

**SIOUX FALLS SCHOOL BOARD**  
**August 25, 2025 1:00 PM**



**Nan Kelly**  
**President**

**Instructional Planning Center**  
**201 East 38<sup>th</sup> Street, Sioux Falls**

**Dr. James Nold**  
**Superintendent**

This agenda may also be viewed on the District's website: [www.sf.k12.sd.us](http://www.sf.k12.sd.us)

## **AGENDA**

1. Call to Order
2. Behavior Programming Report
  - A. Public Input on Behavior Programming Report
3. School Board Processes
  - A. Public Input on School Board Processes
4. District Priorities
  - A. Public Input on District Priorities
5. Upcoming Work Sessions
  - A. Public Input on Upcoming Work Sessions
6. Attendance Grant Report
  - A. Public Input on Attendance Grant Report
7. Legislative School Visits Discussion
  - A. Public Input on Legislative School Visits Discussion
8. School Visits by Board Members
  - A. Public Input on School Visits by Board Members
9. Adjournment



# District Behavior Supports

August 25, 2025



# Overview

- Review District Behavior Support Structure
  - Staffing and Roles
- District Behavior Team Goals
  - Enhance Staff Efficacy
  - Support Individual Students
  - Collaborate with School-Based Teams
- Behavior Systems in Schools
- Additional SFSD Programs
- Next Steps

# Staffing

- Behavior Facilitators
- Behavior Specialists
- PSI Teachers
- Board Certified Behavior Analysts (BCBA)



# Staffing

- Behavior Facilitators
  - 1-4 in Elementary schools
  - 2-6 in Secondary schools
- Behavior Specialists
  - 8 District Specialists
    - not including EC, HM, and AP
- PSI Teachers
  - 9 Elementary
  - 6 MS
  - 4 HS
- Board Certified Behavior Analysts (BCBA)
  - 11 District

# Behavior Facilitator

- Behavior Facilitator Role
  - Collect and analyze data
  - Support students proactively
  - Provide behavior support to classrooms
  - Support PBIS implementation
  - Implement individualized behavior intervention plans under the guidance of the specialist/BCBA

# Behavior Specialist

- Behavior Specialist role
  - Collect and analyze data
  - Support and guide Tier II interventions
  - Work with BCBAs to complete assessments and draft Behavior Intervention Plans
  - Model evidence-based practices for school-based staff

# PSI Teacher

- PSI Teacher role
  - Teach social skills to students, either individually or small group
  - Provide Tier II and Tier III interventions
  - Model and implement individual Behavior Intervention Plans
  - Collect and analyze data

# Board Certified Behavior Analyst

- BCBA role
  - Complete assessments - Functional Behavior Assessment (FBA), functional analysis, skill-based assessment for students with significant disabilities, etc.
  - Write individualized Behavior Intervention Plans (BIPs)
  - Analyze school-wide behavior information and data
  - Develop trainings and provide professional development to district staff
  - Clinically supervise behavior specialists in implementation of behavioral interventions
  - Provide guidance to district staff on evidence-based practices

# District Behavior Team

<u>BCBA/BS</u>	<u>BCBA/BS</u>	<u>BCBA/BS</u>	<u>BCBA/BS</u>	<u>BCBA/BS</u>	<u>BCBA/BS</u>
RHS	LHS	Hayward	Garfield	Anne Sullivan	Cleveland
JHS	WHS	JFK	Lowell	Hawthorne	Eugene Field
GMMS	BRMS	Discovery	Oscar Howe	John Harris	Harvey Dunn
MMS	PHMS	Renberg	Robert Frost	LBA	Terry Redlin
EMS	WMS	Jane Addams	Sonia Sotomayor	Rosa Parks	RF Pettigrew
<u>BCBA</u>		Marcella LeBeau			
BRMS RISE	<u>BCBA/BSs</u>		<u>BCBA/BSs</u>	<u>BCBA/BSs</u>	
GMMS RISE	Early Childhood		DBST	DBST	
MMS RISE			Horace Mann	APMS	
PHMS RISE			Structured Teach	APHS	
MS/HS Structured Teach				Community Campus	

# District Behavior Team Goals



Enhance staff self-efficacy for addressing students' challenging behaviors



Support individual students who require behavior interventions to succeed in school



Collaborate with school-based teams to develop and maintain evidence-based behavior systems

# Enhance Staff Efficacy

- Targeted PD for Behavior Intervention:

- Instruction on behavior science
- Tier 1 PBIS (District-wide)
- Behavior PLC's
- TEACCH Training
- Tier 2 PBIS (District-wide)
- Curriculum/Teaching (ARIS, AFLS, ABLLS-R, EFL, EOT)
- Restorative Practices
- Safety Care
- AIM Training

- Resources for Staff:

- Well-Managed Classrooms/BoysTown
- Data Systems: SWIS and Behavior Advantage
- District Behavior Supports and Guidance
- SPED Best Practices /Layers of Support
- Tier 1 Strategies Checklist
- Intervention Matching Tool
- RTI Tool

# Support Individual Students

- Interventions:

- Functional Behavior Assessment (FBA)
  - Functional Analysis
- PSI Classes/Curriculum
  - Behavior Academies, AIM, PEERS, etc.
- Restructure Secondary Alt. Programs
- Increased Tier 2 Interventions
  - Check-in, Check-out (CICO), Check & Connect, SAIG, etc.
- Engaged and On Task (EOT)

# Collaborate with School-Based Teams

- District Support and Coaching:
  - Support PBIS
  - District Behavior Systems Team Pilot (DBST)
  - Elementary Training Classrooms (RISE)
- Building Systems in School

# Systems in Schools

- Tier I
  - Tier I checklist
  - 2025-2026 PBIS Agenda
  - District Behavior Support Team (DBST)
- Tier II
  - Increased interventions (CICO, SAIGs, etc.)
  - consistent data collection systems (bi-weekly analysis)
  - fading of supports back to Tier I
  - intensification to Tier III
  - inclusion of Behavior Specialist and BCBA
- Tier III
  - Functional Behavior Assessment
  - individualized programming prior to out of building placement
  - inclusion of BCBA



# Additional SFSD Programs

- At times, students require further support
  - In District options
    - RISE
    - Bridges at Horace Mann
      - including Structured Teach
    - APMS
    - APHS
    - MS/HS Structured Teach
  - Out of District placements



# In-District Placements

- Goal is to increase skills and return to HAC
  - strive for connection with HAC
- Increased staffing
  - smaller class sizes
  - additional behavior support staff
- Increased opportunities for reinforcement and feedback
- Can occur via IEP team or Superintendent placement
- Increase capacity to decrease Out-of-District placement needs

