

SFSD

2014-15

Sioux Falls School District

Our Mission: "to educate and prepare each student to succeed in a changing world."



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EDUCATION FOR ALL.
ONE STUDENT AT A TIME.

EDUCATION FOR ALL.

Your Public Schools:

The Sioux Falls School District firmly believes each and every student is capable of excellence. It's been said that "not all students learn on the same day in the same way." That's why we're proud to offer students multiple pathways to achieve success. They deserve nothing but the best.

The Sioux Falls School District was established in 1871 and, by enrollment, is the largest in South Dakota. The District consists of approximately 80 square miles and is located primarily in Minnehaha County. Approximately 22,900 K-12 grade students are served along with another 1,300 income eligible preschool children in Head Start and Early Childhood.

The District has 25 elementary schools serving grades K-5. Elementary instruction emphasizes mastery of basic skills along with respect for one's self and others.

Five middle schools serve grades 6-8. Middle schools are designed to meet the academic, social, and emotional needs of early adolescents. The middle school format fosters a sense of community and cooperation while allowing plenty of opportunity for exploration, both in the academic setting and through participation in co-curricular activities.

Sioux Falls has three traditional public high schools serving grades 9-12. Lincoln, Roosevelt, and Washington High are known for producing academic scholars, world-class Fine & Performing Arts programs, and a full menu of extracurricular opportunities.

The District continues its commitment to the alternative Joe Foss Program at Axtell Park. We are proud to offer the Career and Technical Education Academy where formal education and career skills allow students to earn certifications and advanced education in various career fields. Sioux Falls New Technology High School offers a smaller learning community where students meet content standards through real-life scenarios and project-based learning.

Kids Inc., the District's state-licensed after-school program, combines a safe environment with learning and fun. Fee-based Learning Adventures Preschool is starting its second year with glowing recommendations from parents.

Outside of the traditional PreK-12 environment, your public schools offer hundreds of non-credit classes for all ages through Community Education.



Dear Sioux Falls School District Stakeholders,

Transformational. If I were allowed just one word to describe the learning that takes place in the hundreds of classrooms across the Sioux Falls School District each day, I would choose the word "transformational."

As Superintendent of the Sioux Falls Public Schools, it gives me great pride and hope for the future when, during my weekly classroom visits, I witness world-class teaching that is engaging students at a remarkably high level. Our top-notch educators and eager students achieve this rare harmony by taking guidance from our mission statement "to educate and prepare each student to succeed in a changing world."

Through our 1:1 Student Technology Initiative, laser-sharp focus on preparing students for both post-secondary and work aspirations, an emphasis on summer reading, and prioritizing student safety, the Sioux Falls Public Schools are transforming today's students into tomorrow's leaders.

Each of you are invited to witness the innovation, collaboration and communication that is transforming education in our public schools. We couldn't do it without our partnerships and our team of nearly 3,000 truly dedicated educational professionals who challenge our students to dig deeper into their own learning and quest for knowledge.

ONE STUDENT AT A TIME.



By the Numbers:

22,898
Projected
Fall '14
Enrollment

6,628
High
School
Students

3 Traditional
High Schools

5 Middle Schools

4,208
Staff
Members

293
Courses
Offered at
Traditional
High Schools

11,379
Elementary
Students

4,891
Middle
School
Students

24 HS Advanced
Placement Courses

25
Elementary
Schools

5 Specialized
Elementary
Programs

1 New Technology
High School

AP Pass Rate/ACT Scores:
Both higher than the state
and national averages

17,857
Meals Served
Daily in School
Cafeterias

1 Career and Technical
Education Academy

Accredited by the
SD Department
of Education

60 Languages
Spoken in the
Homes of Our Students

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in touch
in spired

Job Ready, College Ready, Future Focused

PHOTO: CTE Academy student hard at work.

Sioux Falls public and private schools are welcome to attend along with students from nine surrounding school districts.

Superintendent Pam Homan says, "The CTE Academy is a one-of-a-kind facility that offers relevant, hands-on training opportunities for tomorrow's leaders."

Beyond that, thanks to the foresight of SD Legislators, motivated students can now benefit from the dual enrollment option at any of the six state-run universities or four of the technical schools. This option allows students in their junior or senior years to earn both high school and post-secondary credit at the same time, with post-secondary credits at the much-reduced rate of \$40 per credit hour.

City and state leaders are taking notice of all that's going on in Sioux Falls Public Schools. Groups from the Sioux Falls Area Chamber of Commerce, Forward Sioux Falls, and the Sioux Falls Development Foundation have spent time learning about the facility and use it as a point-of-interest when recruiting businesses to relocate here.

As workforce needs change, so do the classes offered at CTE. New classes in computer programming and aviation have been added.

"We continually evaluate the programs we offer and tailor them in a way that best meets the needs of our students and our business community," says CTE Academy Principal Jim Kayl. "We began this venture with community partners at outside every step of the way. We listen to their employment needs and respond by teaching students the hard and soft skills they're looking for in their next employees. Sioux Falls has a great thing going with this model."

When we say we live and breathe our mission statement, we truly mean it. The CTE Academy is one shining example of your schools' dedication and commitment "to educate and prepare each student to succeed in a changing world."

Workforce development has always been a hot topic in Sioux Falls and the greater state of South Dakota. But, because this area enjoys one of the lowest unemployment rates in the country, businesses looking to hire are in a tight spot with not enough qualified applicants.

The issue is getting to be so dire state leaders created South Dakota WINS, a workforce development program that calls on government, education, and business leaders to grow the economy by ramping up training opportunities for people who already call South Dakota home.

