

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LINCOLN BOARD ROOM**

215 7<sup>th</sup> Avenue South  
Lewistown, Montana 59457

**MONDAY, July 9, 2018**

**REGULAR BOARD MEETING**

**CALL TO ORDER (6:00 p.m.)**

1. Roll Call
2. Pledge of Allegiance
3. Motion to set Agenda
4. Discussion—2017-2018 Annual Report
5. Report—Committees of the Board
6. Calendar Items, Concerns, Correspondence, Etc.
7. Report—Budget Update
8. Report—Investment
9. Report—End of Year Transfers
10. Report—Superintendent

**PUBLIC PARTICIPATION**

11. Recognition of Parents, Patrons, and Others Who Wish to Address the Board on Non-Agenda Items

**ACTION ITEMS**

**MINUTES**

12. Minutes of the June 11, 2018, Regular Board Meeting

**APPROVAL OF CLAIMS**

13. Claims

**INDIVIDUAL ITEMS**

14. Approve Changes for the 2018-2019 Student Handbooks
15. Second Reading—Board Policy #2309 – Library Materials
16. Second Reading—Board Policy #2309P—Procedures for Reconsideration of Challenged Materials.
17. Second Reading – Board Policy #2314 – Learning Materials Review
18. Approve Memorandum of Understanding with City of Lewistown for School Resource Officer services
19. Approve Additions to the Substitute List for the 2018-2019 School Year
20. Approve Personnel Report

**ADJOURNMENT**

*A hard copy of the complete Agenda is available at the LPS Central Office  
or on the Lewistown Public Schools Website:*

*<http://www.lewistown.k12.mt.us/content/266>*

## **PUBLIC PARTICIPATION**

The Board of Education encourages participation at public School Board meetings. Under normal circumstances it is desirable to allow everyone to address the Board. However, when there are many persons who wish to address the Board, the following rules shall apply to protect the public's right to be heard:

- Speaker must first be recognized by the Chair and identify him/herself.
- Comments may not infringe on the rights to privacy of another.
- Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- There will be a limit of one presentation per person.
- The Board requests that organizations and groups be represented by a single spokesperson. The spokesperson for each group shall be limited to a presentation of three (3) minutes. To save repetition and time, the Board also requests that persons not speak if a previous speaker has expressed a similar position on the same issue.
- Appropriate comments are welcome but no action is likely to be taken at this time to ensure that others have the opportunity to address the same issue also. Items discussed may, at the discretion of the Board, be placed on a later agenda.
- The Board will accept comments from the public on each agenda item as it is discussed.

By a majority vote of the Board, these rules may be suspended for special reasons at any particular meeting. Further, the Board may reserve the right to adjust the length of time.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

4

ITEM TITLE: DISCUSSION—2017-2018 ANNUAL REPORT

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

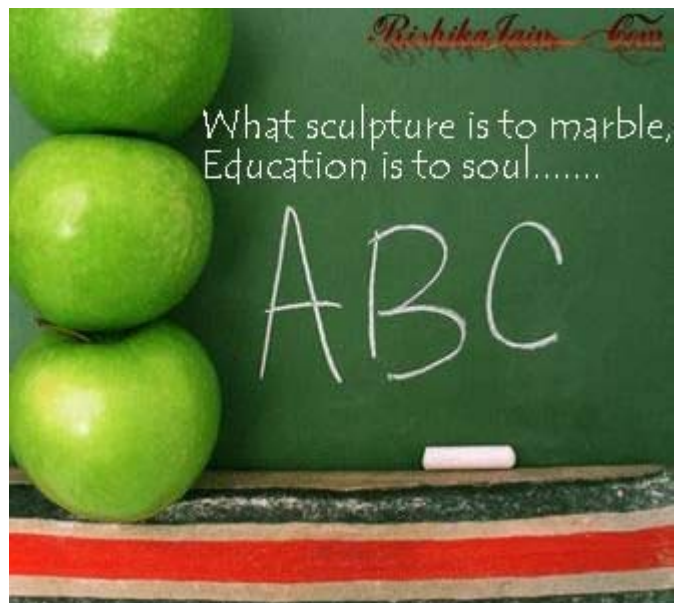
The Lewistown Public Schools 2017-2018 Annual Report is attached for the Board of Trustees to review. This report will be placed on the next agenda as an action item for approval.

**SUGGESTED ACTION:** Informational

☒ Additional Information Attached

NOTES:

# LEWISTOWN PUBLIC SCHOOLS



## 2017-2018 ANNUAL REPORT

# ***ANNUAL REPORT***

In following Board Policy, staff members will again be required to compile a brief report on their area of responsibility for an annual school report. Reports will include an overall summary along with concerns and areas to be improved. This information will provide the Board with relevant data about the status of the District. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

## **REPORT / ASSIGNMENT**

Garfield Elementary School	Matt Lewis
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Tim Majerus
Fergus High School	Jeff Elliot
Activities – Fergus High School	Jeff Friesen
Activities – Lewistown Junior High	Tim Majerus
Assessment	Scott Dubbs
Business Office	Rebekah Rhoades
Central Montana Education Center	Diane Oldenburg
Curriculum	Scott Dubbs
Maintenance	Randy Barber
School Food Service	Amie Friesen
Special Education	Chris Rice
Technology	Scott Baldwin
Title I	Scott Dubbs
Transportation	Steve Klippenes

**GARFIELD  
ELEMENTARY  
SCHOOL**

**Matt Lewis**



# Garfield Elementary School

415 East Boulevard Street

Lewistown, Montana 59457

Phone: (406)535-2366 • Fax: (406)535-2367



Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

## Goal Area 1: Measurable Student Achievement

### Multi-Tiered Systems of Support (MTSS)

This year the Garfield MTSS team continued to work as a member of the Project Real Grant. This year the team consisted on Tace Patten, Kaity Ireland, Shelby Giannini, Emily Burk, Pam Roberts, Megan Blake and myself. This was a year we were definitely retooling our team. We had a lot of new team members which lead to some great new ideas and energy. As we closed out the year the team decided to focus on revamping our SOAR rewards system. This will lead to some big changes for the upcoming year. We will be implementing new monthly rewards for students, classes and grade levels.

We looked at ways to implement simple fidelity check for classroom teachers, the team decided that this would be a way of holding everyone accountable and put some more reflection in how things are happening in the classroom.

We will also be looking at putting together a chart of all of our evidence base supports. These are support that we will be using for our tiered interventions. These supports will be listed out and used as a fluid document to help staff find the interventions they need to support student in the classroom or in small groups.

Finally we are rewriting our teach toos so they are more user friendly and easier for our classroom teachers to implement. We will be spending more time at the beginning of the year going through these with students. We will also bring back a weekly calendar of teach too's to help us all stay focused.

### Curriculum

This year was a good year for our kindergarten and 1<sup>st</sup> grade teams. As a school we reflected on what and how we were teaching and we found gaps. This year the focus became much more in line with consistency in curriculum. This was difficult because we have classrooms lacking materials, which is currently being resolved. We also identified the need for more consistency in a Kindergarten through 4<sup>th</sup> grade phonics program. There was a team of teachers form Garfield and Highland Park that assisted in finding a program that could fill this gap. The team identified a program that will be implemented in kindergarten and first grade and used as an intervention for second through fourth grade students. In addition we are looking to bring in some visual phonics training for all of our Kindergarten through fourth grade staff.

“Watch Us SOAR!”