# Next Steps

- Continue and expand DBST
- System development
- Ongoing training and coaching

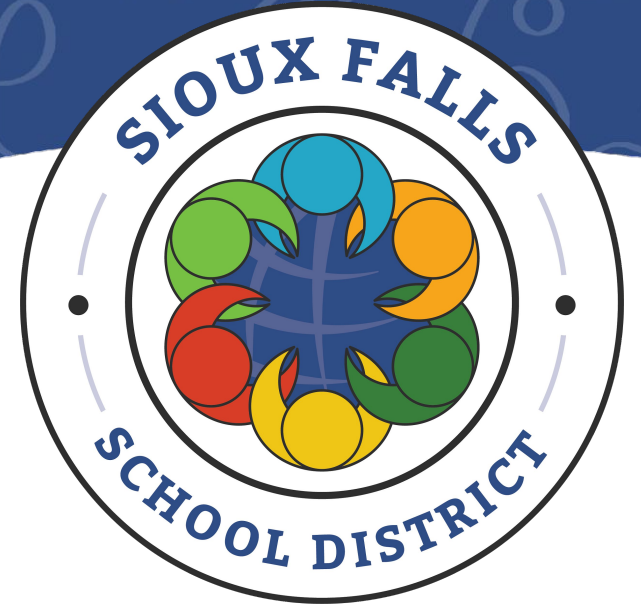
# Conclusion

- We know that when we provide teachers and staff the necessary training, resources, and support we can effectively educate and prepare each student to succeed in a changing world.

# 2025-26 District Priorities

Sioux Falls School District





# Academic Success

We believe excellent instruction is the key to high academic achievement for our students. Our tiered system of support is designed to deliver evidence-based instruction and data-informed interventions. By focusing on individual student needs, we promote growth and success for all.

# Academic Success Initiatives

- Assess Ongoing Academic Response To Intervention (RTI) Framework to Ensure Student Needs are Met
- Expand Learning Pathways/Opportunities to Support Future Readiness
- Prioritize Targeted Professional Development Aligned to District Priorities
- Refine and Support Proven Strategies for Teaching Reading Across PreK-12
- Support Academic Growth through Development of Rigorous Curriculum and High Expectations




# Academic Response to Intervention (RTI)

SFSD believes every student deserves instruction, and if necessary, interventions to support their success in every learning opportunity. RTI is our district's academic focus within a system-wide approach to ensure all students receive the instruction and interventions they need to succeed.

RTI is aligned with collaborative problem-solving teams and grounded in the use of timely, relevant data to inform instruction, intervention, and support.

Through the RTI process, educators address the academic needs of all SFSD students by identifying learning gaps early and responding with targeted, research-based interventions.

## **The Sioux Falls School District will:**

- Refine and implement the RTI Framework to strengthen Tier II and Tier III academic interventions, guided by a RTI team of central administrators, EL, SPED, and K-12 principals.
  - Enhance and utilize the data analytics tools such as the Data Viz Dashboards to support school-based problem-solving teams with timely, relevant information for identifying student needs and monitoring intervention effectiveness.
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# K-12 College & Career Readiness Skills

College and career readiness skills are essential for life beyond K–12. SFSD equips students with the tools and knowledge to succeed in college, careers, and a changing workforce.

## The Sioux Falls School District will:

- Investigate opportunities to increase CTE Academy enrollment by expanding access, awareness, and scheduling flexibility.
- Expand STEAM opportunities that prepare students to be innovative and creative problem-solvers in STEAM fields of study and work.
- Expand the middle school CLC programs at Ben Reifel, Whittier, and McGovern to increase student exposure to a variety of college and career pathways.
- Expand strategic partnerships and develop relevant student work-based experiences that prepare graduates for post-secondary and career success.
- Enhance the middle school Junior Achievement partnership to help students gain experience with securing employment, understanding finances, and exploring careers.
- Improve accessibility and usability of SFSD website to enhance high school course selection, dual credit awareness, and informed decision-making for students and families.

# Professional Learning

By prioritizing professional learning, we foster continuous growth through data-driven decisions to build the collective capacity of all SFSD staff. Our goal is to ensure every staff member has access to meaningful learning opportunities that contribute to an exceptional educational experience for every student.

## **The Sioux Falls School District will:**

- Provide growth opportunities to support future professional goals and aspirations of all employees.
  - Education Support Professional (ESP) to teacher development programs
  - Hospitality training for clerical and specialist staff
- Initiate a Fine Arts Advisory Committee to investigate professional learning opportunities.
- Investigate best practices related to K-12 balanced assessments.
- Develop strategies, tools, and staff capacity to support the 4-year Elevating Pre-K12 Literacy Grant.
- Support the transition to a decentralized elementary newcomer model by deploying staff across schools and providing targeted professional learning and consultation.
- Provide Artificial Intelligence (AI) training to middle and high school staff and continue training opportunities for all staff.

# District Curriculum Studies

The Sioux Falls School District is committed to ongoing curriculum studies that support high-quality instruction. Current efforts focus on updating curriculum frameworks, refining pacing and assessment practices, and launching comprehensive content area reviews to ensure coherence and rigor across all grade levels.

## **The Sioux Falls School District will:**

- Implement the elementary Social Studies curriculum.
  - Restructure the Instructional Framework to maximize instructional minutes by alternating ELA and Social Studies Units of Study.
  - Engage in professional learning with Studies Weekly.
- Implement middle and high school Social Studies pacing guides and common benchmark/semester assessments.
- Launch K-12 Mathematics curriculum study with the Steering Committee.



# 2025-26 Progress Indicators

## The Sioux Falls School District Academic Response To Intervention (RTI)

- Launch a RTI Team to guide, monitor, and support building-level teams.
- Improve and enhance the Data Viz tool to support school-based problem-solving teams.

## K12 College and Career Readiness

- Increase enrollment at the Career and Technical Education (CTE) Academy.
- Launch Smart Lab at Marcella LeBeau Elementary for K-5 students.
- Expand Community Learning Center opportunities at middle schools.
- Expand strategic partnerships and work-based learning to support post-secondary and career readiness.
- Launch programs designed to provide juniors and seniors with work-based experiences.
  - Cyber Apprenticeship Program
  - Paraprofessional Program
- Establish a Practical Assessment Exploration System (PAES) Lab and implement the Project Discovery curriculum in collaboration with SDSU at Community Campus.
- Pilot Junior Achievement's 6th grade Biz Town program at MMS to build early career awareness and employment readiness.
- Improve the SFSD website for high school course selection and dual credit information.

