



Husky News

Elk Point-Jefferson School District

Volume 8, Issue 1

October 2007

Showing Pride . . . Taking Action

A Community Responsibility . . . by Brian Shanks, Superintendent

As a superintendent, I am always troubled when children make bad decisions and continue to make them over and over again until they hurt themselves or others. It seems that when these kids get in trouble there is always the blame game that is played. Whose fault is it that this young person makes the same mistakes over and over again until he or she does something that runs afoul with the law? I don't mean to sound like Hillary Clinton, but I think we all need to shoulder a little bit of blame no matter how small. A community is meant to be more than just a place where a bunch of houses and businesses is located. It is meant to be a place where people cooperate and help each other overcome the problems and issues that may arise.

In many societies, the village is responsible for raising the children. The members work together to make sure that the children stay within the moral bounds of the tribal society. If a child goes outside those bounds, it is not tolerated, and individuals outside the family make sure that it is addressed and corrected. The parents and grandparents are helped by those in the village, and thus they help others to make sure that children grow up to be productive adults.

I was in a Wal-Mart a couple of months ago, and some kids were driving around the store in the motorized shopping carts that are reserved for those who need them. They were laughing and giggling as they wove throughout the store. Everyone watched in disbelief as they were doing this, despite knowing that it must be wrong. I was fuming and made a comment but really didn't help stop the folly. Even the store employees just

walked by and did nothing. What was the message these children got from this? Just do what you want; nobody is going to do anything.

Years and years ago, if a child misbehaved or acted rudely to an adult, something quick and decisive would happen to the offending adolescent. I am not talking about hitting or assaulting the young person, but a quick verbal scolding was sure to happen. Now if it is not our child, we shy away from dealing with the rude behavior. I say remind the person of his or her responsibility as a good person, regardless of whose child it is.

I think it is also our responsibility as community members to make sure youngsters are taken care of properly and call attention to their neglect by contacting the authorities. They deserve a chance, and if parents are not responsible enough to take care of them, they have no chance. At the very least, hold out a caring hand to these neglected children and show them that someone cares. Talk to them and show them that adults can be, and should be, their guidance and anchor towards adulthood.

At times we are too comfortable in our little world and avoid or ignore the plight of kids in our own backyards. I say pay attention and demand that kids be brought up right so they have a chance. If parents are negligent in their responsibilities, then do something about it. We can't afford to sit and watch kids make wrong decisions because they haven't been taught to do the right thing. The prisons are full of examples of kids who weren't taught to do the right thing.

2007 All State Chorus & Orchestra

by Mary Schuh, 5-12 Vocal

Eight students from the EPJ high school choir, Sara Peasley, Amanda Connelly, Eric VanRoekel, Ryan Peter, Kirstin Hanson, Hope Metzgar, Adrian Ries, and Alex Pedersen will attend the annual All State Chorus and Orchestra practices and performance from Friday, October 26, through Saturday, October 27, in Rapid City. The alternate quartet consists of Liz Schuh, Kristin Marshall, Tommy Bottger, and Andrew Rosenbaum.

These students sang individually in front of two judges from the region. They have been practicing every Monday night in Beresford. Ten region schools rehearse together and perform a tour of schools on Tuesday, October 25.



Parent-Teacher Conferences

Monday, October 22 and Wednesday, October 24

4:00 P.M. - 8:00 P.M.

Pick up your child's 7th-12th grade report card in the MS/HS Office

No School on Friday, October 26, 2007

Free Flu Shots Offered for South Dakota Kids . . . by Lisa McInerney, RN, School Nurse

Governor Mike Rounds announced in September that the state will be offering free flu shots for children age 6 months through 18 years for the 2007-2008 flu season.

“Research shows that infants and young children are at high risk for complications from influenza. We know that kids of all ages can help spread the flu within schools and communities,” said Gov. Rounds. “Immunizing our kids will not only protect them but will help keep the rest of us healthy as well.”

Seventy percent of flu cases were in children 0 to 19 years of age during the 2006-2007 flu season in South Dakota. Zero to 10 year olds accounted for 43% of flu-related hospitalizations last year.

The Department of Health will purchase the flu vaccine and supply it to local clinics, county offices, and community health nurses. “Increasing the number of South Dakota children

vaccinated against influenza will help reduce sick days in children and parents alike. We’re looking forward to working with the private providers to make this vaccine available, and we encourage parents to take advantage of the opportunity to protect their kids,” said Doneen Hollingsworth, Secretary of Health.

The Union County Health Nurse and Community Health Nurse (WIC) of Union County will be providing the flu vaccine for any child ages 6 months through 18 years at the Elk Point-Jefferson School on October 30, 2007, from 3:00 P.M. to 7:00 P.M. Registration and check in will be in the commons. All parents must accompany and sign a consent for their children receiving the flu vaccine.

Please call the Union County Nurse’s office at 356-2644 for any questions you may have.

PDC Program . . . by Christine McMeekin-Hemmingstad, PDC Mentor



Pictured left to right are Cindy Weis, Aubrey Mayer, and Christine McMeekin-Hemmingstad.

The Professional Development Center (PDC) program is a partnership between USD and some of the area schools. Elk Point-Jefferson has been participating in the program for ten years. One of the goals of the program is to help beginning educators gain experience by working in the school system for one full year. During the year, the new educators are mentored by veteran educators. The mentoring relationship includes weekly meetings, team teaching, demonstration teaching, and observations. In addition to taking on the new role of mentor, the veteran teacher also takes on a special project. All of the PDC participants are also working on graduate degrees at USD.

This year I am mentoring Cindy Weis and Aubrey Mayer. I am working on my graduate degree in counseling, and the special projects I am working on for the school include an ESL plan for the Russian students, a K-12 guidance plan, and a crisis management plan.

Cindy Weis is doing the job of middle school/high school guidance counselor. She grew up in a small town in Iowa about 60 miles south of Des Moines. Cindy participated in all sports in high school, but volleyball was her favorite where she received Honorable Mention in the state of Iowa as a setter. After high school, she attended Iowa State University where she received a bachelor’s degree in psychology. Cindy has been married for 17 years and has three children, Katie, Nick, and Joseph. She is currently attending The University of South Dakota and will graduate in December with a master’s degree in school counseling. Cindy will continue her studies to complete a specialist degree in school counseling.

Aubrey Mayer is a kindergarten teacher this year. She is originally from Burke, South Dakota, where she was actively involved in school sports and music activities. Aubrey attended the University of Sioux Falls and received her undergraduate degree in elementary education with a minor in reading. She is working on a reading specialist degree at USD.

Understanding the School Counselor-Parent Connection . . . by Cindy Weis, Guidance Department

Source: Used by permission of American School Counseling Association. Website at <http://www.schoolcounselor.org/>. Written by Brenda Melton, M.Ed.,LPC.

All students can learn. A student who is troubled, however, cannot learn as easily. School counselors can help. Divorce, substance abuse, child abuse, poverty, violence and suicidal thoughts are among the social stressors placing numerous students at-risk of educational failure and dropping out of school. Early intervention is essential, and parents and guardians play a vital role. A guidance program that provides direct services and is directed by a professionally trained school counselor is a critical component of a school’s prevention efforts in the 21st century.

As a parent, your past experiences with a school counselor may be vastly different than what your child will have. Today school counselors are certified, specially trained mental health professionals who focus on prevention and wellness though [sic] a counseling program that meets the needs of all students, not just a few. The counseling program addresses three areas: academic, career and personal/social. School counselors advocate, mediate, coordinate, consult, lead and collaborate with teachers, administrators and parents to help students be successful. Professional school counselors also help children to understand themselves.

(Continued, Page 3, Understanding the School Counselor-Parent Connection)

Understanding the School Counselor-Parent Connection (continued from page 2)

But just what do school counselors do? Today's school counselors:

- Develop a guidance plan based on a campus needs assessment
- Counsel students individually and/or in groups
- Provide systematic and developmental classroom guidance to all students
- Respond to student needs in crisis situations
- Orient students to new school settings
- Work with absentees, potential dropouts and other at-risk students
- Refer students to special programs and/or services when necessary
- Analyze test results to provide information about abilities, achievement, interests and needs
- Help with individual school, college, and career plans; coordinate school-to-work initiatives and with post-secondary institutions
- Coordinate efforts with other school specialists
- Conduct conferences with parents and facilitate parent discussion groups
- Coordinate staff support activities
- Adhere to ethical and legal standards
- Pursue continuous professional growth and development
- Conduct an annual evaluation of the guidance program

All of these activities and duties can make a real difference in students [sic] lives, improving their self-understanding and self-confidence, motivation, decision-making, goal-setting, planning and problem solving, interpersonal relationships, communication skills, respect for others and more.

Contacting the School Counselor

Parents contact a school counselor to help their children with a variety of issues, such as academic achievement; new school registration, orientation and transition; test interpretation; special needs; student crisis situations; family transitions; and higher education issues.

When contacting a school counselor, parents often have many obstacles to overcome, such as culture, language, their own bad experiences in school, a lack of understanding or feeling intimidated. Some parents may feel if they speak up and disagree with educators, their child will have a harder time in school....