This year we had another strong focused on utilizing sensory breaks in our classrooms. This is an opportunity for students and teachers to get some kind of short movement activity or sensory need met throughout the day. We found that these activates helped student refocus and provide the appropriate stimulus to help them get back on track and ready to learn. These sensory breaks very by classroom and by student, it could mean that the whole class was doing 10 desk push-ups before they transitioned to another learning activity or a student went to a quiet corner and worked with therapy putty. Our goal was to get students to recognize what their body need to help them achieve at a higher level. These sensory break work for both academic and behavioral needs.

### **FastBridge Benchmark Assessments**

We used Reading and Math Benchmark assessment to identify High Risk, Some Risk and Low Risk students in Early Reading concepts and Early Math concepts. This was the first year we used these benchmark assessment. Below are a list of the benchmark assessments, all of the scores are from our spring benchmark assessment unless otherwise stated:

#### **Kindergarten Early Reading Benchmarks**

	High Risk	Some Risk	Low Risk
Concepts of print (Fall only)	7% - 6 students	27% - 23 students	65% - 55 students
Letter Names (Fall Only)	19% - 16 students	30% - 25 students	51% - 43 students
Letter Sounds	26% - 23 students	24% - 22 students	50% - 45 students
Nonsense Word Fluency	23% - 21 students	31% - 28 students	46% - 41 students
Onset Sounds (Winter)	28% - 25 students	42% - 37 students	30% - 27 students
Sight Words	26% - 23 students	31% - 28 students	43% - 39 students
Word Segmenting	12% - 11 students	19% - 17 students	69% - 62 students

#### **Frist Grade Early Reading Benchmarks**

	High Risk	Some Risk	Low Risk
Letter Sounds (Fall only)	11% - 10 students	39% - 36 students	51% - 47 students
Nonsense Word Fluency	35% - 33 students	27% - 26 students	38% - 36 students
Sight Words	36% - 34 students	25% - 24 students	39% - 37 students
Word Segmenting	15% - 14 students	29% - 28 students	56% - 53 students

As we look at these scores, there's definitely a deficit in our students' phonics and phonemic awareness skills. This is one of the big reason we began looking for additional phonic materials to help our classroom teachers improve in this area. With the implementation of a school wide phonics and phonemic awareness program we look to see these skill improve in the coming years.

**“Watch Us SOAR!”**



### Kindergarten Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	17% - 15 students	10% - 9 students	73% - 66 students
Match Quantity (Fall only)	6% - 5 students	10% - 8 students	84% - 70 students
Number Sequence	10% - 9 students	23% - 21 students	67% - 60 students
Numerical Identification	29% - 26 students	38% - 34 students	33% - 30 students

### First Grade Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	17% - 16 students	38% - 37 students	44% - 42 students
Number Sequence (Winter)	13% - 12 students	38% - 35 students	49% - 46 students
Numerical Identification (Fall only)	17% - 16 students	29% - 27 students	54% - 51 students
Place Value	27% - 26 students	21% - 20 students	52% - 49 students
Story Problems	13% - 12 students	37% - 35 students	51% - 48 students

Students must have a solid foundation in number sense as they begin to work on more complex concepts. The decomposing assessment requires students to mentally identify a missing quantity, students are not allowed to touch or manipulate the items shown to them which is very difficult at this age. While some of these assessments are not given at every benchmarking period these are concepts we work on all year.

### Goal Area 2: Facilities

Utilizing our facility to the best of our ability is never a challenge because we use every nook and cranny we can. Our maintenance staff does a very nice job keeping our building in working order. This summer will bring some new changes to our building. Our Title room will be moving into its own space allowing for a little more space for intervention groups and our specialists. Our maintenance crew is also working on creating a better space for our Speech Therapist. We will also be doing some painting in our hallways to add a little color and spurs up the look of our school. Along with that Mr. Barber and his crew will be change out some interior lighting, changing everything over to LEDs. There will also be some add security lighting on the outside of the building.

“Watch Us SOAR!”

### **Goal Area 3: Community/Parent Engagement**

We try to encourage and welcome visitors to Garfield! We have some great kindergarten and 1<sup>st</sup> grade parents volunteer their time this year to assist with classroom activities or reading with kids. This has happened all year and is a huge help in creating a positive atmosphere for our kids. We have also had America Reads Tutors in our building this year. This is a program that pairs up retired individuals in our community with students who need a little bit of help with reading. These tutors usually come in for an hour a week to spend time with our kids.

We began our year with “goal meetings” spending the first two days with parents and students talking about what the year will hold for everyone. This has proven to be a great way to get the parents in to the building at the beginning of the year. Our meetings will be Thursday, from 12pm to 6pm and Friday from 8am to 4pm. During this time I hope to visit with parents and create a parent advisory committee for our school. This will hopefully be a great opportunity to talk to parents about what they see as priorities and share our successes through the year.

We have two family nights this year, both were well attended. The first was really just a chance to get parents into the building and get comfortable in our classrooms with a fall themed activity. In January we had a game night where our staff put together card and dice games for families to come in and play and then take home. We also served up pizza that evening and it was a huge hit. The teachers did a great job of putting things together and helping serve our families.

We have also tried to engage families and our community with quality programs. Our music programs put on by Miss Schwaller have been awesome. She has done a fantastic job engaging kids and getting them to love music. I have to say one awesome thing she put together this year was a Garfield Christmas show at the high school. She magically had 210 kindergarten and 1<sup>st</sup> grade kids on the stage sing and having fun!! The feedback and attendance for this program was fantastic. We also had the Missoula Children’s Theatre in Lewistown again this year. This year’s production of Gulliver’s Travels was great!! We have almost 60 kids participating and look forward to another great production next year.

### **Goal Area 4: Technology**

We continue to look for ways to integrate technology in to our Kindergarten and first grade classrooms. This year we were fortunate enough to be awarded \$22,000 from the Phillips 66 Corporation. These funds will be used to purchase Chromebooks for all of our classes. Each classroom will receive 6 stations to be used a learning centers and assist staff in extending learning.

One of the really cool technology applications has taken place in our special education rooms. Thanks to the help of our Speech Therapist, Jennifer Rindal we have been able use a program called “Lamp” to help our non-verbal students communicate. This program allows students to choose picture from the app and sequence them into statements of need or wants. This has been so fun to watch, our students are now able to communicate in a much better manner and has help ease the student and teacher frustration.

**“Watch Us SOAR!”**

**Goal Area 5: High Qualified Staff**

This has been another great year with new staff members. The addition of Kaity Ireland and Leah Olson has been wonderful. These ladies have blended in with our staff and have added to our high quality staff. We also added some very high quality paraprofessionals, Dawn Perkins, Tara Olson, Chiara VanderBeek, and Emily Hodge. These ladies can do it all, they are such a huge part of what makes our school so wonderful. Unfortunately we are losing Mrs. Giannini who is moving on to pursue other opportunities around the state. Mrs. Drissell is retiring and we are in the process of hiring for that preschool special education position.

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able to see all of the wonderful things our teachers are doing. This year I evaluated 10 non-tenure teachers and 3 tenured teachers. During our goals meeting we were able to sit down with each individual and get a sense of what they would like me to look for during my observations. This allowed for a more focused observation on the things the teacher felt they needed to work on. During this time also encourage staff members to take the time to go observe other teachers. This is a very powerful tool in improving our own instructional practices. I tell the staff that this is a chance to steal some great ideas from your fellow teachers. We will continue to find ways to make this happen with a focus on curriculum fidelity in the future.