A decorative vertical border on the left side of the slide, featuring a dark blue background with a white, hand-drawn style pattern of various educational icons. These icons include a pencil, a paint palette, musical notes, a violin, a lightbulb, a ruler, a flask, a globe, a graduation cap, a star, a basketball, a chemistry structure, a microscope, a book, a trophy, and an apple.

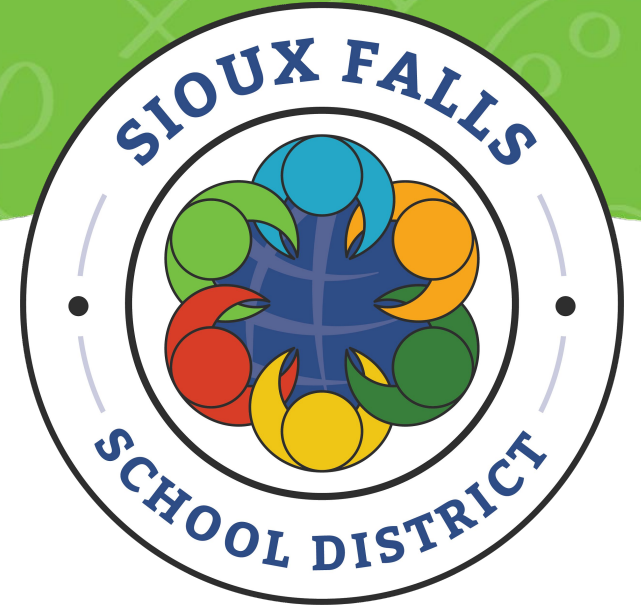
# 2025-26 Progress Indicators

## Professional Learning

- Promote Teacher Pathway to Education Support Professionals (ESPs).
- Train all clerical and designated front-line specialists with hospitality best-practices.
- Explore K-12 balanced assessments best practices.
- Continue cultivating a district-wide culture of data-driven decision-making by training educators and administrators in data analysis, interpretation, and evidence-based practices to enhance student outcomes and operational effectiveness.
- Initiate the Elevating PreK-12 Literacy grant with training for the DLT and DLLT.
- Investigate professional learning opportunities with the Fine Arts Advisory Committee.
- Support the decentralized newcomer model with shared staff and targeted training.
- Provide AI training to all middle and high school teachers and administrators.

## District Curriculum Studies

- Implement elementary Social Studies curriculum.
- Write middle and high school pacing guides and common benchmark/semester assessments.
- Begin the K-12 Mathematics curriculum study.



# Well-Being

We believe that a sense of belonging is essential for the academic and social success of students and staff members. It is our responsibility to cultivate safe, inclusive, and nurturing learning communities within every school, where everyone feels valued, respected, and empowered to flourish.



# Well-Being Initiatives

- Ensure Accessible Supports for Students, Families, and Staff Across the District
- Provide Schools with Tools and Resources to Address the Unique Needs of Each Student
- Offer Ongoing Professional Learning so Staff are Equipped to Foster Well-Being and Student Success



# Student, Staff, & Family Supports

The success of our educational community relies on prioritizing the health and well-being of students and staff. We ensure access to community resources, cultivating resilience among students and staff members.

## The Sioux Falls School District will:

- Increase awareness and encourage staff use of the District's comprehensive benefits and wellness resources to support thriving at work and at home
- Develop and implement strategies to motivate and challenge students to engage in a physically active lifestyle.
- Maximize the services of the Attendance Liaison support at six identified schools (Year 3).
- Develop and implement a community outreach plan that increases public awareness of the Head Start program, strengthens partnerships with local organizations, and expands access to services for eligible families.
- Increase elementary and middle school behavior program capacity.
- Hire additional Board Certified Behavior Analysts (BCBA) to support classrooms and the creation and use of effective student intervention plans.



# Partners for Success

To fulfill our mission, we must educate all students with compassion and intention, using supportive and inclusive methods. By partnering with our community and leveraging available resources, we will connect students with caring adults, effective programs, and the support they need to reach their goals.

## **The Sioux Falls School District will:**

- Cultivate ongoing partnerships to expand the pool of adult mentors committed to supporting our students.
- Implement a College and Career Access program to support students as they explore opportunities beyond high school.
- Partner with community agencies to expand mental health services for students.
- Provide opportunities through Community Learning Centers for students and families to engage in well-being activities during out-of-school hours to address physical and mental health and parenting.
- Work with local agencies to provide access to comprehensive physical, mental and health-related services.
- Partner with the university systems to provide professional learning and career advancement opportunities for SFSD support staff.



# Professional Development - Student Support

An exceptional teacher has a profound impact on student performance and success. Therefore, prioritizing professional learning opportunities for teachers is essential in ensuring student achievement.

## **The Sioux Falls School District will:**

- Support ongoing professional learning and staff training in proactive behavior intervention.
- Implement a District Behavior Systems Team (DBST) to assess behavior systems across schools and provide targeted training and support to staff.
- Streamline behavior event recording through a single tool to improve data access for school-based decision-making teams and staff.





# 2025-26 Progress Indicators

## **Student, Staff and Family Support Systems**

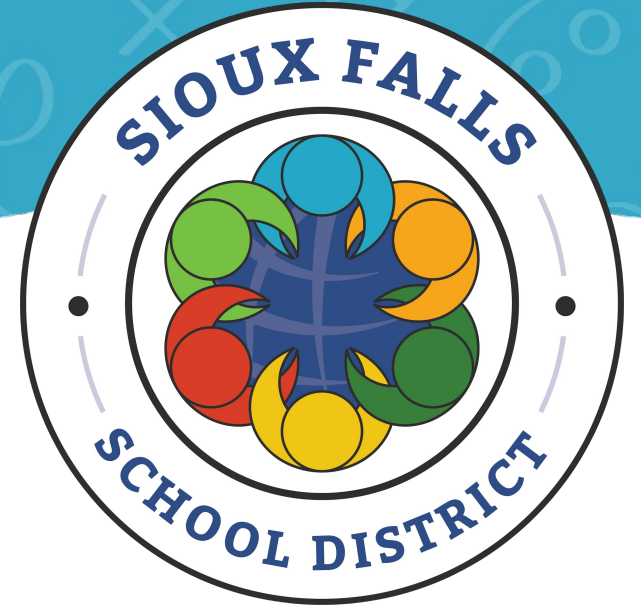
- Increased use of the redeveloped Employee Wellness Program.
- Improved student attendance at the sites served by the Attendance Liaisons.
- Increased capacity for elementary and middle school behavior program referrals.
- Improved response times from BCBA staff when Student Success Teams request assistance creating intervention plans.