Sioux Falls Public Schools were leading this charge well before the initiative began by opening the Career and Technical Education Academy in 2010. The goal of the CTE Academy is to provide career-specific education and training to high schools students – allowing them to explore career possibilities without having to first invest in a college program they may or may not enjoy.

The CTE Academy trains about 850 students in career fields such as culinary arts, auto body repair, construction, welding, media production, health and human services, finance, biomedical science, and engineering. Students from all

Want to make a difference? Join the SFSD Team TODAY!

Each and every day, more than 3,000 individuals dedicate themselves to delivering on our mission "to educate and prepare each student to succeed in a changing world." We would be honored to have you join us! Go to our website: sf.k12.sd.us and click on "Employment" to view available jobs and complete the online application process or find job openings on the SFSD App. We hire the highest quality applicants for various positions year-round!



PHOTOS: Volunteers from Citi spend time with LBA students.

Community Partnerships

Sometimes in small communities, the local school is spoken of as the heart of the town. In Sioux Falls, the community is at the heart of our schools.

We couldn't do what we do every day – educate and prepare each student to succeed in a changing world – without safety and security. Our partnerships with Sioux Falls Fire Rescue and the Sioux Falls Police Department are not only keeping students safe throughout their time with us, but is also keeping law enforcement educated on how to react in any dangerous situation. It's a partnership that is the envy of many communities around the nation.

Each year, hundreds of mentors choose to make a difference in the lives of students who may need a caring adult to keep them accountable and let them know they are cared for. Business leaders are invited in to teach students of all ages about finance and communities through Junior Achievement. Many of our schools enjoy partnerships with businesses that benefit kids by adding supplies to the school or by filling needs with volunteers.

Every time you open a playbill at a high school performance or look at the program at a basketball game, you see sponsors of our events and students.

The Education Foundation raises money for teacher projects that cannot be funded by tax dollars. Businesses like Citi, Midland National Life, and DocuTAP annually sponsor summer internships for Academy of Finance students. Local health care providers welcome students to shadow doctors and nurses. Athletic trainers from Sanford and Avera keep our students healthy, businesses sponsor programs at our Career and Technical Education Academy to make them as relevant and up-to-date as possible for students, and the list goes on and on.

But community involvement starts and ends with our parents, who do everything from staff concession stands and organize field days, to host graduation parties and raise funds for new weight rooms. Marching band trips, classroom parties, and even field trips might not be possible without the full and incredible support we receive from the Sioux Falls community.

Our students are the winners of these partnerships. Thank you for working with us to give our students the best we can offer, together.

Questions, concerns or suggestions?

Let's Talk!

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PARENTLINK™

SCHOOL ANNOUNCEMENT:

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PHOTO: Edison welcomes two new programs in Fall '14.

Honors & Spanish Immersion at Edison

Multiple pathways for student success and parent/student choice are cornerstones of the Sioux Falls School District.

Our individual approach to meeting the needs of all students, our vast course offerings, and the many programs in which students can participate emphasize our desire to provide the best education possible for our students.

At the elementary level, some parents choose to enroll their student in one of our five specialized elementary schools to pursue a particular interest, hone a natural gift, or broaden cultural understanding.

At high school, our students can obtain industry certification to immediately find quality jobs after graduation or earn a semester's worth of college credits even before they get their diploma. But what about in the meantime?

Hundreds of exceptional elementary

students in our Challenge Center and in Gifted Education programs throughout Sioux Falls already had the option of taking accelerated courses in middle school. It was already possible to earn high school credit, in some cases, while continuing in Gifted Ed at their middle school. But was it enough?

Our growing Spanish Immersion program continued to gain popularity, but how would students with such a firm grasp on the language continue to build their skills in middle school? And how would Rosa Parks Global Studies students who have spent 15 minutes each school day since Kindergarten acquiring the language continue their learning?

The District has answers to all of the above.

•For the Global Studies students who move from Rosa Parks Elementary to middle school, their Spanish instruction can continue in middle school in the form of an encore, or choice, class at either Whittier or Patrick Henry Middle

School. By the time they are 8th graders, they can decide to take a high school-level Spanish course for credit.

•Spanish Immersion students entering middle school will do so at Edison Middle School, and continue to get part of their core class instruction in Spanish each day, further developing the language, while learning the same content standards as every other student.

•Some of our brightest students will also attend Edison Middle School to be enrolled in the Honors program. The Sioux Falls School District will offer to students with exceptionally high academic and intellectual ability a challenging, accelerated, integrated, and enriched curriculum in the core subjects.

When the Sioux Falls School District commits to a program it commits to the future of that program so students are guaranteed the best experience possible. Learn more about these programs by visiting our website:

www.sf.k12.sd.us

Summer Reading:

A New Norm

Summer slide. You may have heard this term used to describe what happens when students “check out” for summer vacation. It seems when the final bell rings and routine reading is no longer required, students – especially those from disadvantaged and middle income families – lack engaging reading material and experiences that continue to expand their minds.

The Sioux Falls School District, in partnership with other reading advocates like the Siouxland Public Libraries, the South Dakota Humanities Council and with support from local media outlets, built a summer reading initiative to keep students on track.

“For years we’ve wondered what we could do combat the summer slide,” says Coordinator of the District’s Libraries Ann Smith. “Literacy professor Richard Allington actually suggests that previous educational reform initiatives have ignored the simple step of ensuring that all students have easy access to engaging and cognitively appropriate books throughout the summer. With help, we are remedying that problem.”

The District is leading the reading campaign by producing public service announcements that will air on local media. Tutors for struggling readers are branching out from the main branch of the public library to the Prairie West branch, Laura B. Anderson, Terry Redlin, and Hayward Elementary Schools. Middle and high school students left for summer vacation with a required reading list and school libraries operated

summer hours. Book drives in the community sent books home with students from selected elementary schools. A visit from author Kate DiCamillo in September is the icing on the cake.