**“Watch Us SOAR!”**

**HIGHLAND  
PARK  
ELEMENTARY  
SCHOOL**

**Matt Ventresca**



# Highland Park Elementary School

1312 7<sup>th</sup> Avenue North

Lewistown, Montana 59457

Phone: (406)535-2555 • Fax: (406)535-4617



Matthew Ventresca, Principal

Jenni Bristol, Secretary

## 2017-2018 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

***EXCELLENCE TODAY, SUCCESS TOMORROW!!!***

### **Enrollment:**

The following table represents the ending enrollment numbers for 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Grade at Highland Park for the 2017-2018 school year. It also shows a continuum of enrollment numbers for prior years when Garfield Elementary was Kindergarten, 3<sup>rd</sup> & 4<sup>th</sup>.

Highland Park/Garfield Elementary	2017-2018 HP	2016-2017 *HP Move*	2015-2016 GF	2014-15 GF	2013-14 GF	2012-13 GF	2011-12 GF	2010-11 GF
Kindergarten	NA	NA	115	97	102	93	100	89
2 <sup>nd</sup> Grade	98	91						
3 <sup>rd</sup> Grade	98	97	84	96	82	80	101	85
4 <sup>th</sup> Grade	99	92	97	77	77	109	82	105
Total	295	280	296	270	261	282	283	279
Change (+ / -)	+15	N/A due to move	+26	+9	-21	-1	+4	-5

**“Watch Us SOAR!”**

### **Attendance:**

Highland Park's average daily attendance for the 2017-2018 school year was 94.94%. This is a .09% decrease from last years' attendance rate at 95.03%. This 94.94% attendance rate equates to an average of about 14 students absent every day. Even though our Attendance Rate decreased, it was a very minor amount. Especially with multiple days we had very major weather issues this winter and cancelled bus routes. We will use our Multi-Tiered Systems of Support (MTSS) team and look at our attendance data and brainstorm ways to increase it.

<b>Highland Park/Garfield Elementary</b>	<b>2017-18 HP</b>	<b>2016-17 *HP Move*</b>	<b>2015-16 GF</b>
Student Count	295	280	248
Membership Days	49,972	47,433	42,591
Absent Days	2,528	2,358.51	2,227.62
Average Daily Membership (ADM)	279.18	264.99	237.94
Average Daily Attendance (ADA)	264.95	251.75	225.49
<b>Attendance Rate (%)</b>	<b>94.94%</b>	<b>95.03%</b>	<b>94.77%</b>
Change (+ or -)	-.09%	+ .26%	

## **Goal Area 1: Measurable Student Achievement**

### **Strategic Objectives 1, 2, and 4:**

#### **Multi-Tiered Systems of Support (MTSS)**

MTSS is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized academics and behavior. Highland Park chose to be a part of only 16 schools in the state that are continuing with OPI's Project REAL grant and becoming "Sustaining Schools."

At Highland Park Elementary, MTSS combines Response to Intervention (RtI) and the Montana Behavioral Initiative (MBI) to increase student success. We use an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of **ALL** students.

Using the most current best practices, Highland Park Elementary's MTSS team is trained to positively impact academics and behavior at three key tiers: Tier 1 (whole school); Tier 2 (individual child or group of at-risk children); and Tier 3 (children with complex needs and behaviors that severely impact the child, school and/or community functioning). The MTSS team representatives are at least 2 members of each grade level, all Special Education teachers, Title I teacher, School Counselor, School Psychologist, and the principal.

#### **What is MTSS Made Of?**

**"Watch Us SOAR!"**

## **Response to Intervention (RtI)**

RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions (Batsche, et al., 2005).

At Highland Park Elementary, we problem solve with the student's teacher and the MTSS Team to choose the proper Tier placement and develop the most effective instruction/interventions to help each student be as successful as possible.

## **Montana Behavioral Initiative (MBI)**

MBI is a framework for establishing a learning environment that supports social, emotional, and behavioral success for all students.

At Highland Park Elementary, we believe students should be taught all the skills necessary for success academically, socially, emotionally, and behaviorally. We believe schools are places where students should learn and practice positive social behaviors. Ultimately, a caring school climate and positive relationships between students and staff are critical to student success and provide an environment where behavior and academics can flourish.

## **Student Achievement Data**

### **NWEA MAP Testing**

Measure of Adequate Progress (MAP) testing was continued for all students in both 3rd and 4th grade. MAP was used as a benchmark three times during the year (Fall, Winter, Spring) in Reading and Math. The data from these tests help monitor progress of our students; is used to drive instruction; and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring benchmarks.

### **3rd Grade MAP Reading 2-5 Common Core 2010 V2**

<b>3rd MAP Reading</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2017-2018</b>	78% 71 students	15% 14 students	7% 6 students	202.9
<b>2016-2017</b>	76% 68 students	15% 13 students	9% 8 students	202.1
<b>2015-2016</b>	85% 71 students	5% 4 students	10% 8 students	
<b>2014-2015</b>	83%	9%	9%	

**“Watch Us SOAR!”**

	78 students	8 students	8 students	
<b>2013-2014</b>	84% 68 students	10% 8 students	6% 5 students	

**MAP Reading 2-5 Common Core 2010 V2** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **199** or higher by the end of 3<sup>rd</sup> grade.

#### **4th Grade MAP Reading 2-5 Common Core 2010 V2**

<b>4th MAP Reading</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2017-2018</b>	69% 61 students	21% 19 students	10% 9 students	208.5
<b>2016-2017</b>	71% 61 students	17% 15 students	12% 10 students	209
<b>2015-2016</b>	86% 84 students	7% 7 students	7% 7 students	
<b>2014-2015</b>	82% 62 students	9% 7 students	9% 7 students	
<b>2013-2014</b>	70% 53 students	16% 12 students	14% 11 students	

**MAP Reading 2-5 Common Core 2010 V2** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **206** or higher by the end of 4<sup>th</sup> grade.

#### **3rd Grade MAP Math 2-5 Common Core 2010 V2**

<b>3rd MAP Math</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2017-2018</b>	54% 49 students	30% 27 students	16% 14 students	200.4

**“Watch Us SOAR!”**



<b>2016-2017</b>	53% 47 students	37% 33 students	10% 9 students	201.8
<b>2015-2016</b>	71% 60 students	13% 11 students	15% 13 students	
<b>2014-2015</b>	71% 67 students	20% 19 students	9% 9 students	
<b>2013-2014</b>	78% 63 students	21% 17 students	1% 1 student	

**MAP Math 2-5 Common Core 2010 V2** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math they must have a RIT score of **203** or higher by the end of 3<sup>rd</sup> grade.

#### **4th Grade MAP Math 2-5 Common Core 2010 V2**

<b>4th MAP Math</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2017-2018</b>	60% 53 students	26% 23 students	15% 13 students	212.7
<b>2016-2017</b>	57% 50 students	25% 22 students	17% 15 students	211.8
<b>2015-2016</b>	76% 73 students	16% 16 students	7% 7 students	
<b>2014-2015</b>	68% 52 students	22% 17 students	10% 8 students	
<b>2013-2014</b>	59% 45 students	25% 19 students	15% 11 students	

**MAP Math 2-5 Common Core 2010 V2** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math they must have a RIT score of **214** or higher by the end of 4<sup>th</sup> grade.

**Overall MAP Student Achievement Summary:**

**“Watch Us SOAR!”**

By looking at all of our student achievement data, our school is overall lower in math as compared to reading. To help remedy this, we will continue to keep math in the morning block and will explore the possibility of a separate 20-30 minute math intervention time. The data shows that we have seen an increase in our math scores while implementing the math in the morning schedule change. Overall, we are improving in reading as well.

## FastBridge

FastBridge **CBMR** tests were used to identify intensive, strategic and benchmark students in Oral Reading Fluency for second, third and fourth grades. The charts below give you a look at how 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> fared at the end of the year Spring Benchmark for the last couple of years.