## **Programming Supports for Students**

- College and Career Access program implementation.
- Community Learning Center events for students and families to engage in well-being activities to address physical health, mental health and parenting support.
- Full-time mental health therapist at three elementary schools, one middle school, and one high school.
- Dental care partnership with the City of Sioux Falls.
- More adult mentors dedicated to serving students.
- Expanded professional learning and career advancement opportunities for support staff through university partnerships.

## **Completion of Staff Professional Learning**

- Targeted training to enhance effectiveness in the classroom.
- Student Success Teams trained on behavior event recording platform and available resources.



# Community Engagement

We believe when stakeholder relationships are intentionally cultivated, students grow through hands-on learning experiences and real-world work and career opportunities. Through these school-community partnerships, we believe students develop a deeper connection to living and working in Sioux Falls.



# Community Engagement Initiatives



- Expand Strategic Partnerships and Community Connections to Support District Priorities
- Showcase Public School Successes for Legislators and Stakeholders
- Engage All Stakeholders in Future Facility Planning
- Utilize Community Conversation Model to Inform Action for School-Specific Priorities
- Improve Parent/Staff Satisfaction with School and District Communication
- Enhance District Events Calendar and Website Pages to Maximize Information and Accessibility

# Strategic Partnerships



School partnerships hold immense value as they enable collaboration, resource sharing, and collective efforts to enhance educational opportunities and outcomes for students.

## The Sioux Falls School District will:

- Forge fresh strategic partnerships to actively support the diverse opportunities within the school district.
- Evaluate current partnerships to identify potential areas for expansion and improvement.
- Align community workforce needs with program opportunities and student interests.

# Stakeholder Listening and Learning

Actively listening to and valuing the diverse perspectives and feedback of stakeholders is essential for continuous improvement. By engaging with stakeholders, we learn important insights and information to drive our progress.

## The Sioux Falls School District will:

- Integrate community conversations as a core component of the Community Learning Center model, fostering meaningful dialogue and collaboration to improve outcomes for all.
- Utilize feedback from multiple sources to continuously refine our practices.
- Secure speaking opportunities through service clubs to educate and inform stakeholders on school issues, including funding strategies and budget.
- Maximize opportunities for non-parent stakeholders to experience SFSD through special programming and Community Education courses.



# The SFSD Experience

The Sioux Falls School District Experience is an opportunity to provide students with a first-class public school education. Our unwavering commitment is to exceed expectations right from the start between children, adults, and our schools, guaranteeing an extraordinary educational journey for every person in our care.



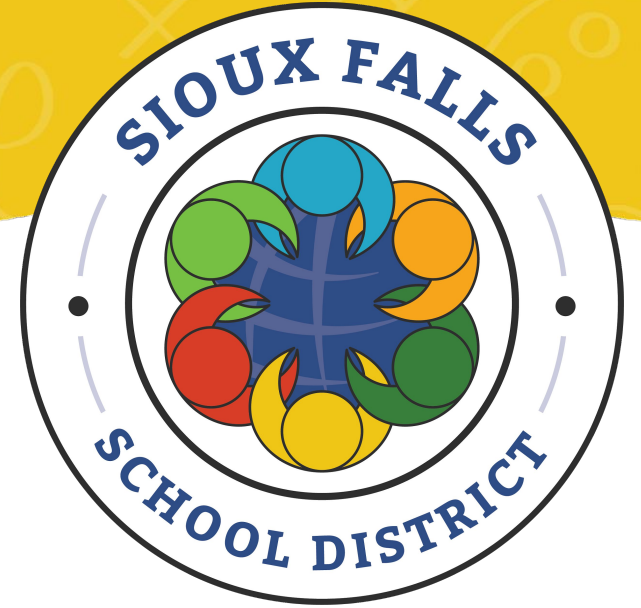
## The Sioux Falls School District will:

- Connect the expertise of our staff and community partners to provide valuable support through information and education to students and families.
- Maximize the user experience of the District website and app by providing effortless access to a wide range of information and resources.
- Offer assistance and training to parents, equipping them with the necessary skills to use the District learning tools and become active partners in their child's educational journey.
- Deliver professional learning designed to enhance customer service skills in a school setting, equipping staff with the necessary tools to provide exceptional support and assistance to students, parents, and other stakeholders.

# 2025-26 Progress Indicators

- Conduct a thorough review of current partnerships to identify areas of progress and potential growth opportunities.
- Foster increased parent/community satisfaction through school-specific conversations and surveys.
- Review and reward consistent service expectations for all staff members.
- Update and expand information on primary web pages, including high school course information to aid in greater understanding for parents and students.





# Staff Excellence

We believe in the importance of investing in all staff members. Both new and experienced employees are encouraged to engage in continuous learning and professional development. When professional growth is prioritized, staff feel valued and satisfaction increases.

# Staff Excellence Initiatives

- Foster professional growth and enhance professional capacity by offering relevant and aligned professional learning opportunities that address the priorities of the district, departments, and schools.
- Prioritize intentional staff recruitment, recognition, and retention strategies to attract and retain talented people.



# Building Professional Capacity

We attract, invest in, and retain staff members who consistently excel in their positions, demonstrate integrity, and embody a commitment to the SFSD vision and mission.

## **The Sioux Falls School District will:**

- Provide tuition assistance programs for staff members seeking certification in Special Education, promoting professional growth and supporting their ability to effectively serve students with diverse needs.
- Offer engaging and job-relevant training opportunities for non-teaching staff members.
- Provide support and resources for classified staff members who are interested in exploring and pursuing a career in teaching, encouraging their professional growth and advancement within the education field.

# Staff Recruitment, Recognition, and Retention

In a competitive landscape where top applicants have numerous employment options, showcasing our unwavering commitment to staff and student achievement strengthens the District's brand.

Once staff members are hired, we understand the significance of building strong relationships. By cultivating a work environment and organizational culture that prioritizes employee motivation and encourages a sense of community and belonging, we foster an atmosphere conducive to professional growth and sustained engagement.

## The Sioux Falls School District will:

- Expand the comprehensive system to recognize and celebrate high-achieving staff across all employee groups, acknowledging exceptional contributions and promoting a culture of excellence.
- Sustain and promote the employee milestone recognition program to commemorate significant career achievements and longevity, valuing the dedication and commitment of staff members.
- Conduct a thorough evaluation of recruitment and staffing strategies, taking into account the unique challenges and dynamics of today's hiring climate, to ensure we attract and retain top talent.
- Explore paying hourly staff twice a month to support staff retention.
- Collaborate with identified employee groups for win-win negotiation processes.
- Select and implement a new online benefits enrollment system to better meet the needs of District staff.
- Encourage substitute teachers and volunteers to explore permanent career opportunities within the District. By tapping into their passion for student impact and offering clear pathways to long-term roles, we aim to inspire the individuals to consider careers that allow them to make an even greater difference every day.