By focusing on parents' concerns and respecting why these concerns matter to you, school counselors offer options, including better ways to communicate with your child. Both parents and counselors share information, an important part of establishing a helping relationship. School counselors are excellent resources; however, they do not provide therapy or long-term counseling. Referrals to outside agencies may be initiated at school. School counselors are also advocates for children and provide information on parents' rights, such as the right to request information.

Following are some questions you might want to ask your child's school counselor:

- How is my child doing in school?
- What are my child's strengths and weaknesses?
- Are there any areas of concerns or delayed development?
- What are my child's goals for this year?
- What are some suggestions for action at home?
- What programs are available to help my child to do better?
- Does my child get along well with adults?
- Does my child get along well with his/her peers?
- What can I do to improve discipline at home?
- Are there ways I can improve communication with my child?
- What can I expect after a change in the family (death, divorce, illness, financial status, moving)?
- If my child is (running away from home, being disrespectful, having other problems), what should I do?
- What resources are available at school?
- What resources are available outside of school?
- What do I need to do to prepare my child for college admission?
- What are the best resources for information on financial assistance and scholarships?
- What do I do? My child is (sad, not sleeping, not eating, overeating, has temper tantrums, etc.)
- What do I do if I don't like my child's friends?

Studies have shown that children have greater academic achievement when their parents are involved in their education. Motivation, positive attitudes about self and sense of control over their environment improve with parental involvement in the schools. Children from minority and low-income families benefit the most from parental involvement.

You, the parent, are the most important resource for the school counselor and others. Your involvement is critical in helping your child to be successful. Ask the school counselor how you can be more involved in what is happening with your child's education.

New Faces at EPJ

Rena Bruch - Director of Alternative Pathways Program

My name is Rena Bruch, and I am the director for the new Alternative Pathways Program here at Elk Point-Jefferson. This new program is designed for the Vermillion, Elk Point-Jefferson, and Dakota Valley School Districts. The Alternative Pathways Program allows high school students a chance to gain useful hands-on career knowledge and experience through a career class and the opportunity to complete an internship within the community.

I graduated from the University of South Dakota with my undergraduate degree in 2003, and last May I graduated with my master's degree in school counseling. I actually completed my school counseling internship here at Elk Point-Jefferson, and I'm happy to be back again this year. I am looking forward to a fun and exciting year working with the three school districts.



Heidi Bryan - Fourth Grade Teacher

I'm Heidi Bryan the new 4th grade teacher and C team volleyball coach at Elk Point-Jefferson School. I attended the University of Sioux Falls for two years before transferring to Black Hills State University to complete my degree in elementary education. My first year of teaching was spent in the 5th grade at Rapid Valley Elementary in Rapid City, South Dakota.

I was raised on a ranch in White River, South Dakota. My husband Clayton and I live in Vermillion now with our two cats, White Sox and Snowball. I enjoy the small town feel of Elk Point and the support the community members give to each other.

Nicole Schutter - Sixth & Seventh Grade Science/Reading Teacher

As a native of Elk Point, I am extremely excited to be teaching in the Elk Point-Jefferson School District! My name is Nicole Schutter, and I am teaching 6th grade science, 7th grade science, and 7th grade reading. I will also be taking on the role of Oral Interpretation Coach. I love working with middle school students and have a strong passion for science, so I am really looking forward to the year.

As stated before, I am originally from Elk Point. I graduated from Elk Point-Jefferson in 2000 and went on to receive my bachelor's degree and master's degree from USD. This is my fourth full year of teaching. I taught elementary science, reading, and math in the Gayville-Volin School District for a year and a half and 8th grade science in the Vermillion School District for two years.

Currently, my husband Jeremy and I live in Richland, South Dakota (just north of Elk Point), with our two daughters, Masyn and Kaelyn. Jeremy and I are extremely busy right now, as Masyn is two years old and Kaelyn is two months old. We really enjoy our pets, three dogs, two rabbits, and a goldfish, as well as taking walks as a family.

If, at any time, you would like to come in and see what we are doing, please feel free to contact me. We have quite a few interesting labs and other hands-on activities that we would love to share!



Janet Ries - Third Grade Teacher

Hello, I'm Janet Ries. I graduated several years ago from Hecla High School and got my elementary teaching degree at Northern State University, Aberdeen. My family and I moved to Elk Point seven years ago when I began working at Dakota Valley, teaching 6th-7th grade science and then 7th-8th grade math. Prior to moving here, I've taught 6th grade at Bowdle and 4th grade at Groton for a number of years. I am very excited to be working with the Elk Point-Jefferson School District and with a great group of 3rd graders.

My husband works from home and is a self-employed civil engineer. Our oldest son Andy is a first-year graduate student at SDSU, working on his master's in mechanical engineering. Our daughter Dana is a first-year medical student at Kirksville College of Osteopathic Medicine. Our third child Ross is in the U.S. Navy. He is stationed on the USS Kitty Hawk in Japan. Adrian, the baby, is a senior this year at Elk Point-Jefferson.

Matthew Gustin - Fifth Grade Teacher

As a 5th grade teacher, I am one of the newest additions to the EPJ family. I come to you from the Perry-Lecompton School District in Kansas, where I was a 5th grade teacher and the 7th grade volleyball and freshmen and JV girl's basketball coach. A graduate of Emporia State University (Kansas) with degrees in English and elementary education, I am thrilled, delighted, and just plain 'ol happy to be here. Even as a child, it was evident that I was destined to become a teacher. At the age of 9, using a combination of Pavlovian Classical Conditioning and the almost "mystical" persuasive powers of a squeaky rubber pork chop, I was able to teach the family dog, Ruffles, how to correctly fill in a bubble-type answer sheet. Before long, Ruffles was taking all of the major standardized tests of the time: the SAT, the ACT, the LSAT, the GRE, the Official Notary Public Aptitude Exam and, finally, THE BIG ONE, the Iowa Test of Basic Skills. While Ruffles' initial performances were nothing to bark about, after more conditioning and the application of a complicated test-taking algorithm developed by mathematicians at the National Institute for Pointless Algorithmic Research, Ruffles was consistently scoring in the 90th percentile nationally. In the fall of 1983, a mere three months before his untimely death, Ruffles received a B.S. in Squeaky Toy Design from the prestigious mail-order "Harvard University."



Unfortunately for me, Ruffles' untimely passing prevented him from taking the SAT and ACT in my stead. However, rising to the occasion in the name of my fallen research comrade, I performed admirably and was, indeed, able to attend college.

I have a lovely 15 year-old daughter, Emma, who attends Roosevelt High School in Sioux Falls. In my spare time, I enjoy walking, hiking, walking to the hiking trails, hiking to the walking trails, bluegrass and traditional country music, playing my guitar to an appreciative audience of tone-deaf 5th graders, and making cheesecakes. My personal heroes are Johnny Cash, Lane Smith, and Robert Kennedy, and some of my pet peeves are people who talk during movies and people who use the word "puddin'."

Micah Fesler - Junior High Language Arts Teacher



There have been quite a few changes in the middle school this year. There are new books, new tablets, and new projectors in many of the rooms. Quite a few of them are sporting fancy paint jobs. A couple of rooms even have new teachers to go with them! Patty Skinner, after a long and successful career, has retired and left me with the daunting task of taking over for a fantastic educator.

I am a graduate of South Dakota State University. I am married to Kathleen Fesler, the art teacher. We have a daughter, Grace, who is attending the third grade at St. Lambert's in Sioux Falls. She lives there with her mother. Mrs. Fesler and I are very excited to welcome our first child together into our lives in February.

This year in language arts, I plan to carry on a number of the amazing lesson plans and ideas left for me by Mrs. Skinner. We will be focusing on spelling, grammar, and writing. Our ultimate goal is to prepare the middle school students with all of the necessary tools for a successful career

at EPJ High School. In reading, we will focus on comprehension and literary elements. Every story we read will lead us to the eventual goal of success at the Dakota Step Test.

I look forward to meeting all of the parents of our students over the course of the year. If there are any questions or concerns, don't hesitate to contact me!

Shawn Lewis - Junior High Science Teacher

Hello, my name is Mr. Lewis, Shawn Lewis. Do not confuse me with the much larger version of a Mr. Lewis, Rob Lewis, who used to call EPJ home. I am his younger, smaller, more talented and handsome cousin. I have a beautiful wife, Jessica, and a monster of a two year old son named Treyton. They are both very supportive and keep me on my toes.

Recently I graduated from Northern State University in Aberdeen, which obviously makes me a first-year teacher. I acquired a Bachelor of Science degree in Biology education, an E-Learning Certificate, and a Technology Certificate while in attendance. While there, I wrestled at Northern State for five years, being a team captain for the last three. My high school years were spent at Bon Homme High School in Tyndall, not too far from here. During my stint there, I was very active, participating in football, wrestling, choir, All State Chorus, student council, and theater. I like to think of myself as a well-rounded person.