### 2<sup>nd</sup> Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

**Curriculum Based Measurement for Reading (CBMR)** is an evidence-based Oral Reading Fluency assessment used to screen and monitor student progress across the primary grades (1st to 6th). It is a simple and efficient procedure. A teacher listens and evaluates student performance while they read aloud from grade level passages for 1 minute. They record any errors—words that are mispronounced, substituted, omitted, or read out of sequence that the student does not self-correct within 3 seconds.

### 2<sup>nd</sup> Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

2 <sup>nd</sup> Grade CBMR	Benchmark	Strategic	Intensive
<b>2017-2018</b> <b>*New Assessment –</b> <b>FastBridge CBMR*</b>	64% 58 students	17% 15 students	19% 17 students
<b>2016-2017</b> <b>AIMSweb RCBM</b>	65.4% 55 students	28.5% 24 students	6% 5 students
<b>2015-2016</b> <b>AIMSweb RCBM</b>	77% 72 students	18% 17 students	5% 5 students
<b>2014-2015</b> <b>AIMSweb RCBM</b>	69.4% 57 students	20.6% 17 students	9.7% 8 students
<b>2013-2014</b> <b>AIMSweb RCBM</b>	73% 68 students	25.7% 24 students	1% 1 student

**CBMR** benchmark goal for 2<sup>nd</sup> grade is established at **106** or more words per minute on oral reading fluency by the end of the school year. AIMSweb RCBM benchmark was **92**.

### 3rd Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

“Watch Us SOAR!”

3rd Grade CBMR	Benchmark	Strategic	Intensive
<b>2017-2018</b> <b>*New Assessment – FastBridge CBMR*</b>	66% 60 students	9% 8 students	25% 23 students
<b>2016-2017</b> <b>AIMSweb RCBM</b>	71.2% 62 students	16% 14 students	12.5% 11 students
<b>2015-2016</b> <b>AIMSweb RCBM</b>	69.4% 57 students	19.4% 16 students	11% 9 students
<b>2014-2015</b> <b>AIMSweb RCBM</b>	69% 65 students	23.3% 22 students	7.3% 7 students
<b>2013-2014</b> <b>AIMSweb RCBM</b>	62.4% 50 students	28.8% 8 students	8.7% 7 students

**CBMR** benchmark goal for 3<sup>rd</sup> grade is established at **131** or more words per minute on oral reading fluency by the end of the school year. AIMSweb RCBM benchmark was **119**.

#### **4th Grade FastBridge CBMR (Curriculum Based Measurement for Reading)**

4th Grade CBMR	Benchmark	Strategic	Intensive
<b>2017-2018</b> <b>*New Assessment – FastBridge CBMR*</b>	73% 65 students	7% 6 students	21% 19 students
<b>2016-2017</b> <b>AIMSweb RCBM</b>	57% 49 students	24% 21 students	19% 16 students
<b>2015-2016</b> <b>AIMSweb RCBM</b>	64.4% 60 students	18.2% 17 students	17.1% 16 students
<b>2014-2015</b> <b>AIMSweb RCBM</b>	54.1% 39 students	31.8% 23 students	13.8% 10 students
<b>2013-2014</b> <b>AIMSweb RCBM</b>	64% 48 students	25% 19 students	11% 8 students

**CBMR** benchmark goal for 4<sup>th</sup> grade is established at **150** or more words per minute on oral reading fluency by the end of the school year. AIMSweb RCBM benchmark was **136**.

**“Watch Us SOAR!”**

## 2<sup>nd</sup> Grade Adaptive Math (aMath) & CBMmath - Automaticity

**aMath** is a simple and efficient procedure for assessing K-8 students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). It is a computer-adaptive test and students respond to 30 questions on each testing occasion.

**CBMmath-Automaticity** evaluates a student's automaticity with basic math facts (addition, subtraction, multiplication, and division). It consists of mixed skill (i.e., General Outcome Measure or GOM) and single-skill versions for each grade level 1-3. It is timed for up to 4 minutes per test and is computer administered.

2 <sup>nd</sup> Grade M-CAP/M-Comp	Benchmark aMath Auto.		Strategic aMath Auto.		Intensive aMath Auto.	
<b>2017-2018</b> <b>*New*</b> <b>aMath &amp;</b> <b>Automaticity</b>	80% 73 students	79% 71 students	8% 7 students	10% 9 students	12% 11 students	11% 10 students
<b>2016-2017</b> <b>AIMSweb MCAP</b> <b>&amp; MCOMP</b>	MCAP 75.2% 64 students	MCOMP 65.8% 56 students	MCAP 17.5% 15 students	MCOMP 30.5% 26 students	MCAP 7% 6 students	MCOMP 3.4% 3 students
<b>2015-2016</b> <b>AIMSweb MCAP</b> <b>&amp; MCOMP</b>	78% 73 students	76% 71 students	21% 20 students	21% 20 students	1% 1 student	3% 3 students
<b>2014-2015</b> <b>AIMSweb MCAP</b> <b>&amp; MCOMP</b>	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students
<b>2013-2014</b> <b>AIMSweb MCAP</b> <b>&amp; MCOMP</b>	83% 77 students	81% 75 students	15% 14 students	18% 17 students	2% 2 students	1% 1 student

**aMath** is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **203** and MCAP was **18** by the end of 2<sup>nd</sup> grade.

**Automaticity** is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **38** by the end of 2<sup>nd</sup> grade.

## 3rd Grade Adaptive Math (aMath) & CBMmath – Automaticity

“Watch Us SOAR!”

3rd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
<b>2017-2018</b> <b>*New*</b> <b>aMath &amp; Automaticity</b>	46% 41 students	67%	20% 18 students	6%	34% 30 students	28%
<b>2016-2017</b> <b>AIMSweb MCAP &amp; MCOMP</b>	MCAP 70% 61 students	MCOMP 71% 61 students	MCAP 24% 21 students	MCOMP 21% 18 students	MCAP 5.6% 5 students	MCOMP 8% 7 students
<b>2015-2016</b> <b>AIMSweb MCAP &amp; MCOMP</b>	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
<b>2014-2015</b> <b>AIMSweb MCAP &amp; MCOMP</b>	75% 70 students	66% 61 students	19% 18 students	29% 27 students	6% 6 students	5% 5 students
<b>2013-2014</b> <b>AIMSweb MCAP &amp; MCOMP</b>	71.5% 58 students	80.1% 65 students	27.1% 22 students	13.5% 11 students	1.1% 1 student	6.1% 5 students

**aMath** is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **212** and MCAP was **14** by the end of 3<sup>rd</sup> grade.

**Automaticity** is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was score a **53** by the end of 3<sup>rd</sup> grade.

#### 4th Grade Adaptive Math (aMath) & CBMmath – Automaticity

4th Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
<b>2017-2018</b> <b>*New*</b> <b>aMath &amp; Automaticity</b>	51% 45 students	87% 61 students	10% 9 students	1% 1 student	39% 35 students	11% 8 students
<b>2016-2017</b> <b>AIMSweb MCAP &amp; MCOMP</b>	MCAP 53% 46 students	MCOMP 57.4% 50 students	MCAP 41% 36 students	MCOMP 28.6% 25 students	MCAP 6% 5 students	MCOMP 3.7% 12 students
<b>2015-2016</b> <b>AIMSweb MCAP &amp; MCOMP</b>	65.1% 60 students	61.4% 56 students	32.5% 30 students	33% 30 students	2.1% 2 students	5.4% 5 students

**“Watch Us SOAR!”**

<b>2014-2015 AIMSweb MCAP &amp; MCOMP</b>	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
<b>2013-2014 AIMSweb MCAP &amp; MCOMP</b>	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

**aMath** is quite different to the AIMSweb MCAP from the previous years but the closest in similarity we have to try to compare scores. **aMath's** benchmark is **217** and MCAP was **18** by the end of 4<sup>th</sup> grade.