# Staff Innovation

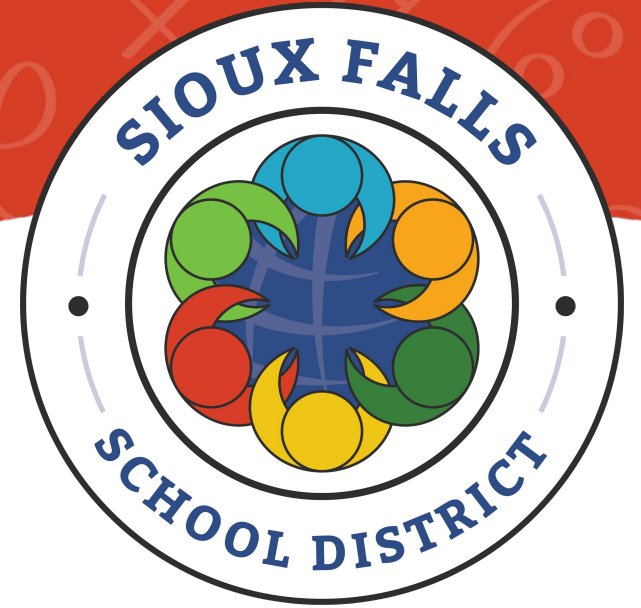
SFSD encourages staff to take risks and seek innovative solutions to enrich the student experience and the staff work environment.

## The Sioux Falls School District will:

- Foster a spirit of collaboration and innovation by cultivating staff ideas for new opportunities and district enhancements.
- Increase opportunities for staff members to experience innovation within our community and facilitate networking with educators from other school districts.
- Promote a process for sharing insights and best practices, enabling staff to connect and learn from one another.

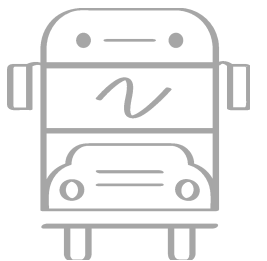
# 2025-26 Progress Indicators

- Increase employee retention rates in all groups, with special focus on hard-to-fill positions.
- Collection and use of employee feedback through various communication methods.
- Increase number of classified staff members or substitute staff members achieving professional growth, resulting in more teaching contracts for SFSD.



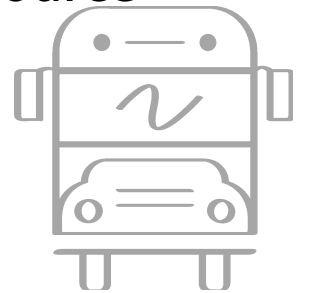
# Effective Use of Resources

We believe the effective and strategic use of resources creates optimal conditions for the education and preparation of students, enabling them to thrive in an ever-evolving world. By thoughtfully allocating resources, we expand access to the necessary tools, opportunities, and support systems that help students achieve success and reach their full potential.



# Effective Use of Resources Initiatives

- Conduct a thorough assessment of future facility requirements to effectively address growth and ensure adequate learning spaces for students.
- Evaluate the influence of transportation on student success and engagement, identifying areas for improvement and implementing strategies to enhance transportation services.
- Strengthen the Child Nutrition Program to promote healthy eating habits, expand access to nutritious meals, and create a positive dining experience for students.
- Foster fiscal responsibility by implementing sound financial practices, optimizing resource allocation, and seeking innovative cost-saving measures to maximize the impact of available resources.
- Utilize Teacher Feedback Sessions to assist in creating budget priorities.

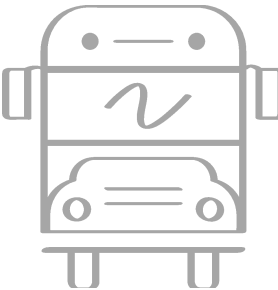


# Future Facility Needs

The need for school expansions and new facilities is driven by a robust economy. The District collaborates with community partners to assess the timing and locations for the establishment of schools, ensuring the educational needs of the community are met.

## **The Sioux Falls School District will:**

- Support the opening of the Boys & Girls Club addition at McGovern Middle School.
- Develop a comprehensive construction list of potential construction projects at each school site to be reviewed by the CIP Steering Committee in 2026.
- Finalize plans for Community Campus site and begin construction/renovation at the Learning Lab for Fall 2026 opening.
- Collaborate with SDSU to develop PAES simulation lab at new Community Campus Site.
- Complete construction of the CTE Agricultural Wing for Fall 2026 opening.
- Collaborate with community partners to raise funds and determine scope of HWF field events and concession area enhancements to be completed by the Spring of 2027.

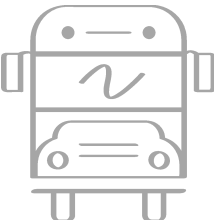


# Transportation

School bus transportation plays a crucial role in student success by providing safe, reliable, and efficient transportation for students. It ensures equal access to education by bridging geographical gaps, reducing traffic congestion, and promoting a conducive learning environment for students to arrive at school ready to learn.

## **The Sioux Falls School District will:**

- Work with vendors to allow alternative methods for students to scan onto buses (pilot project).
- Complete installation of enhanced video system in all buses to allow quick access by District Administration.
- Work with the SFSD Assessment's Office to determine effectiveness of Bus Pilots.
- Eliminate barriers to encourage more use of SAM busing system for high school students due to decreased service in Tripper and Pusher routes.

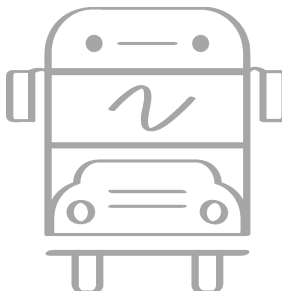


# Child Nutrition

School nutrition services play a critical role in promoting the health and well-being of students. By providing access to nutritious meals, these services ensure that students have the fuel they need to concentrate, learn effectively, and reach their academic potential.

## The Sioux Falls School District will:

- Continue to improve the quality of meals for elementary students by preparing hot food at three nearby HS/MS locations.
- Communicate changes regarding the SNAP and Community Eligibility Programs (CEP) qualifications and implement verification of 100% of Free/Reduced applications. (Present is 3%)
- Encourage staff to deliver exceptional customer service where all students feel welcome.
- Review alternative sources managing Front of the House computer systems in food service - student accounts, parent payments with MySchoolBucks - and Back of House inventory management, record keeping for meal claims and regulatory purposes.