Now here at EPJ, I am very excited to coach JH football and wrestling. They are two sports which I love. I am also a big baseball fan. Go Cubbies! In my spare time, I am an avid hunter who enjoys being outdoors and exercising. As a hobby, I also like to work on old cars but fall short in the funding of my hobby.



New Faces at EPJ (continued)

Lee Clark - Physical Education Teacher



My name is Lee Clark, and I teach grades 1-7 physical education and one section of 7th grade reading. I am also the Head Boys and Head Girls Golf Coach and the Assistant Girls Basketball Coach here at EPJ. I grew up in the big metropolis of Correctionville, Iowa (there's no jail there), and graduated from Eastwood High. After high school, I attended Dakota State College (University) and finished my Bachelor of Science degree at Southwest State University (Southwest Minnesota State), home of the Golden Mustangs. At SSU, I majored in history, health, and physical education and graduated in 1987. This is my first year here at EPJ as I came from Maple Valley-Anthon-Oto in Iowa, where I taught for 17 years. I really love EPJ as it has great facilities, a supporting administration and community, and great kids...and it is 40 miles closer to my home than my old school! I am married to Kelly who is an instructor at USD and president of the South Dakota Board of Education, and we have four girls, Amber, Kelsey, Hillary, and Katie. Amber is a junior at USD and Kelsey a sophomore at Northwest Missouri State. Hillary is a sophomore and Katie an 8th grader. Some of my interests are information gathering from the NET, sports, (I'm a big Philadelphia Flyers hockey fan and follow the Iowa Hawkeyes), and making football helmets. I enjoy boating and personal watercrafting along the

"Mighty Mo" and McCook Lake. I'm sure my favorite color is royal blue. My most embarrassing moment occurred during my first year of teaching when my students played a trick on me as I pulled down a history map. They had taped a picture of a "centerfold" on it. I turned several shades of red and didn't say a word (nor did any of the students) the rest of the period (Nobody get any ideas!). The true love in my life other than my family is teaching. I wouldn't trade it for any other job.

Cole Knippling - High School Math Teacher

Greetings! Since last spring, I have been very excited about the idea of being in a school district with the reputation and respect that Elk Point-Jefferson has. After my first couple of months here, I am even more impressed with how amazing the staff, students, school, and community are. My name is Cole Knippling, and I am the new high school math teacher. I am also an assistant coach for high school football and boys basketball.

Elk Point-Jefferson is my first full-time teaching position. I grew up on a ranch northeast of Chamberlain, South Dakota, and graduated from Chamberlain High School in 2002. I continued my education at Mount Marty College in Yankton where I participated in basketball and baseball. I graduated in the Spring of '06 and spent the last year continuing my education, playing baseball, and coaching basketball at Mount Marty.

I hope to bring a lot of enthusiasm and energy to EPJ, not to mention a very dry sense of humor that is needed to be a great math teacher. I feel it is important to not only teach content, but also the life skills that are needed to put that content to use. My wife, Amy, and I look forward to meeting everyone in the community and feel fortunate to be here!



Mike Satter - Industrial Arts Teacher



I am the new industrial technology teacher this year. I also will be coaching junior high girls basketball and volleyball. I am very excited to be a Husky. The administration, staff, and students are just the best. It is very evident that everyone follows the school motto in school and in activities.

I previously taught at Hitchcock, Rutland, and Lower Brule High Schools. I taught not only industrial arts but also junior high math and social studies. I also have been involved in coaching track, volleyball, and both girls and boys basketball.

I am married with an empty nest family of three. First, my wife Kathy is a fourth grade teacher in Madison. Our oldest daughter Lisa is a recent graduate of the University of Nebraska with a master's degree in architecture and currently employed with a firm in Los Angeles. Katie, our second daughter, is a nursing student at Mount Marty and works in the emergency room at Sanford Hospital in Sioux Falls during the summers and on weekends. Our youngest son Marc is currently a freshman at SDSU pursuing a degree in electrical engineering.

TestGEAR™ . . . by *Cindy Weis, Guidance Department*

Elk Point-Jefferson is pleased to provide our students with testGEAR™, an online course designed to help every student achieve higher test scores. This year, all students planning to take their ACT exam can prepare themselves using our testGEAR™ preparation course from school or from home.

Each student receives a personalized study plan based on a brief diagnostic test. Depending on the course, students are guided through 25 to 50 hours of online instruction that strengthens skills with the subject matter, introduces test-taking strategies, and builds confidence with many short practice tests and full-length exams. It is provided over the Internet, at no cost to our students. Check out the Guidance Central link on the Guidance Department tab of the school website for detailed instructions on how to use testGEAR™, or talk to Mrs. Weis.

1:1 Computing Update

by *Jerry Klumper, Technology Director*

Elk Point-Jefferson students in grades 9-12 began the 2007-08 school year with new Gateway M285E tablet computers. It is a great pleasure to report that, with eight weeks of school completed, the project is progressing quite nicely.

The overwhelming majority of students have immediately discovered that the tablet computers are a great organizational and communication tool.

The teaching staff has been utilizing their summer laptop training. SynchronEyes, a software package that includes instructional tools and classroom management components, has become a regular tool for the majority of our teachers. WebCT6, a powerful instructional delivery package, is also widely used.

Much of the information that our teaching staff distributes to students is now done electronically. Student work is also returned to teachers in an electronic form. We are at the start of our 1:1 journey. New and inventive uses will continue to be implemented as students and staff become more experienced with the new instructional tools.

Myles Larsen took the time to interview and photograph a number of our students. Student responses to his question, "What do you like the best about the new tablet computers," give just a hint of the practical (and fun) uses that our students are discovering. His photos and student comments can be found throughout this newsletter.

Library News

by *Carmen Wilcox, School Librarian*

"There are those who say that life is like a book, with chapters for each event in your life and a limited number of pages on which you can spend your time. But I prefer to think that a book is like life, particularly a good one, which is well worth staying up all night to finish." Lemony Snicket

The EPJ Library has recently purchased a number of new titles for all ages. Many new children's titles are continuations of series. Children's authors today like to keep their audiences tied to their characters and adventures by writing series. Some additional book series purchased are *Warriors and Warrior Super Edition, Book 1* by Erin Hunter, *Pendragon, Book Eight* by D.J. MacHale, *The Secrets of Droon, Books 12-30* by Tony Abbott, *Jack Sparrow Pirates of the Caribbean* by Rob Kidd, and *A Bloody Jack Adventure in the Belly of the Bloodhound* by L.A. Meyer. Encourage your children to ask about a favorite series. Chances are the library most likely will have it.

In addition to series titles, we have purchased many individual titles for all reading levels. A large number of these titles as well as the series titles are Reading Counts books. All Reading Counts books are designated on the shelves with a colored dot on the spine. Students are familiar with the level of reading associated with the color of the dot. Reading Counts is a supplemental program that encourages students in grades 1-12 to do additional reading for credits and points. Students read a book and test on a 10 point quiz. This program has helped students to rediscover the joy of reading.

The Annual Scholastic Book Fair is coming on Wednesday, October 17, and will run through the week of Parent-Teacher Conferences, October 25. Previews are available each school day for the students of EPJ and will be included in their scheduled library times. Sales will take place on Monday, October 22, and Wednesday, October 24, from 2:30-8:00 P.M. Students and parents are invited to stop by any time during the day to look around.



"New" Fall Library Hours

Monday - Thursday 7:45 A.M. - 7:00 P.M.
Friday 7:45 A.M. - 5:00 P.M.
Saturday 9:00 A.M. - Noon

Partners In Education
 Elk Point-Jefferson
 Parents, Children, Teachers, Staff, Administrators,
 School Board & Community Members

The National Education Association's 86th annual American Education Week will be observed November 11-17, 2007. This year the theme is "*Great Public Schools: A Basic Right and Our Responsibility.*" This year's theme reflects NEA's vision of calling upon all Americans to do their part in making public schools great for every child so that they can grow and achieve in the 21st century.

Elk Point-Jefferson Middle School Recognized as a Distinguished School Students in the Elementary and High School Continue to Make Adequate Yearly Progress

by Douglas Brusseau, Elementary Principal

The Elk Point-Jefferson Middle School has been named as a Distinguished School on the 2007 Report Card. In order for a school to be identified as being distinguished, they must meet these standards:

1. Adequate yearly progress for two consecutive years in both reading and math.
2. Decrease the achievement gap for one or more subgroups by ten percent over a two-year period.
3. Have at least 80 percent of students in the "All Student" group meet the state's proficient and advanced levels of student performance in both reading and math.

Students at the Elk Point-Jefferson School District under the No Child Left Behind Act (NCLB) have continued to make adequate yearly progress in math and reading for the 2006-07 school year.

Students within the Elk Point-Jefferson School District's three schools, elementary- grades 3-5, middle- grades 6-8, and high school- grade 11, should celebrate the fact that last year all three schools had 89% of the students in grades three through eight and eleven, including students in special education and those considered economically disadvantaged, with a score of proficient or advanced on the Dakota Step Test for reading, and 79% of the students scoring proficient or advanced in math (see Figures 1, 2, 3, 4, 5, 6, 7 and 8). The lighter bar represents the state average. The darker bar represents the Elk Point-Jefferson School District.