**Automaticity** is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **55** by the end of 4<sup>th</sup> grade.

### MT Smarter Balanced Assessment (SBAC)

Students participated in the state's annual criterion referenced test throughout the spring. This year the state continued into the 4th year of using the computerized assessment with the MT Smarter Balanced Assessment Consortium (SBAC). This assessment measures students' mastery of the Montana Common Core State Standards in English Language Arts (ELA)/Literacy and Math.

The Smarter Balanced Assessment data for the 2017-18 school year **IS NOT** finalized and complete until mid to end June. This reflects our results so far with about 10 more scores not yet counted. The 2016-17 data is provided in full. The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC). The 2012-13 data represents the previous paper and pencil MontCAS tests.

### 3<sup>rd</sup> Grade SBAC Percentages

3 <sup>rd</sup> Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
<b>2017-2018</b>	8%	32%	43%	17%
<b>2016-2017</b>	16%	31%	28%	25%
<b>2015-2016</b>	18.1%	37.3%	27.7%	16.9%
<b>2014-2015</b>	16%	41%	31%	12%
<b>2012-2013 MontCAS Math</b>	4%	55%	24%	17%

A quick summary of these 3<sup>rd</sup> grade Math scores for 2017-18, so far, we have 40% at or above proficient in Math. For 2016-17 we had 47% at or above proficient in Math. We have 60% nearing proficient/novice for 2017-18 and 53% for 2016-17 in Math. We tried taking our math portion of the test a few weeks later this 2017-18 school year. So far our results in this change are inconclusive or show a decrease in scores.

**“Watch Us SOAR!”**

<b>3<sup>rd</sup> Grade ELA/LITERACY</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>2017-2018</b>	15%	36%	34%	16%
<b>2016-2017</b>	13%	31%	36%	19%
<b>2015-2016</b>	20.5%	38.6%	31.3%	9.6%
<b>2014-2015</b>	13%	38%	34%	15%
<b>2012-2013 MontCAS Math</b>	31%	62%	7%	0%

A quick summary of these 3<sup>rd</sup> grade ELA/Literacy scores for 2017-18, so far, we have 51% at or above proficient in ELA/Literacy. For 2016-17 we had 44% at or above proficient in ELA/Literacy. We have 50% nearing proficient/novice for 2017-18 and 55% for 2016-17. Our scores here indicate an increase in our ELA/Literacy levels.

#### **4<sup>th</sup> Grade SBAC Percentages**

<b>4<sup>th</sup> Grade MATH</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>2017-2018</b>	10%	32%	41%	18%
<b>2016-2017</b>	5%	27%	55%	14%
<b>2015-2016</b>	14.7%	28.4%	49.5%	7.4%
<b>2014-2015</b>	22%	33%	34%	11%
<b>2012-2013 MontCAS Math</b>	31%	38%	16%	15%

A quick summary of these 4<sup>th</sup> grade Math scores for 2017-18, so far, we have 42% at or above proficient in Math. For 2016-17 we had 32% at or above proficient in Math. We have 59% nearing proficient/novice for 2017-18 and 69% for 2016-17 in Math. We tried taking our math portion of the test a few weeks later this 2017-18 school year. So far our results in this change indicate our first significant increase in math scores for many years.

<b>4<sup>th</sup> Grade ELA/LITERACY</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>2017-2018</b>	29%	27%	20%	24%
<b>2016-2017</b>	15%	30%	25%	30%
<b>2015-2016</b>	27.4%	25.3%	29.5%	17.9%

**“Watch Us SOAR!”**

<b>2014-2015</b>	21%	22%	40%	17%
<b>2012-2013 MontCAS Math</b>	40%	47%	9%	4%

A quick summary of these 4<sup>th</sup> grade ELA/Literacy scores for 2017-18, so far, we have 56% at or above proficient in ELA/Literacy. For 2016-17 we had 45% at or above proficient in ELA/Literacy. We have 44% nearing proficient/novice for 2017-18 and 55% for 2016-17. Our scores here indicate an increase in our ELA/Literacy levels.

## LONGITUDINAL DATA

Below is longitudinal data following the Class of 2026 (2017-2018 4<sup>th</sup> graders) and the Class of 2025 (2016-2017 4<sup>th</sup> graders) from MAP, FastBridge/AIMSweb, and SBAC assessments that become common and taken every year beginning in 2<sup>nd</sup> or 3<sup>rd</sup> grade through their final year at Highland Park in 4<sup>th</sup> grade. SBAC longitudinal data **IS NOT** shown here due to not receiving finalized and completed data until later in June.

### Class of 2026 MAP Reading (Rdg) and Math Longitudinal Data

<b>Class of 2026 (4<sup>th</sup>) MAP Longitudinal</b>	<b>Benchmark MAP Rdg</b>	<b>Strategic MAP Rdg</b>	<b>Intensive MAP Rdg</b>		<b>Benchmark MAP Math</b>	<b>Strategic MAP Math</b>	<b>Intensive MAP Math</b>
<b>2016-2017 3<sup>rd</sup> Grade</b>	76% 68 students	15% 13 students	9% 8 students		53% 47 students	37% 33 students	10% 9 students
<b>2017-2018 4<sup>th</sup> Grade</b>	69% 61 students	21% 19 students	10% 9 students		60% 53 students	26% 23 students	15% 13 students

### Class of 2025 MAP Reading (Rdg) and Math Longitudinal Data

<b>Class of 2025 (4<sup>th</sup>) MAP Longitudinal</b>	<b>Benchmark MAP Rdg</b>	<b>Strategic MAP Rdg</b>	<b>Intensive MAP Rdg</b>		<b>Benchmark MAP Math</b>	<b>Strategic MAP Math</b>	<b>Intensive MAP Math</b>
<b>2015-2016 3<sup>rd</sup> Grade</b>	86% 71 students	5% 4 students	10% 8 students		71% 60 students	13% 11 students	15% 13 students
<b>2016-2017 4<sup>th</sup> Grade</b>	71% 61 students	17% 15 students	12% 10 students		57% 50 students	25% 22 students	17% 15 students

### Class of 2026 FastBridge CBMR & AIMSweb RCBM Longitudinal Data

“Watch Us SOAR!”



<b>Class of 2026 (4<sup>th</sup>) FastBridge CBMR AIMSweb RCBM Longitudinal</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>2015-2016 2<sup>nd</sup> Grade *AIMS</b>	77% 72 students	18% 17 students	5% 5 students
<b>2016-2017 3<sup>rd</sup> Grade *AIMS</b>	71.2% 62 students	16% 14 students	12.5% 11 students
<b>2017-2018 4<sup>th</sup> Grade *FAST</b>	73% 65 students	7% 6 students	21% 19 students

### Class of 2025 AIMSweb RCBM Longitudinal Data

<b>Class of 2025 (4<sup>th</sup>) AIMSweb RCBM Longitudinal</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
	<b>AIMSweb RCBM</b>	<b>AIMSweb RCBM</b>	<b>AIMSweb RCBM</b>
<b>2014-2015 2<sup>nd</sup> Grade</b>	69.4% 57 students	20.6% 17 students	9.7% 8 students
<b>2015-2016 3<sup>rd</sup> Grade</b>	69.4% 57 students	19.4% 16 students	11% 9 students
<b>2016-2017 4<sup>th</sup> Grade</b>	57% 49 students	24% 21 students	19% 16 students

### Class of 2025 AIMSweb Math Longitudinal Data

<b>Class of 2025 (4<sup>th</sup>) AIMSweb Math Longitudinal</b>	<b>Benchmark</b>		<b>Strategic</b>		<b>Intensive</b>	
	<b>M-CAP</b>	<b>M-Comp</b>	<b>M-CAP</b>	<b>M-Comp</b>	<b>M-CAP</b>	<b>M-Comp</b>
<b>2015 2<sup>nd</sup> Grade</b>	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students
<b>2016 3<sup>rd</sup> Grade</b>	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
<b>2017 4<sup>th</sup> Grade</b>	53% 46 students	57.4% 50 students	41% 36 students	28.6% 25 students	6% 5 students	13.7% 12 students

### Class of 2026 SBAC Longitudinal Data

“Watch Us SOAR!”