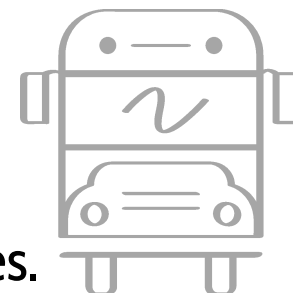


# Fiscal Responsibility

SFSD remains committed to fiscal responsibility and ensures accountability to taxpayers by consistently maintaining a balanced budget. Through careful financial planning, effective resource allocation, and transparent financial reporting, the district strives to uphold the trust placed in it by the community and ensure taxpayer dollars are used responsibly and efficiently to support quality education.

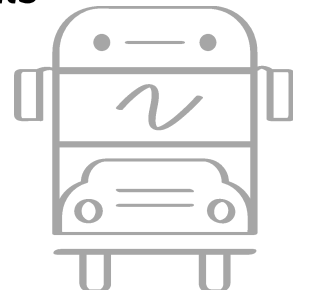
## The Sioux Falls School District will:

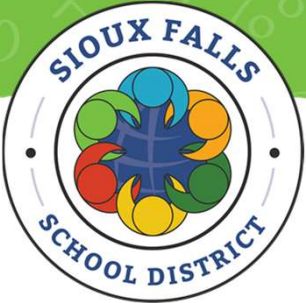
- Analyze proposed Legislative Property Task Force recommended bills and develop reasonable alternatives.
- Develop General Fund budget guidelines for Year 2 of the transition from loss of ESSER funds over the next three years.
- Develop a Capital Outlay/Bond Redemption Funds blueprint to fund the replacement for Whittier Middle School and other capital projects over the next six years.
- Uphold favorable financial comparisons to both local school districts and national peers, demonstrating sound financial management practices and responsible stewardship of resources.



# 2025-26 Progress Indicators

- Ensure efficient facility use, while focusing on increased participation in SFSD summer and after-school programming.
- Decrease number of bus route delays that are over 10 minutes.
- Boost student lunch participation rates.
- Achieve Top Quartile Ranking for the lowest homeowner property tax obligations in Sioux Falls and surrounding areas.
- Increase opportunities for certified and classified staff feedback to develop budget priorities.






Sioux Falls School District

**Addressing Chronic Absenteeism Grant  
24-25 Year Two Update**

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**Purpose of Report**

To provide an update on the outcomes and impact of the \$1.5 million grant awarded to the Sioux Falls School District by the South Dakota Department of Education to address chronic absenteeism at six District schools.

**Priority Areas**

Student Achievement, Well-Being.



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## Explanation

### Six Schools -

- Four Elementary Schools
  - Garfield
  - Hawthorne
  - Hayward
  - Terry Redlin
- Two Middle Schools
  - George McGovern
  - Whittier
- Four Student Subgroups -
  - Homeless
  - Economically Disadvantaged
  - Hispanic
  - Native American

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## Explanation

### Support Staff -

- Six Attendance Liaisons
- One Academic Recovery Teacher shared between two middle schools

### Strategies Focused on Human Contact -

- Home Visits
- Phone Calls
- School Visits with the Family
- Text Messaging
- Transportation Assistance
- Basic Needs Assistance
- Incentives
- Individualized Attendance Plans
- Increase Engagement in School Activities

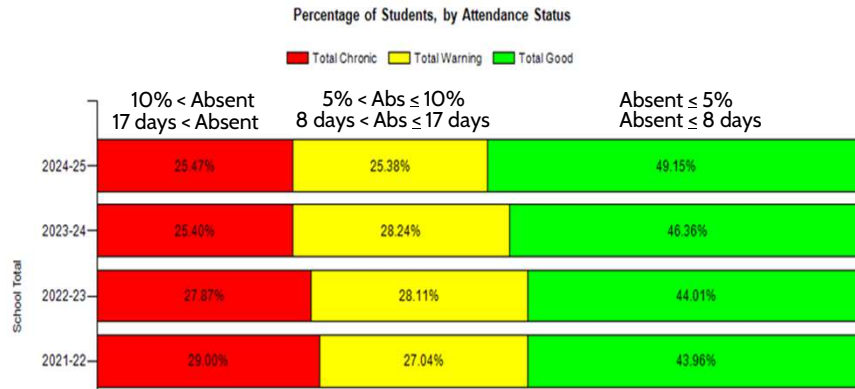
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



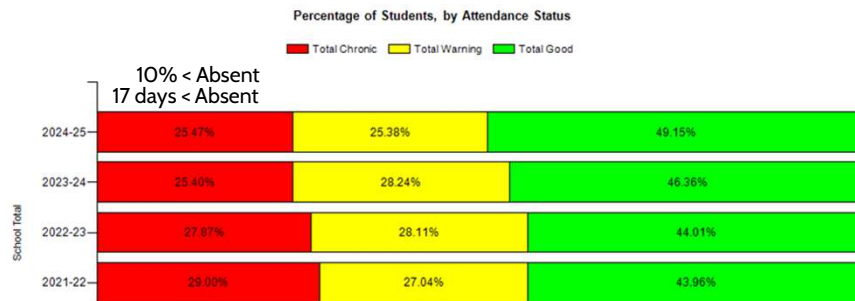
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



#### ABSENTEEISM OUTCOMES

- Chronic Absenteeism was stable from year 1 to year 2 of the grant.
- Chronic Absenteeism has declined by approximately 2.4 percentage points since implementation of the grant.

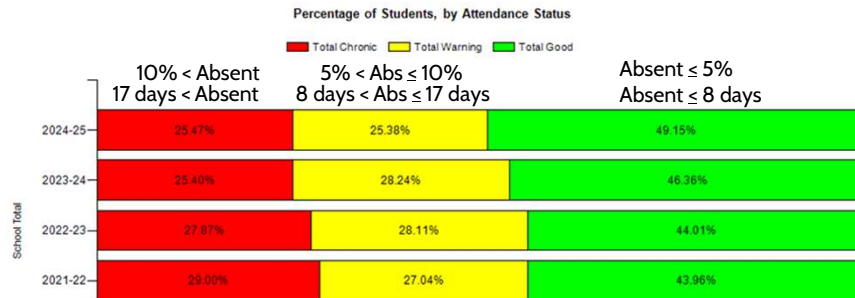
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



#### SUCCESS STORY

- A student who had nearly 90 absences in 23-24, missed only 31 days in 24-25

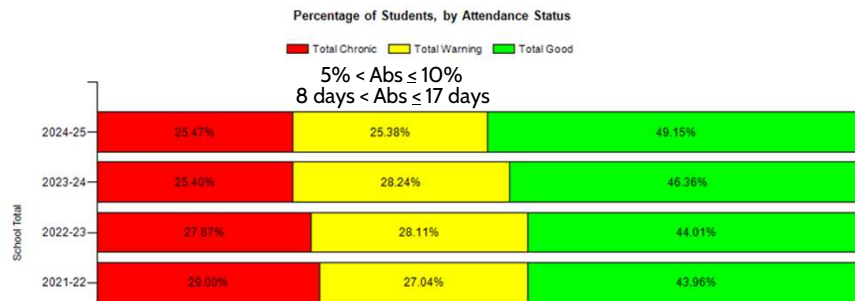
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



#### ABSENTEEISM OUTCOMES

- The population of students in the warning category improved by 2.86 percentage points from 23-24.