“Building a culture and expectation for summer reading will take time and commitment from all stakeholders - educators, students, parents and community members,” says Smith. “But, I’m confident that every effort we put forth to encourage our students to read will reward our city, state and nation in the future.”



PHOTO: Schools are taking an active role in reducing the summer reading slide.

iPads Inform

Phase II of the 1:1 Student Technology Initiative is about to get off the ground with the infusion of thousands of iPads into K-2 classrooms.

After successfully launching 18,000 Chromebooks for 3rd-12th graders last year, the District is dedicating seven iPads for each primary classroom and their teacher this year.

The large screen, intuitive interface, touch controls, and inherent hands-on nature of the device have already been engaging a smaller number

of young students in math lessons, helping them learn reading skills, or in some cases, offering an incentive to achieve another success.

The deployment of more devices helps a greater number of students reach their potential. In elementary classrooms, differentiation is often achieved through learning centers as students work in small groups and instruction is crafted to meet the needs of each student. There are well-documented benefits to using technology to support learning in this way. However, our education

experts understand a healthy balance can only be achieved by using technology as one tool and not the only tool for learning.

iPad training for teachers helps them learn the most effective ways to manage the devices while a tech-savvy colleague has been identified in each building to address questions and offer guidance.

Preparing each student to succeed in a changing world is a big job. But, it's a task we're up to taking.



Susan B. Anthony



Winona Axtell Lyon



George McGovern

Failure Impossible at **Susan B. Anthony**

Mission Continues at **Axtell Park Building**



McGovern Eagles Prepare to "Take Flight"



Caution tape, construction cones, and heavy equipment are familiar sights around many Sioux Falls Public Schools during the summer. With approximately 26 projects to improve student safety, accommodate increased enrollment, and meet program needs, there is no rest for the District's Operational Services crew which support local contractors.

Three of the largest and perhaps most noticeable projects are the construction of the \$10 million Susan B. Anthony Elementary in central Sioux Falls, renovations of the existing Axtell Park Building, and the opening of George McGovern Middle School.

Susan B. Anthony Elementary is slated to open in Fall 2015 and will house students currently assigned to Mark Twain and Longfellow. Those buildings - among the oldest in the District - would have required substantial and costly renovations with little assurance of how long the structures might last.

Also in the heart of the city, the Axtell Park Building is being transformed from a middle school into a central location for the District's behavior programs and the alternative school. Programs like FLEX, Structured Teach, Joe Foss, and the truancy day program were previously scattered throughout Sioux Falls. Having them under one roof will

maximize services and efficiencies to fulfill the District's pledge to be good stewards of taxpayer dollars.

Former Axtell Park students become McGovern Eagles and soar into the 2014-15 school year at the new middle school in northwest Sioux Falls. The school sits on a plat of land that will likely include an elementary school in the future. A new fire station is going up to serve the increasing number of homes popping up on the edge of Sioux Falls.

If construction is one measure of progress, then your Sioux Falls Public Schools are leading the way and ensuring tomorrow's students have what they need to succeed.

Learning Adventures Preschool At Harvey Dunn



Brain research shows the most significant learning occurs between the ages of 3 and 5. The experiences collected in these formative years will shape a child's future success. That's why the District is proud to offer Learning Adventures Preschool at Harvey Dunn Elementary.

Certified teachers lead little learners in early math and reading, science exploration, music and fine and gross motor skills, among other things. This fee-based program received rave reviews from parents last school year, with 100% of those who responded to a survey rating their experience as "Excellent."

If you're looking for a high-quality preschool that will help prepare your child for Kindergarten, call for a tour. Visit our classroom. We love to make new friends!

Call (605)371-4120 to learn more about this fun and academically enriching opportunity.

Energy Star & Storm Safe



While the District most enjoys sharing student successes, it's equally important to note what collectively is being achieved by our nearly 3,000 staff members.

With true dedication and hard work by our staff, all 35 of our schools received the Energy Star Certification from the US Environmental Protection Agency. The award - marked by that recognizable sticker you see on everything from appliances to light bulbs to insulation - means that each of our school buildings performs in the top 25% of similar facilities nationwide for energy efficiency and meets strict performance levels set by the EPA.

And, because of our relentless commitment to student safety, the National Weather Service has also recognized the District as having the only Storm Ready Schools in South Dakota. This distinction means we have a working emergency plan, regularly practice it, and we are trained to respond with live-saving techniques.

We're not just committed to the highest quality teaching. We're committed to being good stewards in our community.

Student Safety



Sometimes when an idea comes to fruition, there is a celebration. Other times, there is a sigh of relief.

In 2008, the Sioux Falls School District began a massive project: making each of our schools safer. Every one of our buildings was toured and evaluated, not only by the District personnel who know them best, but with the fresh eyes and keen perspective of Sioux Falls emergency professionals who lent their expertise to the cause. Using the findings, and drawing upon the best practices and suggestions from other Districts and institutions nation-wide, the work began.

Using Federal grants and reallocating tax dollars to this crucial endeavor, every one of our students begin school this fall in a facility with the best access control measures possible without turning our schools into daunting fortresses. By striking a reasonable balance, we can keep students safe while still welcoming the parents, volunteers, mentors, and guests who make learning meaningful for our kids.

These changes may mean that it takes a little longer for parents to get into their school building this year. But it could also mean keeping someone who doesn't belong there out.

Do Something For Yourself!



Where can you learn to cook Italian dishes from a real, true Italian? Begin your genealogy research with support? Shoot bow with your girlfriends? Or learn to turn a lathe to make a woodcarving? Your one-stop shop for all things education and adventure is Community Education!