Class of 2026 (4 <sup>th</sup> ) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2016-2017 3 <sup>rd</sup> Grade	44%	36%	19%		47%	28%	25%
2017-2018 4 <sup>th</sup> Grade	56%	20%	24%		43%	41%	18%

### Class of 2025 SBAC Longitudinal Data

Class of 2025 (4 <sup>th</sup> ) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2015-2016 3 <sup>rd</sup> Grade	59.1%	31.3%	9.6%		55.4%	27.7%	16.9%
2016-2017 4 <sup>th</sup> Grade	45%	25%	30%		32%	55%	14%

## Goal Area 2: Facilities

### Strategic Objectives 1-2

#### District Facility Plan

I have been working with our Maintenance Director, Randy Barber to identify Highland Park's needs. These needs will be combined with other district facility needs to develop a comprehensive plan for our district. By passing the Building Reserve Levy in 16-17 and gaining funding for the next 10 years, it shows we have secured community support and some of the funding necessary to work on our comprehensive plan. A major improvement we are completing summer of 2018 is painting the wallpaper in the hallways.

#### Garfield & Highland Park Grade Level Schools Realignment

Beginning with this 2016-2017 school year we became "true" grade level schools with all Kindergarten and 1<sup>st</sup> grade at Garfield Elementary and all 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades at Highland Park Elementary. After year two of a 2<sup>nd</sup> - 4<sup>th</sup> grade level school, Highland Park has continued to develop its positive school climate

## Goal Area 3: Community/Parental Engagement

### Strategic Objectives 1, 2, & 4

#### Parent/Community Involvement at Highland Park

#### Parent Meetings

"Watch Us SOAR!"

Highland Park held numerous parent meetings this year to help keep parents informed. We held our Orientation Meeting for new parents to Highland Park in mid-August. We also held separate parent meetings for our Showdown Ski Trip, 4<sup>th</sup> Grade Science Fair, and Spring Assessments.

### **3<sup>rd</sup> and 4<sup>th</sup> Grade Ski Days**

With the help of our PTO and working with Showdown Ski Area, we took our 3<sup>rd</sup> and 4<sup>th</sup> grade students skiing two times each this year. Usually we take three trips each, but due to weather cancellations we only got two days each. Each grade level had some very exciting days at Showdown. By the time we had finished all of our days of skiing almost every student was going to the top of the mountain and skiing down. We had at least 10 parent volunteers for each trip and the folks at Showdown made our experience a great one.

### **Grade Level Music Programs**

First, we must say thank you again to Ms. Schwaller for making music so much fun for our kids. Ms. Schwaller put on a variety of music programs for each grade level at Highland Park: 2, 3, & 4. The programs were energetic and engaging for all involved. The FCPA was packed with families for each grade level's program.

### **Highland Park Winter Program**

Ms. Schwaller coordinated a Winter Program for each grade level at Highland Park. We had 2 separate show times at the FCPA.

### **Highland Park Talent Show**

Ms. Schwaller also coordinated our talent show this year. We had a variety of acts ranging from singing, to dancing, to jump roping, to comedy, and bubble making. We had about 60 acts spread over 2 afternoons in the Highland Park gym and each was standing room only.

### **Central Montana Youth Mentor Program**

Angie Wright coordinated the youth mentoring program. We had at least 20 students who had a high school mentor. They came over and had lunch with their mentees numerous times and helped 4<sup>th</sup> graders with their science fair projects.

### **Missoula Children's Theatre**

The Missoula Children's Theatre returned to Lewistown this fall with the help of our PTO. There were 60 plus students cast in the production, which was amazing to see. This year's production in November was "Gulliver's Travels." This continues to be a great event for kids in the Lewistown schools.

### **Fundraising Efforts**

Our PTO fundraising efforts (Great American and the 2018 Spring Carnival) were successful again. It is always great to see the families come together during these events. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community.

### **I Love to Read Month**

Highland Park Elementary Staff and students had a great time during February and "I Love to Read" month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. Our PTO also was involved during "I Love to Read" month. They planned rotating activities for each grade level which integrated reading and a variety of art activities with books. The students had a choice of either shaving my beard (again), cutting off my tie, painting my face or a Human Ball Soccer game; if they met their goal of 2018 AR Points. Our students did wonderful and met their goal. As promised we played a game of Human Ball Soccer with the highest AR point earners playing me in front of the entire school.

**"Watch Us SOAR!"**

### **Talking Zoo**

Our 3rd grade classes continued their annual Talking Zoo in November. Each 3rd grade student researched an animal and learned 5 facts. For the Talking Zoo, each student dressed as their animal and then recited their 5 facts when a visitor would walk up to them in the gym. Everyone had a great time learning about each animal and our gym was packed with parents and community members.

### **Science Fair**

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students' projects were outstanding. Highland Park partnered with the DNRC and two students won a prize for the best project dealing with conservation. These winners received a personalized jacket.

### **Highland Park Picnic**

To help increase parent involvement, Highland Park kept our end of the year Picnic, promoted it more and received a much bigger turn out. This year we did add a picnic toward the beginning of the year, September, to help increase support/involvement earlier in the year. We had a marginal turnout the year before, so we will be keep it in September for the upcoming year due to the fact we had more parents join us!

### **Field Trips**

The PTO and Indian Education for All, also funded our end of the year field trips for 2<sup>nd</sup>, 3rd and 4th grade. The 4th grade classes went to First People's Buffalo Jump outside of Ulm. Our 3rd grade students went to Zoo Montana and 2<sup>nd</sup> grade went to the Fort Benton Museum of the Upper Missouri. Each field trip had numerous parent volunteers help out.

## **Monthly Communication to Parents**

### **Highland Park Refrigerator Reminder**

I send home a newsletter at the beginning of each month referred to as "Refrigerator Reminder." This keeps parents up to date on current events at Highland Park. Below is an example for the month of November.

**"Watch Us SOAR!"**



Highland Park Elementary  
1312 7<sup>th</sup> Ave. North  
Lewistown, MT 59457  
(406) 535-2555

## NOVEMBER

### Refrigerator Reminders

- **Early Dismissal** – Wednesday, Nov. 2<sup>nd</sup> students will be dismissed at 1:30pm. Buses will run their regular routes. Please make pickup accommodations if you DO NOT ride the bus.
- **Parent/Teacher Conferences** – These will be on Wednesday, Nov. 2<sup>nd</sup> from 4~7 and Thursday, Nov. 3<sup>rd</sup> from 8am~11am and 12pm~3pm. Please support your child's education by participating in this important conference. We look forward to seeing you!
- **Highland Park Book Fair** – The Book Fair will be going on in the library during Parent /Teacher Conferences. Please stop by the library and check out the great selection.
- **No School** – No school for students on Nov. 3<sup>rd</sup> & 4<sup>th</sup>.
- **Missoula Children's Theater** – Auditions will be starting on Monday, Nov. 7<sup>th</sup> for the play "Aladdin" directed by Missoula Children's Theater. The performance will be on Saturday, Nov. 12<sup>th</sup>. More information should be coming with this great opportunity.
- **Veteran's Day** – A special THANK YOU from Highland Park to all those who've served.
- **Talking Zoo** – 3<sup>rd</sup> grade Talking Zoo is Nov. 11<sup>th</sup> from 8:45~9:45.
- **3<sup>RD</sup> Grade Music Program Moved** – 3<sup>rd</sup> Grade's Music program scheduled for Nov. 15<sup>th</sup> has been moved to April 27 7pm @ FCPA.
- **PTO Meeting** – On Monday, Nov. 21 at 7pm will be our November PTO Meeting. It will be held at Lewis & Clark. Please stop by if available.
- **Thanksgiving Break** – No school on Nov. 23~Nov. 25.