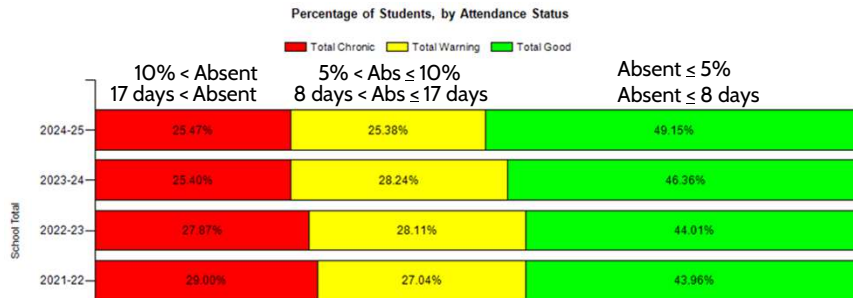
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



#### SUCCESS STORIES

- An elementary had 72 students improve their attendance by 20 or more days.
- Another elementary had 73 students improve their attendance by 20 or more days.

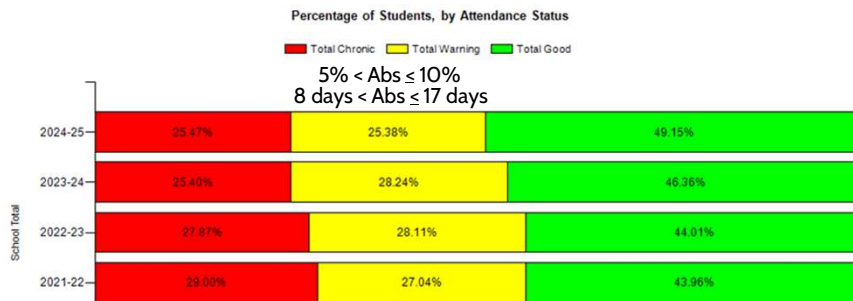
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



#### SUCCESS STORIES

- Another Liaison reported working closely with 69 students last year who were chronically absent. 35 of these students improved their attendance enough to move into the Warning category, and 10 of these students made it all the way to Good!

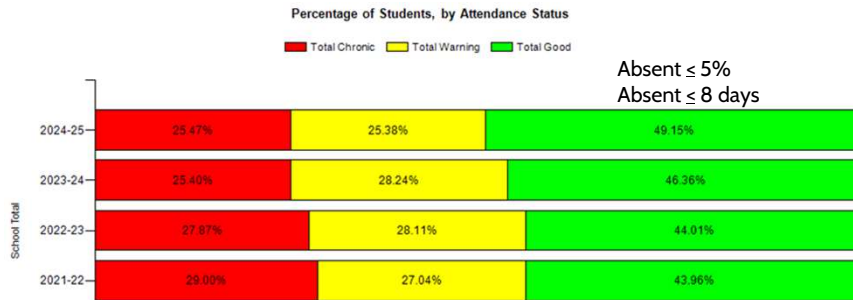
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



### ABSENTEESIM OUTCOMES

- Good attendance has risen by 5.1 percentage points since the grant began – equivalent to nearly 270 more students missing less than 5% of school days

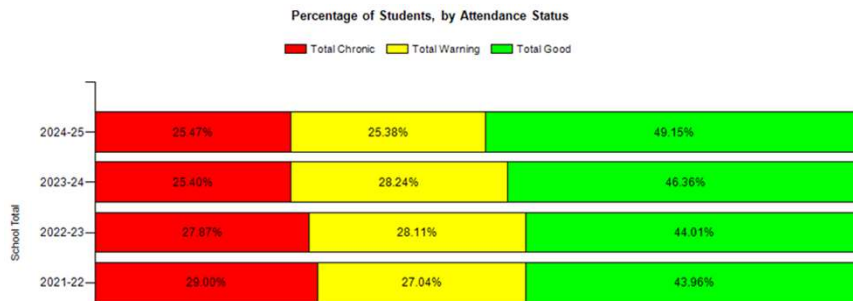
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## Combined Data from the Six Schools

### SD STARS CHRONIC ABSENTEEISM DATA



### SUCCESS STORIES

- A middle school had 238 students improve their attendance by 20 or more days

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## One more Story...

A middle school student shared that a family member encouraged them to dropout, but the student knew the attendance liaison would call, text, or come to the house. This support kept the student coming to school. At the end of the year the student stated that they cannot wait to have good attendance next year, and that they are committed to graduating on time!

**SMALL STEPS HAVE BIG OUTCOMES**

**BE THE DIFFERENCE**

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## Attendance Data for Targeted Student Subgroups

### SD STARS ATTENDANCE RATES DATA

Attendance Summary Data

	24-25	23-24	22-23	21-22	20-21
<b>Economically Disadvantaged</b>	91.66%	91.27%	90.25%	90.14%	92.37%
Hispanic	91.93%	91.97%	91.14%	91.54%	92.67%
Native American	85.46%	85.72%	84.56%	84.96%	85.28%
All Students	92.49%	92.11%	91.45%	91.65%	93.18%

### ABSENTEESIM OUTCOMES

- Attendance rates for students identified as Economically Disadvantaged have improved by 1.41% since the grants implementation

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## Attendance Data for Targeted Student Subgroups

### SD STARS ATTENDANCE RATES DATA

	Attendance Summary Data				
	24-25	23-24	22-23	21-22	20-21
Economically Disadvantaged	91.66%	91.27%	90.25%	90.14%	92.37%
<b>Hispanic</b>	<b>91.93%</b>	<b>91.97%</b>	<b>91.14%</b>	<b>91.54%</b>	<b>92.67%</b>
Native American	85.46%	85.72%	84.56%	84.96%	85.28%
All Students	92.49%	92.11%	91.45%	91.65%	93.18%

#### ABSENTEESIM OUTCOMES

- Attendance rates for Hispanic students held steady from prior year, and
- Have increased by 0.79% since the implementation of the grant

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## Attendance Data for Targeted Student Subgroups

### SD STARS ATTENDANCE RATES DATA

	Attendance Summary Data				
	24-25	23-24	22-23	21-22	20-21
Economically Disadvantaged	91.66%	91.27%	90.25%	90.14%	92.37%
Hispanic	91.93%	91.97%	91.14%	91.54%	92.67%
<b>Native American</b>	<b>85.46%</b>	<b>85.72%</b>	<b>84.56%</b>	<b>84.96%</b>	<b>85.28%</b>
All Students	92.49%	92.11%	91.45%	91.65%	93.18%

#### ABSENTEESIM OUTCOMES

- Attendance rates for Native American students decreased by 0.26% from prior year.
- While attendance has increased by 0.90% since the grant's inception, overall attendance rates for Native American students has remained consistent since 20-21.