The No Child Left Behind Act requires each school district to establish goals for reading and math for each year. In the 2006-07 school year, the Elk Point-Jefferson Schools established goals for science in each grade. School districts across the nation are currently working to have students obtain adequate yearly progress (hereafter known as AYP) toward the goals in reading, math, and science. The ultimate goal for each school district is to have 100% of the students considered proficient in math, reading, and science by 2014.

AYP considers performances of students in nine subgroups. The subgroups are categorized by students who may be deemed economically disadvantaged, have limited English proficiency, a student with disabilities, gender, or be a member of one of the five ethnic groups. One thing to remember is that one student's scores in reading and math could affect the goal of meeting AYP for a district in one of four different subgroups. Thus, one student's scores in reading and math could affect the whole district.

One hundred percent of the students in grades 3-8 and 11 in the Elk Point-Jefferson School District took the Dakota Step Test during the spring of the 2006-07 school year. In reading and math, the Elk Point-Jefferson School District exceeded or equaled the state average for all students who were considered to be in the advanced to proficient category for math or reading. In the elementary school, grades 3 through 5, 90% of the students, including special education students and economically disadvantaged, were considered advanced or proficient in reading with 80% in math (see Figures 1, 2, 10 and 11). The middle school students, grades 6 through 8, during the 2006-07 school year had 78% of the students receiving a score of proficient or advanced for math with 90% being considered proficient in reading (see Figures 3, 4, 12 and 13). Eighty-three percent of the eleventh grade students are considered as advanced or proficient in math, with 74% proficient in their ability to read (see Figures 5 and 6). Overall the Elk Point-Jefferson School District had 89% of its students' scores in the advanced to proficient range in reading and 79% in math (see Figures 7 and 8).

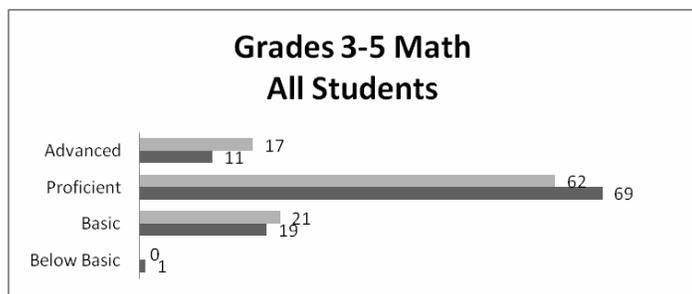


Figure 1

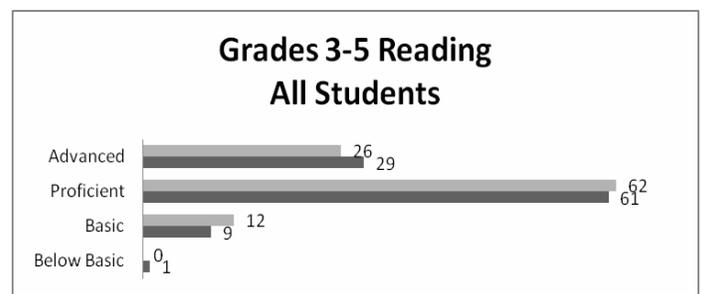


Figure 2

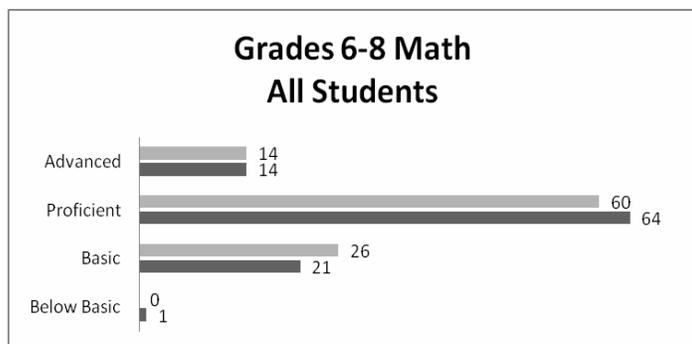


Figure 3

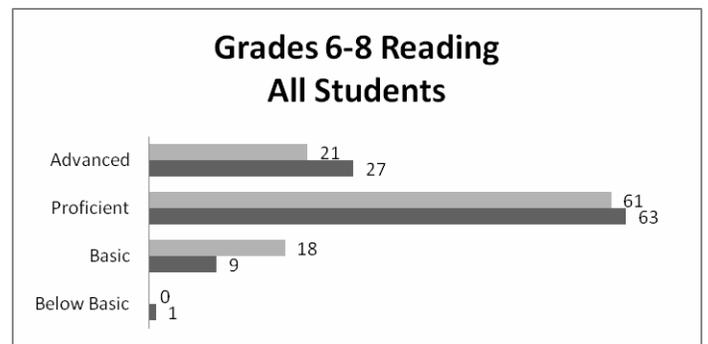


Figure 4

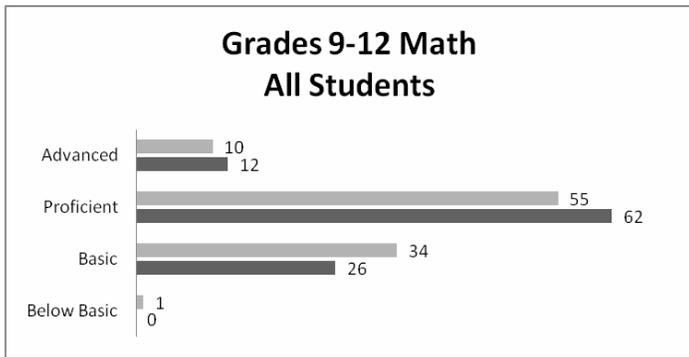


Figure 5

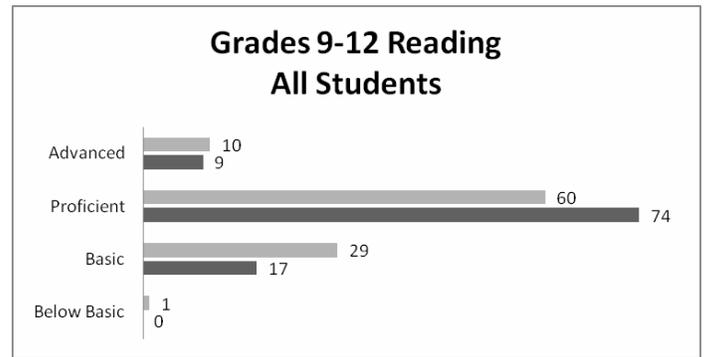


Figure 6

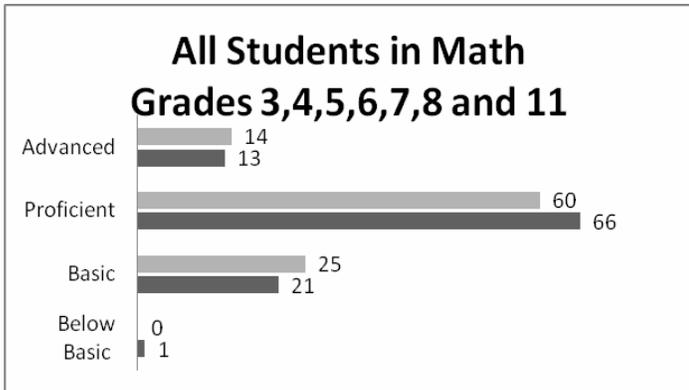


Figure 7

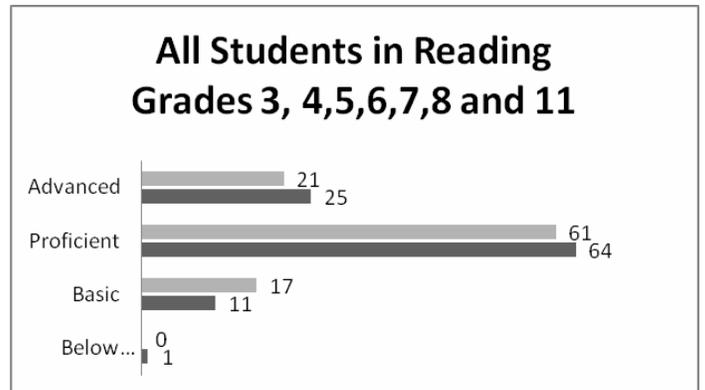


Figure 8

During the 2006-07 school year, reading and math were the classes NCLB deemed necessary to be measured to see if school districts are making AYP toward the established goals in reading and math. Students in grades five, eight and eleven were required to take the science test in 2007. Science at this time is not required for schools to meet the standard of AYP. However, the scores for students in the fifth, eighth, and eleventh grade are noted in Figure 9.