The Sioux Falls School District's mission is "to educate and prepare each student to succeed in a changing world." But, by students, we don't just mean those in K-12th grade. Community Education offers educational enhancement for everyone from age 3 to 103! While the program has been in existence since the mid-60s, there is nothing traditional about our classes! Today's "students" are finding classes to re-energize their lives!

Think you're "too cool for school?" Then you haven't taken one of our classes yet. Check us out NOW at comm.ed.sf.k12.sd.us. Watch for our fall and spring catalog of classes - Dive In, See the World!

A Clear Choice

Sioux Falls Public Schools “Rock!”

Each school year, more than 900 students open-enroll into the Sioux Falls School District from surrounding communities. The reasons for this are many. At the elementary level, many parents want their kids to be in a school closer to where they work or the daycare they use. Maybe they want to take advantage of one of our five Specialized Elementary programs, like Eugene Field Arts plus Academics or All City Elementary. Perhaps their student could benefit from our new Honors Program at Edison Middle School or our after-school programs are appealing. And in high school, the reasons are even more varied: tremendous class offerings, challenging Advanced Placement courses, our Career and Technical Education options like Project Lead the Way, our elite sports teams, debate teams, marching bands and choirs, the dozens of clubs and activities, and the support system in place to make learning successful.

While each story is unique, there are many common threads as to why families choose the Sioux Falls Public Schools. From the endless course options to the support offered through smaller learning communities, it is important to us that we meet the needs of each student - whatever those needs may be.

Tracy Johnson, Mical's Mom

Mical attended a small town school through her eighth grade year. We had always considered the Sioux Falls School District for her as they have so much more to offer. Her small school was a good school, with good educators and good administration. However, the things she was passionate about were not offered there. It was a very difficult decision because when you live in a small town, you always hear “the horrors of going to a big school.” You will be just a number, you won't be able to participate in anything, you won't know your classmates.

Mical's major criteria in selecting a new school were two-fold. She wanted to play high school tennis, and she wanted to go to a school that had a lot of diversity. She thought Washington would be a good fit for her and we are very happy with her decision. Washington's administrators are fantastic, and they do everything they can to encourage involvement with other students, with supporting your school, and participating in extra-curricular activities. They go the extra mile to make sure students can play in that basketball game and sing in choir. They really encourage a “one for all and all for one” philosophy. Her education has been excellent and her teachers have all been awesome!! She has been able to take accelerated and AP classes, plays tennis and run track, sing in the choir, and is on the student council. I would encourage any student to go to Washington.



PHOTO: Tracy & Mical Johnson

Mical Johnson, WHS Student

I was nervous and did not know what to expect when I first went to Washington. I did not know anyone. From the first day I got there, the teachers were very kind to me and encouraged me to be involved. I never felt like just a number. I love the school spirit of Washington! The student sections at games rock!! I love that I can still be in lots of activities, similar to my prior school experience. I love the diversity. I love walking in the halls and hearing different languages. My education has been great. If I ever needed help and my teacher wasn't there, they have help rooms. The teachers know you as a person and not as one of their 100 students. They are interested in what you are doing outside of school. I like how the school keeps everyone in the loop via the WHS Now. I feel very lucky that I chose to be a Washington Warrior. I left a good school not being sure of my decision, but almost upon my arrival I knew it was the best choice for me. Ain't no nation like Warrior Nation!!

Anne Sullivan

3701 E. 3rd St. • 367-6084
Dr. Kirk Zeeck, Principal



Enrollment: 552
Community Center: Kenny Anderson

Cleveland

1000 S. Edward Dr. • 367-6150
Anne Williams, Principal



Enrollment: 548

Discovery

1506 S. Discovery Ave. • 362-3530
Lois Running, Principal



Enrollment: 719

Eugene Field A+

501 S. Highland Ave. • 367-6160
Ann Marie Davis, Principal



Enrollment: 347

Garfield/Challenge Center

2421 W. 15th St. • 367-6180
Lynn Gillette, Principal



Garfield Enrollment: 344
Challenge Center: 175
Community Center: Oyate

Harvey Dunn

2400 S. Bahnson Ave. • 371-4120
Teresa Boysen, Principal



Enrollment: 562
Community Ctr: Morningside
Learning Adventures Preschool

Hawthorne

601 N. Spring Ave. • 367-4580
Dr. June Gaston, Principal



Enrollment: 437

Hayward

400 N. Valley View Rd. • 367-4590
Kiersta Machacek, Principal



Enrollment: 671
Community Center: MariCar

Horace Mann

1401 E. 26th St. • 367-6190
Tara Eckstaine, Principal



Enrollment: 148

Jane Addams

2511 W. Brookings Ave. • 367-6120
Jane Hannemann, Principal



All City Enrollment: 145
Elementary Immersion: 110

Jefferson

1610 S. Lake Ave. • 367-4530
Teresa Luecke, Principal



Enrollment: 236

John F. Kennedy

4501 S. Holbrook Ave. • 362-2784
Patricia Vincent, Principal



Enrollment: 654

John Harris

3501 E. 49th St. • 371-4111
Nancy Hagen, Principal



Enrollment: 650

Laura B. Anderson

600 N. Wayland Ave. • 367-6130
Jayne Zielenski, Principal



Enrollment: 343

Laura Wilder

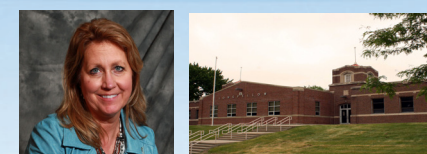
2300 S. Lyndale Ave. • 367-4570
Nancy Krueger, Principal



Enrollment: 466

Longfellow

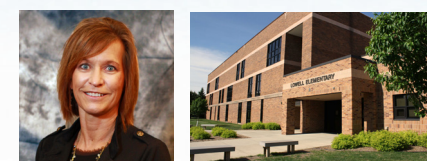
1116 S. 4th Ave. • 367-4550
Marie Rickert, Principal



Enrollment: 282

Lowell MST

710 W. 18th St. • 367-8378
Diane Kennedy, Principal



Enrollment: 436

Mark Twain

315 W. 27th St. • 367-4560
Marie Rickert, Principal



Enrollment: 244

*All enrollments listed a "projected enrollments." The official count for state funding is done on the last Friday every September.