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## Attendance Data for Targeted Student Subgroups

### SD STARS ATTENDANCE RATES DATA

	Attendance Summary Data				
	24-25	23-24	22-23	21-22	20-21
Economically Disadvantaged	91.66%	91.27%	90.25%	90.14%	92.37%
Hispanic	91.93%	91.97%	91.14%	91.54%	92.67%
Native American	85.46%	85.72%	84.56%	84.96%	85.28%
<b>All Students</b>	<b>92.49%</b>	<b>92.11%</b>	<b>91.45%</b>	<b>91.65%</b>	<b>93.18%</b>

#### ABSENTEESIM OUTCOMES

- Attendance rates for all students improved by 1.04% since implementation of grant.
- Highest attendance rate for all students since 2020-21 school year.

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## Attendance Data Continued

### INFINITE CAMPUS ATTENDANCE RATES DATA

	Attendance Summary (ADA) Data			
	24-25	23-24	22-23	21-22
All Students at Two Middle Schools	91.85%	91.23%	90.49%	90.36%
All Students at Four Elementary Schools	92.15%	91.61%	91.33%	91.75%

#### ABSENTEESIM OUTCOMES

- Attendance for all students continues to improve at the six schools impacted by the attendance grant

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## Impact of Attendance Liaisons

### 2024-25 School Year

- Over 2,000 phone calls.
- Over 500 direct emails to families.
- Over 3800 text messages.
- Over 350 home visits.
- Over 100 at-school meetings with parents/families.
- Over 580 postcards or letters directly to specific families.
- Over 200 additional contacts or intentional support including: providing bus passes, rides, alarm clocks, wake up calls, walking a student to school, taking parents to appointments, and assisting in other ways to improve student attendance.

All outside of the normal attendance notifications that are utilized for all students at all schools.

**Approximately 7,800 unique contacts or supports provided to families by the Attendance Liaisons.**

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## Strategies Implemented by the Attendance Liaisons

### **ATTENDANCE INCENTIVES:**

- |  |                                     |
|--|-------------------------------------|
| 20 Day No Absence Challenge                | Improved Attendance Recognitions    |
| Attendance Celebration Shout Outs          | Keep Your Kids                      |
| Attendance Percentages Displayed in School | Lunch with a Firefighter/Firetruck  |
| Battle of the Pros                         | March Madness Attendance Tournament |
| Best ADA Quarter                           | Perfect Attendance Awards           |
| Best ADA Year                              | Pro Time of the Week                |
| Best/Better in Class                       | Raise the Bar                       |
| Bikes                                      | Rise up and Get to School Store     |
| Buddy Lunches                              | Scheels Gift Cards                  |
| Canaries Tickets                           | School wide Popsicle Reward         |
| Chick Fil A Attendance Parties             | Small Daily Incentives              |
| Draft Picks                                | Strive for Five                     |
| Flyboy Fridays                             | Surprise Attendance Days            |
| Gift Cards for individual effort           | Turn the Tide Contest               |
| Girl Scout Cookies                         | Weekly Drawings                     |

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## Strategies Implemented by the Attendance Liaisons

### ATTENDANCE SUPPORTS:

Alarm Clocks  
 Bus Passes  
 Car Repairs  
 Check and Connect  
 Clothing  
 Conferences with Student  
 Gas Cards

Library Passes  
 Nudge Texts  
 Rides to School  
 School Supplies  
 Walking Bus  
 Welcome Back Whittier Staff Visits  
 Welcome Wednesdays

### AFTER SCHOOL ENGAGEMENT

Art Walk  
 Bike Club  
 College Visits  
 Downtown Mural Painting  
 Garden Club  
 Golf Club  
 Meet the Mayor  
 Native American Day Parade

Outdoor Campus Experience  
 Project Warm-up  
 Rake the Town  
 Ski Club  
 Stomp Club  
 Trips to HS Football Games  
 Volunteering at the Banquet  
 Yoga Lessons

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## Collaboration and Professional Development

Attendance Liaisons, Assistant Principals/Dean of Students at each school, the Senior Coordinator of Student Support Services, the Community Relations Supervisor, and the Assistant Superintendent of Administrative Services to discuss successes and areas of growth.

Monthly Meetings

Infinite Campus

Building Administration Support

Office of Indian Education Liaisons

District Data Tools

School Avoidance Training

Homeless Liaisons

Social Workers

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## One School's Story

- This year's attendance rate was the first increase since the 2016-17 to 2017-18 school year.
- The attendance rate for 2022-23 was the lowest recorded in the last 23 years since attendance was tracked closely.
- The increase from 2022-23 to 2023-24 was the third largest increase in terms of percentage attending over the last twenty-two years.
- This past year, they continued the positive trend as their attendance increased by 0.29%

<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
783 students	798 students	770 students
91.24% attendance rate	92.02% attendance rate	92.31% attendance rate
10,493.49 days missed	9,651.88 days missed	8992.53 days missed

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## Costs


Approximately \$815,000 through two years of the grant.

## Committee Participation


Six Attendance Liaisons, Assistant Principals/Dean of Students at each school, the Senior Coordinator of Student Support Services, the Community Relations Supervisor, and the Assistant Superintendent of Administrative Services.



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# Summary



**Positive Impact of Grant**

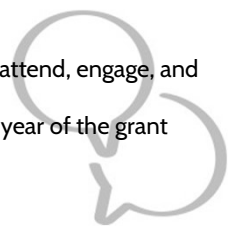
- Reduced chronic absenteeism.
- Identified strategies with the greatest effectiveness.
- Attendance rate at the six grant schools increased to **92.49%**, the highest level in four years.

**Role of Attendance Liaisons**


- Provided direct, personal engagement with families.
- Took on responsibilities beyond the capacity of existing staff.
- Continued to build positive relationships

**Future Focus**


- Continue to increase the number of days students attend school.
- Ensure all students—regardless of background—receive support to attend, engage, and succeed.
- Continue to monitor outcomes and evaluate strategies in the final year of the grant (2025–26).



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# Questions



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