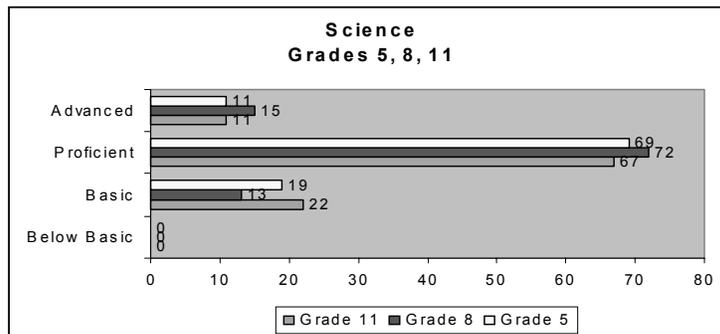


Figure 9

The students, community, and educational staff should be proud of themselves for the academic achievement the students attained during the 2006-07 school year. The efforts by students, instructional staff, and parents demonstrate a commitment to ensure that students are making AYP in the Elk Point-Jefferson School District.

Each year school districts are required to review the educational achievement of the different student groups that make up the student population. The different subgroups school districts must review are the different ethnic backgrounds of students, economic considerations, limited English proficiency, and students with disabilities, mobility of students and the differences of achievement related to gender.

The Elk Point-Jefferson School District ethnic, limited English proficiency population is less than ten, thus too small to be of consideration at this time. This may change in the near future. Students in the elementary school, grades 3-5, who were considered economically disadvantaged demonstrated that the district was meeting the AYP for this year in math with 68% of the students advanced to proficient (Figure 9) and 83% advanced or proficient in reading (Figure 10). In the middle school, students in the economically disadvantaged subgroup had 88% of the students scoring in the advanced to proficient range (Figure 11), with 72% of the 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 (see Figure 11). The differences between achievement of males and females were minimal in both reading and math for the 2006-07 school year.

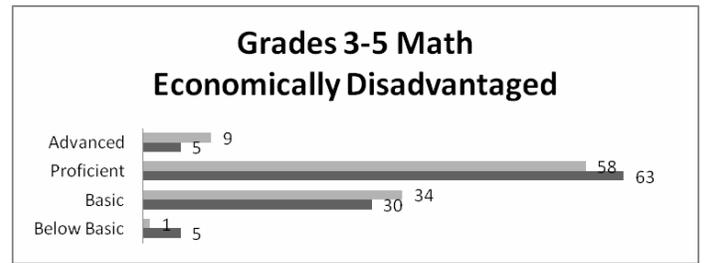


Figure 11

Figure 10

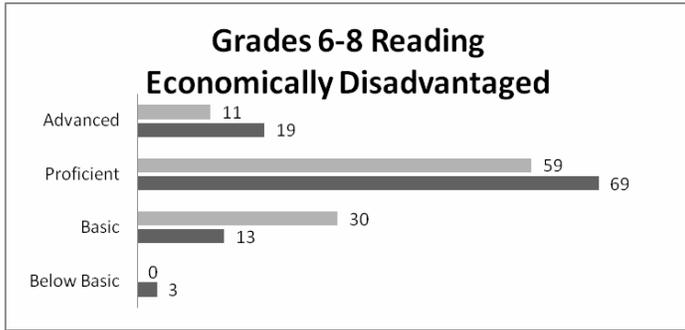


Figure 12

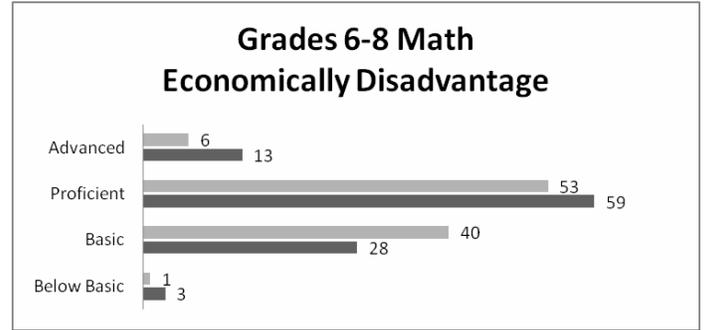


Figure 13

The Elk Point-Jefferson School District and the state select additional indicators of AYP that reflect the values of the state. The Elk Point-Jefferson School District and most South Dakotans place a high value on attendance in school and in the work force after school. In Figure 14, the data shows the Elk Point-Jefferson School District student attendance in 2006-07 was 97.45% (see Figure 13), which is higher than the state attendance average.

Graduation rate is the second indicator that many South Dakotans value. The Elk Point-Jefferson School District graduation rate for the 2006-07 school year was higher than the state graduation rate (see Figure 15).

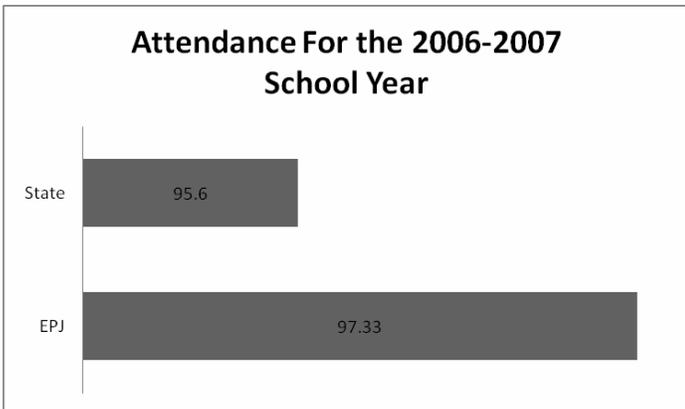


Figure 14

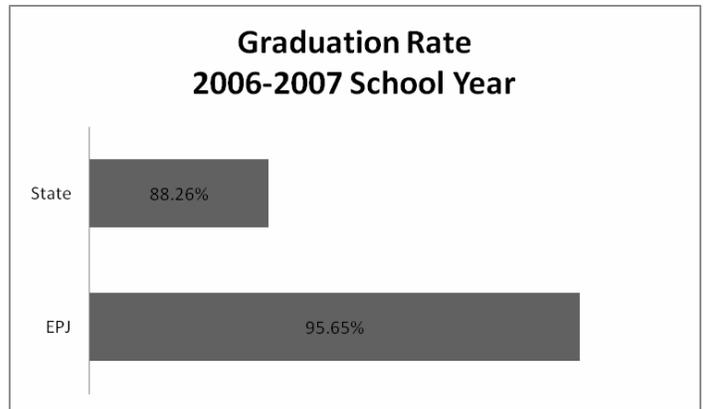


Figure 15

The last area of NCLB requires that all schools must employ highly qualified teachers in the core classes of reading, math, science, and language arts. 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 or has taken the Praxis test in one of the core subjects. For the 2006-07 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 and is only one indicator of how a student is doing in school. Test results will be used by the school district to assist in developing a road map to reach the goals established by the district to have all students be considered proficient or advanced in reading, math, and science by the year 2014. As the school district develops a picture of the student needs based on this test and other sources of information, the curriculum map will provide a clear picture of the school district’s direction. Parents, you play an important role in improving student performance by listening to your 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.xsl>. While at this site, you can also view the information for other schools.

EPJ Staff Attends Reading Across the Curriculum Conference

by Amy Hayes, Sixth/Seventh Grade

On Thursday, September 29, the educational staff members of EPJ, along with the staffs of Dakota Valley and Vermillion, met at a conference in Vermillion led by Sue Beers. Mrs. Beers has been in education for over 30 years; during that time she has examined what works and doesn't work with reading programs throughout content areas. She spoke from personal experience with her children along with experiences with classrooms she has modeled and hundreds of workshops she has given throughout the U.S.

The first area of concern Mrs. Beers stated was vocabulary content. By focusing on specific roots, prefixes, and suffixes, students can attain a higher understanding of what they are reading. Mrs. Beers gave several different strategies to use in different areas of school to help students gain more understanding by knowing words in their text. By unlocking difficult words which adults sometimes assume that everyone should know, students can gain much more from what they are reading. A strategy as simple as going over words that may throw students off (such as showing difficult words and pronouncing them aloud), can help students find ease at what they are reading. An example given was the word "rendezvous," which for a student is not a word they can sound out. Even if the meaning is known, the student may not know how to read the word.

Another tool given by Mrs. Beers was what she referred to as "Coffee Talk Language." This simple idea involves having students describe meanings of words, as if they were discussing these words while at coffee. By having students put words into "common" language, a greater understanding is gained.

Mrs. Beers' greatest collection of tools is the various graphic organizers she used as examples. By showing teachers tools that can be used for pre-reading, during reading, and after reading activities, students can load information at different stages and have a connection to what is being read.

Over the course of the school year, several follow-up in-service meetings will be held to discuss how the strategies are being used in specific ways in classrooms. This will give teachers a time to reflect on what is working. By attending the workshop, the teachers were given new tools to focus on skills they were already familiar with but now have new life in the classroom.

Elk Point-Jefferson School District Home Page

by Jodi Zeller, Computer Lab/Web Manager

For the latest EPJ school information, visit our website, www.epj.k12.sd.us. This site is constantly updated to the most current happenings at EPJ. Just a few of the things you will find here are month at a glance activity/school calendars, daily student announcements, the current week's activities, the current Husky newspaper page, a parent portal link, lunch menus, school personnel contact information, assignment pages, school photos, and much more. If your interest is in Husky activities, click the activities tab; then choose any activity, and you can see the complete schedule as well as results and game/match statistics. Check us out to learn more about Elk Point-Jefferson Schools.