Oscar Howe

2801 Valley View Rd. • 362-2752
Larry Larsen, Principal



Enrollment: 643
Community Center: Kuehn

K-5 Spanish Immersion

Rosa Parks, Robert Frost
East & West Campus • 367-4671
Tracy Vik, Principal



Enrollment: 412

Lincoln High

2900 S. Cliff Ave. • 367-7990
Valerie Fox, Principal
Jim Dorman, Lance Lutjens, Don Ryswyk, Asst. Prin.



Enrollment: 1,790
School Hours: 8:20 AM to 3:15 PM

Renberg

47260 258th St., Renner • 543-5273
Patricia Pannell, Principal



Enrollment: 193

Edison Middle School

2101 S. West Ave. • 367-7643
Steve Griffith, Principal



Enrollment: 862

Roosevelt High

6600 W. 41st St. • 362-2860
Tim Hazlett, Principal
Mark Hofer, Preston Kooima, Casey Meile, Asst. Prin.



Enrollment: 1,978
School Hours: 8:10 AM to 3:05 PM

R. F. Pettigrew

7900 W. 53rd St. • 362-3560
Kevin Dick, Principal



Enrollment: 747

McGovern Middle School

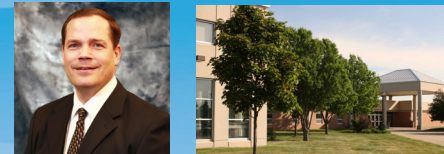
6221 W. Maple St. • 367-4440
LaVonna Emanuel, Principal



Enrollment: 695

Washington High

501 N. Sycamore Ave. • 367-7970
Jamie Nold, Principal
Dan Conrad, Nate Malchow, Cheryl O'Brien, Asst. Prin.



Enrollment: 1,831
School Hours: 8:10 AM to 3:05 PM

Robert Frost

3101 S. 4th Ave. • 367-6170
Colleen Werner, Principal



Enrollment: 415 (+138 Spanish Immersion counted in SI numbers)

Memorial Middle School

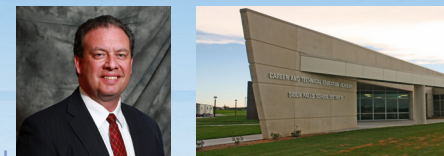
1401 S. Sertoma Ave. • 362-2785
Carrie Aaron, Principal



Enrollment: 1,205

Career and Technical Education Academy

4700 W. Career Cir. • 367-5504
Jim Kayl, Principal



Enrollment: 875 (includes out-of-district students)
School Hours: 7:30 AM to 3:00 PM

Rosa Parks

5701 E. Red Oak Dr. • 371-4170
Jeff Sheets, Principal



Enrollment: 369 (+274 Spanish Immersion counted in SI numbers)

Patrick Henry Middle School

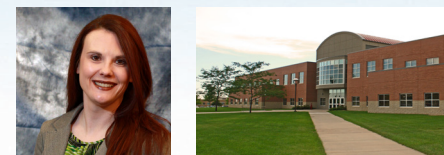
2200 S. Fifth Ave. • 367-7639
Darryl Walker, Principal



Enrollment: 1,136

New Technology High

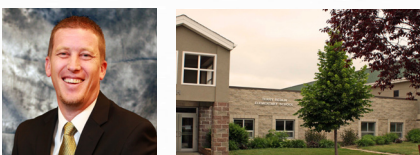
2205 N. Career Ave. • 367-5850
Dolly Ellwein, Principal



Enrollment: 284
School Hours: 7:40 AM to 2:40 PM

Terry Redlin

1721 E. Austin St. • 367-6140
Mitch Sheaffer, Principal



Enrollment: 466

Whittier Middle School

930 E. 6th St. • 367-7620
Twaine Fink, Principal



Enrollment: 929

Axtell Park

201 N. West Ave. • 367-7647
Erica Paladino-Hazlett, Supvr. - At-Risk Programs
Dan Pansch, Principal - Joe Foss at Axtell



Enrollment: 120
Joe Foss Enrollment: 395

SOCCER GOALS

Soccer Provides More Opportunities for Student Engagement

If you ask students and parents why they choose the Sioux Falls School District, many answer, "Because of all the opportunities." For many students, those opportunities just got even better.

The 2014-15 school year will be the first with soccer as a sanctioned sport in Sioux Falls' public schools. For years, the most popular sport in the world has increasingly gained a following in Sioux Falls, with hundreds of students playing the sport through clubs and on traveling teams year round.

Now, Lincoln, Roosevelt, and Washington will each have their own school teams.

"It's an exciting time to be a student athlete in Sioux Falls," says Physical Education and Athletic Coordinator Mark Meile. "There have never been more chances for more students to be involved in a sport that they love."

At the same time the District was looking at the growing popularity of the sport, there was also a need to try to engage a large population of students from around the world.

"Our older English Language Learners, our immigrant and refugee students, have limited opportunities to get involved at school," says Washington High School Principal Jamie Nold. "Many come to us at 15 or 16 years old without previously having had the opportunity to learn

how to play an instrument or shoot a basketball. But soccer? Soccer seems to be one of those universal activities that transcends language barriers. No matter what country you come from you know soccer. We encourage all our students to get as involved as possible in activities at school – this opens another doorway to make that happen."