---

### Highland Park Elementary on Social Media

I continued updating our page for Highland Park Elementary. This page was used as reminders for upcoming events, share photos of students/staff, and updates on students returning from field trips. Currently, we have 294 followers. Like us on Facebook at <https://www.facebook.com/highlandparkschool/>

"Watch Us SOAR!"

or @highlandparkschool. In April I learned more about Instagram and Twitter and created pages for Highland Park on both of these social media sites as well.

## **Goal Area 4: Technology**

### **Strategic Objectives 1-5**

#### **Technology Upgrades**

Over the 2017-2018 school year Highland Park received numerous technology upgrades. This biggest upgrade that we completed this year will be the addition of another 30 computer Chromebook cart for the 3<sup>rd</sup> grade.

#### **Technology in the Classroom**

##### **Technology Plan**

In conjunction with the Technology staff, mainly Scott Baldwin, this year we have created a Technology Plan for Lewistown Public Schools. Our main goal is to try to become a 1-to-1 ratio of students to Chromebooks within the next few years.

##### **FastBridge PD**

The Highland Park staff had two separate trainings on how to use the FastBridge Assessment site. This includes using computers and technology learn how to set up, facilitate, complete and review data on this new assessment program.

##### **Classroom Parent Engagement Apps.**

We have many teachers using various apps. to increase parent involvement. The two apps. used are Bloomz and ClassDojo app. These apps are used by teachers to communicate directly with parents on their child's behavior, things happening in the classroom, and able to send parents pictures of what is going on in the classroom. I have heard many great things from parents on how they like being updated on this.

## **Goal Area 5: Highly Qualified Staff**

### **Strategic Objectives 1-2**

#### **Evaluation Process**

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). On the EPAS rotation I had six tenured teacher evaluations (they get evaluated once every other year) and three non-tenured evaluations (twice a year until tenured). Six teachers where not on the evaluation rotation this year, meaning they had to complete 3 Peer Observations throughout the year.

#### **Professional Development**

##### **Teacher Tank**

This year, we continued to lessen the amount of staff meetings to one per month in order to allow for a once-a-month full staff Professional Learning Community (PLC) called "Teacher Tank." In these monthly staff PLC's, we had teachers introduce, highlight and teach topics to the rest of the staff that significantly helped their

**"Watch Us SOAR!"**

teaching/classroom. Examples of topics introduced/taught were: schooltoolstv.com, Bal-A-Vis-X, Teacher Parent Apps., Daily 5, and Flexible Seating.

### **Social Emotional Learning (SEL)**

Part of our focus this school year was on SEL. We piloted a web-based program called schooltoostv.com. It consisted of a daily one-minute video based on an SEL topic. Each teacher was required to show the daily video and have a discussion about the topic with their class. Along with this, I created a group called SOAR CAFÉ made up of Tier 3 behavior students. We met daily first thing in the morning to discuss SEL and start their day off right.

### **FastBridge**

As a staff we learned how to set up, facilitate, complete and review data on this new assessment program.

### **Trauma Training**

Part of our focus this school year was on student behavior and discipline. Our second 3 hour Floating PIR was used for a Trauma Training for our K-6 staff. We also viewed the movie Paper Tigers.

### **MTSS Training**

The Highland Park staff had many opportunities to receive more training on MTSS practices through the Project REAL 2.0 grant. These opportunities included 2 different face-to-face meetings, 3 different online trainings, and the opportunity to attend the MBI Conference in Bozeman over the summer.

## **Goal Area 6: Fiscal Management/Responsibility**

### **Strategic Objectives 1-4**

**In light of a special legislative session this year where some funding was reduced mid-year, the administration of Lewistown Public Schools had to do some extensive research on each part of the district budget. This equated to some cuts in order to balance our budget for the upcoming school year.**

**\*This goal area is taken care of at more of the district level.\***

**“Watch Us SOAR!”**

**LEWIS & CLARK  
ELEMENTARY  
SCHOOL**

**Danny Wirtzberger**





## **Danny Wirtzberger, Principal**

# **2017-2018 Annual Report**

**Motto:** *“Achieve, Believe and Care!”*

### **Lewis and Clark Vision Statement:**

Lewis and Clark Elementary strives to **achieve** high standards, we **believe** each student is capable of becoming a confident lifelong learner, and we **care** for our students and encourage them to be responsible, contributing, critical thinking members of their community.

### **Creation of Vision Statement and School Motto:**

During a year-long process, the Lewis and Clark Learning community reviewed our mission and vision this year. The learning community was posed with a simple question, “What is it we do at LC?” Through multiple conversations about our thoughts about what is important to us, the mission and motto above reflect Lewis and Clark as a staff and learning community!

### **Attendance:**

Our average daily attendance for the school year showed a slight decrease from the previous year, with students attending 94.63% of the days. The attendance rate equates to an average of 10 students absent every day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. In addition our MTSS (Multi –Tiered System of Support) Team has had training this year on CICO (Check In, Check Out) as an intervention for building relationships with at risk students and providing support for students needing help with attendance, academic, and behavioral concerns.

## Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had an increase of 18 students with a larger 5<sup>th</sup> grade. Next year we look forward to another large 5<sup>th</sup> grade with 88 students coming from Highland Park's 4<sup>th</sup> grade. We had a minimal number of students moving in or out during the school year.

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
<b>5<sup>th</sup> Grade</b>	94	105	76	81	98	84	98	96	92
<b>6<sup>th</sup> Grade</b>	106	79	86	96	81	94	99	91	90
<b>Total</b>	200	184	168	177	179	178	197	187	182
<b>Change(+ or -)</b>	+16	+18	-9	-2	+1	-19	+10	+5	

## Response to Intervention (Rtl):

Lewis and Clark continued their involvement in the Rtl process. All K-6 elementary buildings were accepted into Project REAL through OPI in 2013. In 2016 we signed on for five more years with the Project REAL 2.0 Grant through OPI. This will allow us to stay current with MTSS and progress with our academic and behavioral goals. Each year our Lewis & Clark team has attended three OPI Rtl face-to-face workshops and 6 webinar sessions for MTSS (Multi-Tiered System of Support). Our MTSS OPI Facilitator was Sheila Lovato. We met with Sheila administratively and with the K-6 team twice during each of the last three school years.