M&M Monday

by Toni Hall, Kindergarten

The kindergarten classes had a sweet experience to help them learn more about the letter M-m. Monday, October 1, was M&M Monday in the kindergarten classrooms. Each student got a "Fun Size" bag of M&M candies. They each sorted their candies by color and made a graph. Of course, they got to eat the candies when their graph was complete! When the individual graphs were complete, the students took their graphs to the computer and recorded their numbers. A class M&M color graph was the result! Prior to opening their packages, each student got to predict what color would be the most frequent. The class graph showed them the answer!



In addition to the candy graph, the kindergartners made an M&M character in their favorite color (see picture). Students practiced their reading skills by reading a book about M&M's using the words "I" and "see" as well as color words.

Estimation skills were put to use by trying to estimate how many M&M's were in a baby food jar.

EPJ Elementary Enhances Math Curriculum

by Shirley Rosenbaum, First Grade

Elk Point-Jefferson elementary teachers have joined other schools across South Dakota in an effort to enhance their current math curriculum. Through a three-year grant, South Dakota jr. kindergarten-5th grade teachers have been receiving classes to help them develop Cognitively Guided Instruction in their classrooms.

Cognitively Guided Instruction (CGI) is a researched-based way of teaching math in a way that enables students to solve problems using strategies that are meaningful to them. The teachers build mathematical understanding through questioning based on students' prior knowledge. The students learn to make connections and relationships between mathematical concepts.

The role of the student is to use a variety of strategies to solve math problems in a way that makes sense to them. After receiving the problem, the students work individually to solve the problem with materials they have chosen. Then they discuss their solution and strategies with a partner. After everyone has an opportunity to solve the problem, they share their solution and strategies with the class. The students are responsible for explaining and supporting their solution both through written and verbal communication. Through the sharing of mathematical strategies, students take ownership in their work, learn new strategies from their peers, reflect on these strategies, and develop a stronger mathematical vocabulary.

The role of the teacher is to engage all students by selecting problem-solving activities that will develop their mathematical knowledge. The teacher is continually working on understanding each child's thinking process through individual and group conferencing. CGI teachers allow for differences and ask questions to promote mathematical thinking. They encourage and facilitate student understanding and communication.



The CGI classroom is a classroom that fosters understanding, promotes student exploration, and gives the students an understanding of how math concepts are interconnected and used in the real world. The students are actively engaged in solving problems with tools and strategies that are meaningful to them. It is a safe environment where students learn that there is more than one way of solving problems, and it allows them to feel comfortable expressing their ideas.

Through lots of problem solving, written and verbal communication, teacher encouragement, and a safe environment, students are able to develop a deeper understanding of mathematical concepts and relate them to the real world.



Composer Curriculum Added to K - 4 Program . . . by Jeanne Hanson, K-4 Vocal

After several years of gathering information, Mrs. Jeanne Hanson has begun using her new curriculum "Music Memories." The project includes 27 composers to be introduced to the children over a four-year time span.

A different composer is taught the first of each month. The 1st and 2nd graders are taught the same composer and the 3rd and 4th graders are taught their own composer. The rotation is a two-year rotation. The lessons were designed to be age appropriate with handouts for each lesson. Have you seen a music handout come home?

Famous musicians such as Beethoven, Bach, Mozart, and Duke Ellington are on the list. The students march to Sousa, creep to Edvard Grieg's "In the Hall of the Mountain King," and look at the musical form of Giovanni Rossini.

Many composers that are studied have music on television and in the movies. The children will recognize the song. John Williams wrote for "Harry Potter" and "Home Alone," to name one contemporary composer.

After four years of composer lessons, an EPJ student will have studied a variety of music periods, styles, and orchestrations. They will have talked about operas, musical theatre, jazz ensembles, and organ music, to name a few. They will learn about the Classical period, Romantic, Jazz, and Contemporary. When your child comes home with a music handout, be sure to ask what it is about.



The 1st graders are creeping through the castle as they listen to "In the Hall of the Mountain King" by Edvard Grieg. The song gets faster and faster as the trolls start to chase them.

The Pros and Cons of Electronic Communication

by Travis Aslesen, Middle School/High School Principal

It is impressive the extent to which our society has transformed regarding the sharing of ideas by the development of certain electronic tools such as email. It is a fact that there is no business or organization which has not been transformed by this tool. The medium has given all of us opportunities to communicate more efficiently by working around our schedules and demands of the day. It is definitely a fantastic mode of communication as far as the world of education goes. However, there are drawbacks to the use of emails which take the advantages of the communication and turn them into complications. These complications are the ones which we are attempting to avoid as a school staff as we use email to share information with the communities which we serve.

The advantages of email for schools to share information are numerous. As an administrator, I use email to keep staff aware of schedule changes, meeting expectations, and other communications of a general nature which keep the day-to-day operations of our school functioning. I also use it from time to time to communicate with students and parents regarding opportunities and expectations. Our staff members attempt to use email to keep parents informed of upcoming class expectations such as tests or projects. This initiative by staff has truly changed the way in which parents/guardians can interact with their students in regards to classroom responsibilities. It has become an excellent example of giving parents an opportunity to assist with the expectations of the classroom on a "front-end" basis before issues which may have been preventable occur.

One of the disadvantages of email is centered on the interaction which takes place through the medium regarding sensitive situations. Arguably the greatest disadvantage is the inability to make a clear projection of the intent or meaning of a message which is sent. There are times when an email is drafted and sent to convey a point of view that it is interpreted as something other than the intent of the author. Through email we lose the face-to-face interaction, the body language, and the subtle signals which people use to effectively communicate. Without those necessary features of communication, it is easy to take an unintended meaning from an email. Through email we have no way to correct, with any immediacy, a misstatement, no way to take a different approach, and no way to accurately show our sense of humor or intimate understanding.

It is a certainty that nothing replaces the face-to-face conversation or the phone call. However, if email is the most efficient and useful approach of communication for a certain situation, please keep in mind what you miss out on with email. As well, our staff members at Elk Point-Jefferson are encouraged to follow the following points when they communicate through the medium.

- Never send an email when you are frustrated or feel belittled. Take a moment to relax and consider the "big picture."
- If the correspondence is in regards to a sensitive situation, have someone else, if that person is appropriate to the situation, read through your email before you send it.
- Look your email over for spelling errors, grammar, and usage.

The point of this article is to keep communication between our school and our parents as smooth and seamless as possible by attempting to address some of the pitfalls of electronic communication. As always, if you have any questions or comments, please feel free to email (Travis.Aslesen@k12.sd.us), call (356-5900), or stop by the high school/middle school office.

New Teachers Benefit from Mentors

by Lori Hawley, High School English

First-year teachers in the Elk Point-Jefferson School District have a unique opportunity to benefit from a new mentoring program initiated this year. Teachers beginning their first year of experience are paired with experienced teachers to provide support throughout the school year. Responsibilities of the mentor teacher include providing modeling through classroom visits, meeting with first-year teachers on a regular basis, and offering ongoing assistance throughout the year in classroom management, management of duties, and other issues that may arise during the school year. Teachers also share professional articles and information pertinent to all aspects of teaching, including curriculum planning, management, and current trends in teaching practice. Mentoring sessions began in mid-August and will continue throughout the school year. Staff members involved in the mentoring program include Justin Clercx, Shawn Lewis, Lori Hawley, Cole Knippling, Melissa Shanks, Aubrey Mayer, Barb Nebelsick, and Heidi Bryan.

What do you like the best about the new tablet computers?

"I like One Note because I am much more organized with it. I use my laptop at home because it is much faster than my home computer."



"I like these computers because we get to take them home and put music on them. I also like them because they help keep everything organized."

Students Join Excitement at Global Competition . . . by Selene Van Wyk, DI Coordinator

On May 22-28, four EPJ high school students and their three chaperones attended the Destination Imagination Global Competition at the University of Tennessee in Knoxville. Students who participated on the team were Amanda Connelly, Kelsey Mapstone, Adrian Ries, and Eric VanRoekel. They were escorted by their team manager, Janet Ries, her husband John, and coordinator Selene Van Wyk.

The opening ceremonies began on Wednesday night, May 24, with fireworks and eighteen-thousand kids bringing Neyland Stadium alive with cheers and lots of personality. During the next few days, the teams competed in their long-term problem and instant challenge along with various on/off-campus activities. The week ended with the closing ceremonies (and more fireworks) and the winners being announced on the evening of Saturday, May 27. The EPJ team did an outstanding job and tied for 29th place out of 58 schools from around the world.



Local Singers Chosen for the South Dakota All State Honor's Choir . . . by Mary Schuh, 5-12 Vocal



The North Central Division of the American Choral Director's Association, along with the South Dakota High School Activities Association, has chosen an honor's choir from several hundred students across the state. This year's Honor Choir was held in Brookings, July 29-August 3 at SDSU.