The shift is not without challenges. Finding other sanctioned teams to play in the first few years could be challenging. And adding any program means some additional costs. But the Sioux Falls School Board was "game" to meet the needs of the students we serve.

"For students, for parents, for fans of the sport, and for schools, this is the next natural step into the future," says Meile.

NOTICE: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTIFICATION

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are: (1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notification of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. This does not include the right to request a change to any specific grade.

Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information (PII) in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the School Board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, a parent, student, or other volunteer assisting another school official in performing his or her tasks; or a service provider or vendor providing the District with online educational services or applications. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks to enroll if the disclosure is for the purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202

NOTICE: DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" (information that is generally not considered harmful or an invasion of privacy if released, without written consent), unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information in certain school publications. Directory information may also be provided to outside organizations. The District classifies and identifies directory information as follows:

A. Directory Information for Use in School Publications:

The District designates the following as directory information for use by the District in school publications without prior parental written consent:

1. Student's name;
2. Grade level;
3. Student's participation in officially recognized activities or sports;
4. Weight and height of athletes;
5. Honors, awards, and degrees;
6. Information which denotes accomplishments and achievements;
7. Individual and group photographs;
8. Dates of attendance;
9. School attending; and
10. Parent/Guardian name.

Examples of the use of the above information in school publications by the District include, but are not limited to: class rosters posted inside school buildings; a program showing a student's role in a music or drama production; the annual yearbook; school newspaper; honor roll or other recognition lists; graduation programs; and sports activity programs, such as for wrestling, showing weight and height of team members.

B. Directory Information for Student Contact Lists and Public Requests (Outside Organizations):

The District designates the following as additional directory information that may be disclosed by the District without prior written parental consent to outside organizations:

1. Student's name;
2. Address;
3. Telephone number;
4. School attending; and
5. Grade level.

Examples of the use of this additional directory information include, but are not limited to: use in a parent/student contact list (e.g. buzz book, school telephone directory, school contact list); providing information, upon request, to individuals, groups or organizations outside of school (e.g. parent groups [booster groups, PTA], outside

organizations serving youth, companies that manufacture class rings or supply graduation items, photographers).

Upon directory information from either category A or B being made public by the District (e.g. a program distributed at school event or information provided to manufacturer of class rings), that specific information, unless excluded by law, may fall within the definition of a public record and be accessible to the citizens of South Dakota in accordance with South Dakota's open record laws.

RIGHT OF PARENT/GUARDIAN OR ELIGIBLE STUDENT TO OPT-OUT OF DISCLOSURE OF DIRECTORY INFORMATION

The District will disclose the above identified directory information without written consent unless a parent or an eligible student "opts-out." Parents or an eligible student may elect to "opt-out" of one or both categories of directory information (Directory Information for Use in School Publications and/or Directory Information for Student Contact Lists and Public Requests (Outside Organizations)). Any such "opt-out" must be made, in writing, to the building principal within fifteen 15 days after the notice is given.

NOTICE: PROTECTION OF PUPIL RIGHTS AMENDMENT AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES ANNUAL NOTIFICATION

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of—*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• *Inspect, upon request and before administration or use—*

1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.
- These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has adopted a procedure regarding the above rights and to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. The District will directly notify, through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her student out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.

• Administration of any protected information survey not funded in whole or in part by ED.

• Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., SW, Washington, DC 20202.

NOTICE: SECTION 504 OF THE REHABILITATION ACT OF 1973 DISABILITY DISCRIMINATION IN PROGRAMS/SERVICES

Section 504 of the Rehabilitation Act of 1973 (Section 504) is designed to eliminate discrimination on the basis of disability and requires that qualified individuals be provided equal access to educational programs and services. Policy AC/AC-R, Equal Opportunity/Nondiscrimination, prohibits discrimination based upon disability. A complaint relating to discrimination based on disability may be filed by a student, parent/guardian, employee or other citizen when it is felt that a violation has occurred. Complaints of disability discrimination are filed with: Section 504 Coordinator; Supervisor of Health Services, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.

Policy and Regulation AC/AC-R set forth below outlines the complaint procedures for complaints related to discrimination based upon disability and can be found on the District's website at www.sf.k12.sd.us or can be obtained from any school office.

ACCESS Persons with disabilities may contact the building principal or site administrator at least 72 hours before the event to obtain reasonable accommodations needed to participate in District programs or activities. If the principal or site administrator is unable to address the request, concerns should be referred to: *Section 504 Coordinator: (Discrimination based on Disability); Supervisor of Health Services. 201 E. 38th St.; Sioux Falls, SD 57105-5898; Ph. (605)367-7933.

STUDENTS Policy/Regulation KED/KED-R, Concerns and Complaints about Educational Programs for Students with Disabilities or Students with Substantially Limiting Health Conditions, outlines the District's procedure relating to the identification, evaluation or educational placement of a student under Section 504. Concerns/Complaints relating to the identification, evaluation or educational placement of a student under Section 504 should be referred to the District's Section 504 Coordinator - Supervisor of Health Services. 201 East 38th St.; Sioux Falls, SD 57105-5898; Ph. (605)367-7933.

