28  
4:00 P.M. - 8:00 P.M.

Pick up MS and HS  
report cards in the  
MS/HS Office.

**Elk Point-Jefferson School District**  
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