The choir consisted of approximately 160 students from grades 10 and 11 who were selected through auditions held in central locations across the state. These auditions included a solo performance, sight reading, tonal memory, and a written musical terms test.

Elk Point-Jefferson junior Kirstin Hanson and senior Adrian Ries were selected to represent EPJ. The Elk Point-Jefferson Music Boosters helped sponsor this event by covering the entry fees.

Notes from the Band Room . . . by Jeremy Schutter, 5-12 Band

The primary focus of the school year to this point has been parade marching band. The high school band performed and marched to Richard Saucedo's "Fanfare for the Third Planet." This was a fun change in style. This original composition has been scored in a drum corps style. The piece featured full ensemble playing, thinly scored section playing, and multiple drum line solos. As the year progressed, the band added visuals such as horn pops and body movements to enhance their performance.

The high school band performed at the EPJ homecoming parade, the DWU Blue and White Parade in Mitchell, and the Festival of Bands Parade in Sioux Falls. The band won first place in Class A at DWU, scoring 551 out of 750 points. The band finished 11th out of 16 bands in Class 1A at the Festival of Bands Parade. This was a very fun parade featuring 41 bands.

The middle school band marched at the EPJ homecoming parade. The band marched to the song "Louie, Louie." I was quite impressed with this young ensemble in how quickly they were able to learn their music and get themselves ready to march in the homecoming parade.

Currently, there are a handful of middle school students who are working on music to prepare a recorded audition for the newly-formed Region 1 Honor Band. This newly-formed honor band will coincide with the High School Region 1 Honor Band which takes place at Yankton High School on Thursday, November 29. We should know results for these students in early November.

There are about a dozen high school students who are also preparing music for a recorded audition for the High School Region 1 Honor Band on November 29. This audition includes a chromatic scale, a major scale, a minor scale, and short etude.

As we begin to move closer to the second nine weeks of school, all the bands' focus will begin to move towards our December concerts. The high school concert will be Monday, December 10, at 7:00 P.M. The middle school concert will be Thursday, December 13, at 7:00 P.M.

I want to take a moment to invite you to be part of the EPJ Music Boosters. The Music Boosters help the entire music department in various ways. They support us financially, helping us pay for registration fees, hotel rooms, and equipment. They support us in various support roles such as chaperoning festival trips and providing snacks and refreshments at events held such as our solo/ensemble contests. If you would like to become involved, I cordially invite you to attend our meetings on the first Monday of every month at 7:00 P.M. in the band room.

The music department will be sponsoring a fundraiser this fall. We are going to be selling citrus fruit from Minn-Tex. This fruit is very fairly priced, and best of all you will be supporting the students of the EPJ Music Department. The sale will begin on Thursday, October 18, and it will continue until Thursday, November 1. I thank you for your continued support ahead of time.

Last, I want to take this moment to encourage all of you parents to continue to support your young music students. Please encourage them to continue to play and to sing. Music is a life skill, and the more music is applied and used, the better one will be at it, and the more enjoyment will be had. Also, your son or daughter will take notice that you are interested in their progress, and this alone will become motivation to them to improve and to become better.

Local Singers Perform for Area Churches

by Mary Schuh, 5-12 Vocal

A group of students from the Elk Point-Jefferson High School Concert Choir took the music they prepared for All State Chorus auditions and performed for the area churches on Sunday, October 7. The students performed at Immanuel Lutheran, United Parish, St. Joseph's Catholic, and St. Paul Lutheran.



Members of the high school concert choir who performed for area churches.

What do you like the best about the new tablet computers?

"Knowing that you always have a computer; less competition to use the computers in the library. They make notes easy to access and write."



National Honor Society Notes

by Rita Ahmann, NHS Advisor

The Husky Chapter of the National Honor Society has begun its monthly meetings for the 2007-08 school year. New officers for the year are President Kelsie Pace, Vice-President/Treasurer Kim Wurtz, and Secretary Kristin Marshall. Members discussed projects that they would like to do for the upcoming year. The first activity will be providing child care for the parenting classes that will be held weekly from October 22 through November 24. The students also will be preparing for the induction ceremony for new members to be held on November 13. On December 18, the National Honor Society will be sponsoring the community blood drive at the school.

News From the Biology Room . . . by Karlene Stabe, High School Science

Wow, the first quarter is almost over! Boy, how time flies. We have been very busy this quarter in my room, so I thought I would share with all of you what we have been doing in each of my classes.

Biology: In Biology, we have been working on the scientific method and perfecting our lab skills. The students all experienced success with testing the effects of temperature on glow sticks to see if they would be a good fishing lure to use in all temperatures of water. Another lab they performed involved frogs. We hypothesized what would happen to the respiration rate of frogs when placed in different temperatures of water. They all had fun with the frogs, and I had fun finally letting them go after catching grasshoppers for them for about two weeks. Right now in Biology, we are studying classification of living organisms and working on a plant unit. The students once again will be constructing a leaf book featuring leaves from around the area. Within the plant unit, we have also observed stomata from leaves, checked out the stems and roots from seeds that have been germinating in beakers, and dissected flowers to learn the anatomy of them and determine if they were monocots or dicots.

Anatomy: In Anatomy, we kicked off the school year with building our vocabulary with anatomical terms and directions. The students performed an autopsy of Mr. Pickle in class and used their new knowledge of anatomical terms and directions to write the autopsy report of how he died. In addition to learning the new terms, the students researched in detail one organ of their body and wrote fantastic papers of "I am Joes's or Jane's..." Some students chose Joe's heart, skin, or liver. Within the paper, they discussed ailments that the organ may encounter, a description of it, and how it functions within the body. I loved reading these papers. They did a fantastic job with them and were very creative. The next chapter we covered involved cells and DNA. I exposed the students to a college lab from USD called DNA Fingerprinting. The students learned how to isolate DNA from a crime scene and run it through a gel electrophoresis chamber in order to figure out which suspect was guilty of a crime. The students truly enjoyed this upper-level experience and performed very well at it. I hope to continue to work closely with USD to prepare the students with future lab experiences that they may encounter in college.

Ecology: In Ecology, we started off the year reviewing correct lab procedure and the scientific method. The students hypothesized which factor would make the best thumb wrestler: the size of the wrist, length of the thumb, or the circumference of the thumb. They had a great time competing to help obtain the quantitative data for this experiment. Right now, the students are studying a water unit. We are taking a different approach to this unit, which involves them being more accountable for reading material and answering questions. They are given terms in which they make "Hoffman/Casey's" definitions to the terms and then compare those to the textbook definitions. They have done group work and discussions over the material. Lab activities that they have performed include making water filters to purify muddy water, testing the effect of biodegradable waste on dissolved oxygen, and performing water quality tests. I again hope to take the students to the Big Sioux River to perform these water quality tests to check for nitrates, phosphates, dissolved oxygen, pH, turbidity, and total dissolved substances.

Life in the Science Classroom . . . by Melanie Norris, High School Science

Welcome to a new year in the chemistry/physical science room! This begins my seventh year at EPJ, and I am very excited for this year and all the changes it will bring. We are busy integrating technology into the science curriculum through note taking in One-Note, quizzing and receiving guided notes while in SynchronEyes, and utilizing the Logger Pro probes during laboratory experiments.

In Advanced Chemistry, there are currently 28 students working on solutions, concentrations, and net ionic equations. They have completed their first quarter writing assignment by completing a lab report on an electrolytic lab experiment. On October 18, both the Advanced Chemistry and Anatomy classes traveled to Mt. Marty in Yankton to take part in their science career fair. While on campus, students were able to attend three presentations on science careers of their choosing.

The 38 students in Chemistry have been very busy as well. Their current chapter has introduced the topic of moles. Moles, which are scientific units of measurement, require the students to be able to successfully navigate the periodic table as well as work on higher level mathematical operations. Their writing assignment, which was completed the second week of school, was entitled "How I Spent my Summer Vacation, Scientifically Speaking." This assignment allowed me to gain insight into my students, most of whom I hadn't had in class for a year. In addition, it helped to get the students into the "science" frame of mind and see that even during summer vacation, science is everywhere!

The 58 Physical Science students have begun their trip into the world of chemistry. They completed work on matter, atoms, and changes of state. Future chapters will involve the periodic table, reactions, and solutions. These students were recently given their writing assignment, which asked them to write a descriptive essay on the Zeppelin, which is similar to the Goodyear Blimp.

On October 23, all EPJ Chemistry and Physical Science students will be celebrating Mole Day! This internationally-recognized holiday celebrates the mole and its contributions to the field of science. We will be celebrating the holiday in great fashion with games, treats, and fun! Stay tuned to the next newsletter for details!

2007-08 Yearbook Planning Underway

by Katie Fesler, 6-12 Art/Desktop Publishing/Yearbook Advisor

Work has already begun in the desktop class in planning the 2007-08 yearbook. Students have chosen a theme, discussed unification, planned page titles and layouts, and are always looking at ways to improve from the year before. Last year we had a goal of getting every willing student in the yearbook at least twice, and we are striving for the same this year. We are working on more unique layouts, fewer errors, a larger variety of students, and exciting pictures. Students have several pages per deadline and complete the process including all pictures, captions, and stories from start to finish with little help from me.