PARENTAL RIGHTS You have the right to: (1) Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability; (2) Have your child educated in facilities and receive services comparable to those provided nondisabled students; (3) Have your child have an equal opportunity to participate in nonacademic and extracurricular activities provided by the District; (4) Receive notice with respect to the identification, evaluation or placement (including a substantial change in placement) of your child; (5) Have the identification, evaluation and placement decisions based upon a variety of information sources and by persons who know the student, the evaluation data, and placement options; (6) Have your child receive appropriate educational and related services when eligible and necessary under Section 504; (7) Examine all relevant records relating to decisions regarding your child's educational records, including records related to the identification, evaluation, educational program and placement; (8) Request a review of a Section 504 Team decision relating to the evaluation, educational program and placement (including any substantial change in placement) of your child; (9) Request an impartial due process hearing relating to the evaluation, educational and placement decisions (including any substantial change in placement); (10) Appeal the decision of the impartial hearing officer to a court of competent jurisdiction; (11) Have the District advise you of these rights under the federal law.

The Sioux Falls School District must identify and evaluate students who may be eligible for services under Section 504 due to the following conditions:

1. A physical or mental impairment that substantially limits one or more major life activities (which includes major bodily functions); or
2. A record of having an impairment that substantially limits one or more major life activities; or
3. An impairment that substantially limits one or more major life activities.

The District will provide prior written notice to parents before initiating or changing or refusing to initiate or change the identification, evaluation or educational placement of a student under Section 504. Parent consent is required for all initial evaluations.

REVIEW AND IMPARTIAL HEARING PROCEDURE

The parent of a child with a disability who disagrees with any decision regarding the identification, evaluation or educational placement of a student by the 504 Team may request a review by the District's Section 504 Coordinator – Supervisor of Health Services or file a Due Process Complaint. If the issues are not resolved after the review by the Section 504 Coordinator, a parent may file a Due Process Complaint. Prior to the initiation of a Due Process Hearing, the Section 504 Coordinator will offer to convene a meeting with the parents and the relevant member or members of the 504 Team and a representative of the District who has decision-making authority on behalf of the District. The purpose of the meeting is for the parents to discuss their Due Process Complaint and the facts that form the basis of the Complaint so that the District has the opportunity to resolve the dispute. If the issues raised in the Due Process Complaint are not resolved to the satisfaction of the parent within 30 days of the receipt of the Due Process Complaint, a Due Process Hearing will be scheduled. An impartial Hearing Officer will be retained to conduct a hearing. Any party to a hearing has the right to:

1. Be accompanied and advised by counsel - neither party has the right to be represented by a nonattorney at a hearing;
2. Present evidence and confront, cross-examine, and compel the attendance of witnesses;
3. Introduce evidence that has been disclosed to the other party at least 5 business days before the hearing;
4. Obtain a written, or, at the option of the parent, electronic, verbatim record of the hearing; and
5. Obtain written, or, at the option of the parents, electronic findings of fact and decisions.

A complete copy of Policy/Regulation KED/KED-R can be accessed at www.sf.k12.sd.us/schoolboard/policies or obtained from any school office.

Concerns and inquiries regarding Section 504 may be directed to the Office of Civil Rights, U.S. Dept. of Education, Kansas City Office, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. Ph. (816)268-0550; FAX# (816)823-1404, TTY# 1(877)521-2172; email OCR.KansasCity@ed.gov.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT: CHILD IDENTIFICATION

The District provides free, appropriate education for all children with disabilities from birth through age 21. Any eligible child within the jurisdiction of the District, including those enrolled in any public or private agency or school located in the District, should be referred to the Office of Special Services. Ph. (605)367-7689.

Documents for Public Inspection: The District is operating a project in compliance with the Individuals with Disabilities Education Act.

Any funding applications, evaluation, or reports required by the state for operation of the project are available for public inspection. Documents are maintained in the Special Services Office of the Instructional Planning Center, 201 East 38th St., and are available during business hours.

NOTICE OF NON-DISCRIMINATION – POLICY/REGULATION AC/AC-R

In an effort to provide a safe, respectful educational environment, the District prohibits discrimination in its policies, employment practices and programs on the basis of race, color, creed, religion, age, gender (including pregnancy), sexual orientation, disability, national origin or ancestry, military/veteran status, genetic information or any other category protected by law. In addition, the District shall not discriminate in the opportunities for students on the basis of parental status, marital status, or pregnancy, nor shall such students be excluded from any program or activity, including any class or any extracurricular activity. Prohibited acts of discrimination include racial, sexual, ethnic or other types of slurs, insults, intimidation, harassment and other conduct directed toward another person in accordance with Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 (discrimination based on disability); Title VI of the Civil Rights Act of 1964 (discrimination based on national origin or race); Title IX of the Education Amendments of 1972 (discrimination based on gender); and the Age Discrimination Act of 1975 (discrimination based on age.) Individuals with concerns or inquiries about discrimination are encouraged to attempt to resolve the concern informally by working with the administrator most directly involved in the situation. If resolution is not achieved, the following complaint procedure is available.

COMPLAINT PROCEDURE – RESOLUTION OF DISCRIMINATION COMPLAINTS

A complaint may be filed by a student, parent/guardian, employee or other citizen when it is felt that a violation of Policy AC-Nondiscrimination/Equal

Opportunity has occurred. Formal complaints are filed with: Discrimination based on disability: Section 504 Coordinator: Health Services Supervisor, 201 East 38th St., Sioux Falls, SD 57105-5898, Ph. (605)367-7933.

All other forms of discrimination: Civil Rights Officer: Assistant Superintendent of Human Resources and Legal Services, 201 East 38th St., Sioux Falls, SD 57105-5898 Ph. (605)367-5384.