The pages for the yearbook are created on their computers and submitted electronically. They work on photography skills and photo editing with Photoshop. They are also using team working skills in working under an editor and in a staff-like environment. Students are even involved with the marketing of the book. They create posters to put up at school and letters to send to sponsors. It is the support of our sponsors and our school district that allows us to keep our books as one of the cheapest in the area. If you or your student would like a copy of last year's book "Behind the Scenes," please contact me at Kathleen.Fesler@k12.sd.us. Pre-sales for next year's book (at a \$5 discount) will begin early second semester, so be watching announcements! My yearbook staff of Kirsten Schaffer, Kreighton Stokely, Linley McInerney, Kelsie Paulsen, Nathan Harding, and myself thank you for your support!



EPJ "Little Huskies" Cheer Clinic . . . by Jodi Zeller, Cheerleading Advisor

On Tuesday, October 2, the EPJ football, basketball, and wrestling cheerleaders held a clinic for students in jr. kindergarten through 6th grade. We had a total of 70 elementary students attend the clinic. During our time together, the cheerleaders shared a snack with the young girls, taught them numerous chants and cheers, and had a great time getting



fired up for Husky activities. Using what they learned, the "Little Huskies" performed during the second quarter of the high school football game on October 5. Thank you to all Little Husky cheerleaders and their parents for your great enthusiasm and excitement for EPJ activities.



Breakfast of Champions Homecoming . . . by Roger Smith, High School Student Council Advisor



The Elk Point-Jefferson homecoming took place during the week of September 17-22. This year's theme was Breakfast of Champions. The designated days for the week included: Monday – 80's/Punk Rock Day; Tuesday – Roll Out of Bed Day; Wednesday – Halloween Day; Thursday – Class Color Day; and Friday – Spirit Day.

Homecoming began on Monday night with coronation. Members of the vocal and band departments provided music for the evening. Sara Peasley presented a flute solo. Mistress of ceremonies Amanda Chicoine

introduced this year's royal court. Freshmen attendants were Emily Zeller and Jackson Yates. Sophomore attendants were Shelby Larsen and Adam Trudeau. Junior attendants were Molly Hammitt, Ashley Zeller, Chris Hasenbank, and Nick Hutcheson. Senior royalty included Anna Erickson, Linley McInerney, Mary Nebelsick, Annie Staum, Aaron Gill, Myles Larsen, Kale Nelson, and Adrian Ries. Aaron Gill and Annie Staum were crowned king and queen. Crown bearers and flower girls were Ellic Gant, Alec Johnson, Meghan Brewer, and Ally Nearman.

On Thursday, the student council sponsored a picnic in the park. The class tug-of-war tournament was held, and the senior class won for the fourth time in a row. A talent show was held in the middle school gym. Winners included Amanda Connelly, the Evolution of Dance group, Adrian Ries, and the senior boys' version of the Backstreet Boys.

The parade was held on Friday. Winners of the high school float contest included the junior class – 1st place, the freshman class – 2nd place, the sophomore class – 3rd place, and the senior class – 4th place. Middle school float winners were Mrs. Hayes' homeroom – 1st place, Mrs. Schutter's homeroom – 2nd place, and Mrs. Langle's homeroom – 3rd place. Community float winners were Load King – 1st place, Casey's – 2nd place, and the Prairie Estates Care Center – 3rd place.

On Friday night, a tailgate supper was sponsored by the after-prom committee. The Huskies defeated the Beresford Watchdogs 47-0. Following the football game, a fireworks display was presented.

The homecoming dance was held on Saturday night. Acoustix Entertainment provided the music.

Football Team Provides Excitement . . . by Scott Bruning, Head Football Coach



Even with a 2-4 record, the Elk Point-Jefferson Huskies football team has provided plenty of excitement. With one of their wins coming against the #1 ranked team at the time, two overtime losses and a one-point loss, all to ranked opponents, every game has definitely been keeping the fans in the seats. I have been really pleased with our performances so far. I know we would like to win those games, but the kids have played extremely hard each and every week.

With a schedule that has them playing a ranked opponent all but two weeks, Husky fans can be proud of how the boys have played. They have done a great job of learning new things every week and executing the game plan. Our defense has played very well throughout the year. So far this year the Huskies have played #1, #2, #4, #3, #5 ranked teams at some time and still have to play #1 ranked Garretson and a ranked Bon Homme.

The defense, which has played well and been consistent all year, has been led by the seniors on that unit. Bob Trudeau, Troy Turkleson, Sam Turner, Aaron Gill, and Zac Raker have provided great leadership and play on that side of the ball. Juniors Cody Braun, Bo Bruinsma, Chris Hasenbank, Kyle Limoges, Josh Gross, Nick Hutcheson and sophomore Ethan Sundleaf have also contributed greatly.

The offense has been getting better each week and keeps working hard to improve. Many of the same names on the defensive side of the ball are major contributors on offense but some of the other names that make the offense work are senior Jake Renken, juniors Cole Irwin and Troy Donnelly, and sophomore Collin Viereck.

The special teams have played very well and have been led by senior Jordan Patnaude. Jordan does a great job on every special team, from kick returner to being our snapper on those units. Also, the younger Huskies are getting their feet wet on these units.

We are looking forward to playing our last two games and feel like we are as good as any team in our class. All that needs to be done is work just a little bit smarter and learn to finish in our last two games so we can have an opportunity in the post season.

EPJ All Activities Booster Club Golf Tournament . . . by Jeff Zeller, Activities Director

The third annual All Activities Booster Club Golf Tournament was held on Saturday, August 11, 2007, at the Elk Point Country Club. \$3,600 was raised to help fund all of the activities of our students at EPJ. This event is designed to be a “kickoff” event to get the year started and to get everyone back in the Husky spirit as the new school year approaches. The tournament is made possible by generous donations from the following hole sponsors. Please thank them as they willingly gave to make this event possible. Elk Point-Jefferson School and the All Activities Booster Club genuinely appreciate their support of our students!

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The golf tournament featured a best ball format with four golfers on each team. Each golfer would hit each shot or putt and then the team would pick the best shot. In addition, each team had to follow special rules on four of the holes.

Hole #2 - Teamwork hole - Each player had only one shot for the hole.

Hole #4 - One Club hole - Each player could use only one club.

Hole #7 - Adversity hole - The team had to use the worst tee shot.

Hole #9 - Happy Gilmore hole - Each player had to putt with a hockey stick.

Sixteen teams and 64 golfers played 18 holes of golf. Following is a list of the teams:

Rich Hall Team	Truhe and Adema Team	Mark Turner Team
Connelly and Penfield Team	Chicoine and Schuh Team	Schaffer and Murphy Team
Wells and Fowler Team	Zeller, Hall, and Barnes Team	Johnson and Langford Team
Colt and Boone Team	Grassel and McInerney Team	Zeller and Clark Team
Glover and Kjose Team	McCreary and Bruning Team	Viereck, Hutch, and Huddy Team
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The winning score of 63 (9 under par) was shot by the Zeller, Hall, and Barnes Team. The members of the winning team were Jerry Zeller, Tim Zeller, Toni Hall, and Greg Barnes.

Thanks again to all of the hole sponsors and the players who made the tournament a success! **GO HUSKIES!**

7th and 8th Graders Wrap Up 2007 Volleyball Season . . . by Coaches Jeff Zeller and Mike Satter

The 7th and 8th grade girls finished their 2007 season on Friday, October 12. Twelve 7th grade girls and fifteen 8th grade girls participated in volleyball this year. The girls worked hard on the fundamentals of the game. They learned how to move, hustle, play defense, and mount a successful attack to put pressure on the opponent. They also worked on the individual skills of volleyball such as passing, setting, spiking, and serving.

The whole focus of this experience is to show the girls how good they can be if they communicate, work together, and support each other. Volleyball is such a “team” sport, and we will continue to build on that each year they play. Hard work, intensity, teamwork, and movement on the court are things that these girls really improved throughout the year. The 7th grade team finished the year with a 31-8 record while the 8th grade team finished with a 20-19 record.



Seventh grade players were Kelsey Abbey, Tatum Adema, Anna Chicoine, Caitlin Davis, Haylee Erickson, Shelby Harris, Katie Hutcherson, Lindsay Johnson, Hannah Klinkhammer, Kristen Rarrat, Audrey Truhe, and Katie Zeller. They were coached by Jeff Zeller.

Eighth grade players were Morgan Bertrand, Lexie Branson, Ashley Fejfar, Camille Fowler, Masha Fehr, Natalie Hoffman, Morgan Hueser, Tory McCreary, Mariah Meadows, Jessica Minor, Rheanna Schwaller, Ashlie Stepp, Shyanne Stokely, Sarah Tow, Paige Woods, and Mgr. Justine Brandt. They were coached by Mike Satter.



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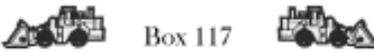
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