- The Complaint Investigation Form should be completed by the person filing the complaint or the designated administrator. The form includes the following:
 - Complainant's name and address;
 - Date(s) of the incident(s);
 - Description of the incident(s);
 - Name(s) of the person(s) involved in the incident(s);
 - Name(s) of any witness(es) to the incident(s);
 - What action, if any, has been taken;
 - Requested resolution of the complaint.
- Signature of the complainant will be requested, but not required
- An investigation will be initiated. This investigation may be conducted by District officials or by a third party designated by the District. The investigating party shall provide a written report of the status of the investigation within ten (10) working days to the Superintendent and the Civil Rights Officer.
- If the complainant is not satisfied with the decision rendered by the designated administrator, he/she may appeal the decision to the Superintendent within ten (10) working days following receipt of the decision. The appeal must include the original Complaint Investigation Form, a copy of the decision from the designated administrator and a written statement as to a reason for the appeal.
- The Superintendent or designee will review the materials submitted, investigate the circumstances and respond in writing within fourteen

- (14) working days from the appeal. At the Superintendent's level, the appeal process may or may not include a conference with the parties involved.
- If the complainant is not satisfied with the decision rendered by the Superintendent, he/she may request a hearing in executive session with the School Board. The request for hearing must be submitted in writing within ten (10) working days through the Superintendent's Office. The hearing will be scheduled within thirty (30) working days from the request for hearing. The involved parties will be notified in writing of the date and time of the scheduled hearing.
- The School Board will render a decision in writing within ten (10) working days of the hearing.
- During the investigation all parties directly involved in the complaint may have legal or other representation. If any party elects to be represented at any step of the complaint procedure, the name of the representative must be declared in writing to the Civil Rights Officer within two (2) days of the filing of the complaint, notification of any investigation, or the filing of any appeal.

The District prohibits retaliation against any individual who reports a claim under this policy or participates in an investigation of any such claim.

Policy/Regulation AC/AC-R can be found on the District's website at www.sf.k12.sd.us or can be obtained from any school office or the Instructional Planning Center.

Concerns and inquiries regarding discrimination rights may be directed to the Kansas City Office, Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302. Ph. (816)268-0550; FAX# (816)823-1404, email OCR.KansasCityEd.gov.

District Information 2014-15 • www.sf.k12.sd.us

Most questions about the Sioux Falls Public Schools can and should be answered by your school principal. For more information about District-wide programs, please call the following offices:

General District Information	367-7900	English Language Learners/Migrant	367-4547
After School Program (Kids Inc.)	367-4424	Finance Office	367-7905
Athletics	367-7960	Fine & Performing Arts	367-7958
Attendance Area Information &		Head Start	367-7950
Bus Transportation	367-7276	Health Services	367-7926
Child Nutrition Services	367-7635	Human Resources/Employment	367-7661
Community Relations/Comm. Ed.	367-7999	Indian/Homeless Education	367-4282
Curriculum/Instruction	367-7943	KLRN-TV	367-7984
Elementary	367-7946	Relay Services for Hearing Impaired	Dial 711, then
Middle School	367-7871		desired number
High School	367-7947	Special Services	367-7689
Early Childhood Screening	367-8488		

2014-2015 School Calendar

August 2014	September 2014	October 2014	November 2014	December 2014																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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For more detailed calendars, including dates for activities, events, and parent teacher conferences, visit: www.sf.k12.sd.us.

Click on Events Calendars on the right-hand side of the home page.

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Sioux Falls School District
201 E. 38th St.
Sioux Falls, SD 57105-5898
605-367-7900 * Instructional Planning Center
www.sf.k12.sd.us

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83,000 copies of this annual report publication were printed at a cost of \$.08 each. Tax dollars were not used. Revenue generated by the District's Enterprise Fund covers printing and mailing costs.



sf.k12.sd.us

Our Vision:

It is the vision of the Sioux Falls School District to provide the opportunities and challenges for each student to succeed as a lifelong learner in a changing world. The District values a highly trained and committed workforce, continually evaluating and improving their own and student performance. The District recognizes its role as a key contributor to the social, civic, and economic foundation of this community. To achieve this vision, we must IGNITE the hearts and minds of our students, staff, families, the business community, and citizens.



Kent Alberty
President
334-9762

Todd Thoeke
Vice President
339-2809

Douglas C. Morrison
Member
371-0956

Kate Parker
Member
275-3497

Carly Reiter
Member
371-1770

A Message from the Board President:

Your Voice Matters

The 2014-15 school year marks the start of my eighth year serving on the Sioux Falls School Board. Just as when I was first elected, I remain committed to the principle that people come first.

Education must be a partnership. Strong relationships between students and teachers and between schools and parents are critical. In addition, public/private partnerships ensure a strong relationship between the schools and our stakeholders.

As you read earlier in this magazine, the public schools are second to none. The School Board and all district employees remain keenly focused on the mission "to educate and prepare each student to succeed in a changing world." We know that the only constant is change.

Our role as a board is to determine what is reasonable, practical, and desirable for our community. We can do that only through effective communication. To that end, we are continually enhancing opportunities to share information: time for public comment at School Board Meetings; our mass communication system that reminds parents/guardians of important events and informs them if an emergency arises; the District's app — available on iTunes and Google Play — providing the latest news, school events, School Board policies, and job opportunities within the school district; social media, such as Facebook and Twitter; and our cable access channel, KLRN-TV. A recently launched feature called "Let's Talk!" is available both on the app and on our website — sf.k12.sd.us. "Let's Talk!" encourages stakeholders to ask questions, voice concerns, and offer suggestions or comments.

I do hope you will accept this invitation to be informed about your public schools. Together we can do so much for our students as they move forward to succeed in a changing world.

Kent Alberty
School Board President



School Board meetings are held the second and fourth Monday of every month at the Instructional Planning Center, 201 E. 38th Street. If you wish to address the Board on a specific matter, you must sign in prior to the start of the meeting to state your intentions. Meetings are broadcast live on Midcontinent Cable Channel 20 or 595. Meeting replays are scheduled for 7pm the following Wednesday and Friday of the same week.