We have put into place Tier I, II, and III supports for Reading, Math, and Behavior and have scheduled Student Data Meetings twice a month as well as MTSS Leadership meetings bi-monthly. Teachers have a system to use with our Request for Assistance Form and we use our Classroom Problem Solving Team Planning and TIPS Forms to determine need and intervention strategies. We have now made this form more readily available for our teachers by making the form digital. This survey is completed by the classroom teacher and sent on to the MTSS leadership team. In addition, individual teachers met with our MTSS team for consultation and additional student meetings. Programs are built into our Tiers for Reading, Math, and Behavior and decisions are based on data from our FastBridge math probes, FastBridge Reading CBM & aReading, NWEA MAP Assessments in Reading, Language, and Math, Smarter Balanced Results, curricular assessments, formative assessment, Mileposts behavioral data, and Check In Check Out. Due to the systems we have in place, students are able to receive the assistance they need quickly and we have seen significant growth over time with our data in academics and behavior. As an example with behavior, we have seen a 25% decline in our Major office discipline referrals (ODRs) this year as compared with last year as a result of meeting student needs in an efficient manner and implementing CICO and more positive rewards for outstanding behavior as students strive to SOAR (be Safe, Organized, Accepting, and Responsible). Add rise in attendance rate.

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). In Tier III Supports Lewis and Clark was given a score of 94% which is a rise from our score of 68% in 2017, a rise of 26%. Our Tier three supports was a major goal of ours this year. For our efforts in our Tier III supports Lewis and Clark will be awarded with the highest honor for the Montana Behavior Initiative. **This summer at the MBI Institute Lewis and Clark will be awarded the Platinum Award.** As stated before, this is the highest honor awarded to schools for their efforts in Multi-Tiered Systems of Support. Due to this rating and progress in MTSS with student academic and behavior supports, Lewis & Clark School will be recognized as an exemplar school through the RtI process. We will take part of a recognition ceremony at the MBI Conference June 21<sup>st</sup> and will be recognized as an RtI Sustaining School. I am proud to say Lewis and Clark is now a Platinum status member of the Montana Behavior Initiative.

Our Intensive Care Unit (ICU) was also implemented this year. Our MTSS team recognized the need to create opportunities for students missing assignments throughout the year. If a student was falling behind in their assignments they were referred to to our MTSS team as an ICU candidate. They were able to have a working lunch with our school counselor and “Life Guard” Ashley Jenness three times a week. This “working lunch” created three more hours a week for these students to catch up on their assignments. A student behind in their assignments would come to “ICU” three times a week to receive their “Antibiotics” (complete missing assignments). If this students completed all of their missing assignments they would receive their “Vitamins” (front load their next lessons). These students went from sometimes 85% missing assignemets to 0% missing assignments. A huge success story!

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Deanna Bowen, Lynn Lensing, Jeff Russell, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to our district to Michelle Trafton, our District MTSS Facilitator, and also the previous principal of Lewis and Clark. Michelle laid the foundation for success here at Lewis and Clark!

## Montana Behavior Initiative (MBI):

We continue to build upon the Montana Behavior Initiative at Lewis and Clark School. Through Project REAL 2.0 and MTSS we have learned about braiding RtI and MBI and our team has combined to work on Tier I, II, and III for academic and behavior assistance.

This year we are sustaining our positive behaviors by continuing to implement an innovative way to recognize students for their accomplishments. SOAR tickets are created for all staff members. Students earn SOAR tickets from staff members for being Safe, Organized, Accepting, and Responsible. Students collect their earned SOAR tickets and take them to the SOAR Store that is run by our Service Council. They can purchase coupons or items. Some of the favorites are lunch with a staff member, fishing at the frog ponds, ice skating, music concerts on Fridays, extra PE time, and sitting with a friend for lunch. The SOAR tickets are then collected in our EAGLES SOAR bucket. When the bucket is full we have an all school SOAR reward with an ice cream treat, extra recess, or a music concert on Fridays. In addition, we have a SOAR drawing twice a month and students can win different awards, such as captains of our varsity sports teams. This has been a great success and students have really been able to see the rewards of their positive behavior. Due to our efforts with the SOAR ticket system and Check In Check Out we have seen a 25% reduction in our major office discipline referrals (ODRs) this school year!!! Our Parent Teacher Organization was very helpful with this program in supplying the rewards. They also supported our MAPS and SBAC testing by supplying testing materials for our students.

Lewis & Clark Staff continued work with CICO (Check In, Check Out) this school year. This is an intervention for building relationships with at risk students and providing support for students needing help with behavioral and/or academic, as well as attendance concerns. We experienced success as noted above with a reduction in office discipline referrals as a result of Tier 2 supports with students using the CICO positive behavior supports. In 2018, Lewis and Clark also experimented with an alternate support for Tier II students called Check and Connect (CaC). Check and Connect is not quite as intense as the Check In Check Out system. With the CaC system students have more of an advisor at the beginning and the end of the day. This allows us to front load the expectations and review progress at the end of the day.

We also continued the Lewis and Clark Service Council. Sixteen students were involved each quarter and they met every other week with the principal. The students were involved in making announcements to classrooms, greeting and touring School Board members around Lewis and Clark School, setting up school assemblies, helping with teacher appreciation week, attending and participating in the School Board Roundtable, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models. To create more consistency within the Service Council we implemented "Service Council Officers." Students wanting an office elected position had to get a signed petition, campaign, and create a speech for the student body. All Lewis and Clark students got a chance to vote for the elected officers. This was a major success for our school and created leadership opportunities for our students.

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend

the center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their school work and each week the center served 20-25 students.

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). We were commended for our score and work as a team through this process and evaluation. The report stated, "Strong administrative support and involvement in the positive behavior support process, all key components for the universal level under Foundations in place at the sustainable level, appropriate professionals to support students at targeted and intensive levels, an efficient and effective meeting schedule, flexibility and commitment, and data systems in place and used to monitor student data for CICO." Due to this rating and progress in MTSS with student positive behavior supports, Lewis & Clark School will be recognized as an exemplar school through the MBI process. We will be part of a recognition ceremony at the MBI Conference in June and will be recognized as an MBI Exemplar **Platinum** Level School. Lewis & Clark has also been asked to present their work in positive behavior supports at the MBI Best Practice EXPO.

Many thanks to the Lewis and Clark MTSS team consisting of Cindy Gremaux, Brad Breidenbach, Deanna Bowen, Lynn Lensing, Jeff Russell, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger.

We plan to continue our work in MBI with Danny Wirtzberger, Jeff Russell, Jill Reed, and Brad Breidenbach attending the MBI Summer Institute June 18 – 21, 2018.

## **Title 1:**

As a Schoolwide Title 1 District we devised and continue to update our Schoolwide Title 1 Plan to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state's academic achievement standards.

To address those needs we continue to review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a Schoolwide program school are encouraged to participate in parent involvement activities. We have many areas where parents volunteer and get involved in programs in our school. Those programs are outlined below.

Our Schoolwide Title 1 team has included Danny Wirtzberger, Brad Breidenbach, Tracy Conner, Cindy Gremaux, Deanna Bowen, and Lynn Lensing.

## **School Safety:**

Throughout the school year we work on school safety in a continual effort to ensure the safety of our students, staff, and school. This year we met quarterly as a Lewis and Clark Safety Team to review safety procedures, create emergency operations for our school, and schedule drills and training. Our Lewis and Clark Safety Team included Danny Wirtzberger, Nancy Hudson, Tracy Conner, Dee Ann Buehler, and Ashley Jenness. We then met as a staff to update our Lewis and Clark Emergency Operations Manual. We have conducted drills throughout the year including fire drills, an earthquake drill, a tornado drill and lockdowns.

## Student Achievement:

At our end of the year assembly we recognized 35 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in both reading and math on the spring Measure of Academic Progress (MAP) test. Nine sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6<sup>th</sup> grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized two students for perfect attendance and eleven students for outstanding attendance this school year.

### FastBridge Oral Reading Fluency (CBM)

FastBridge was used to identify intensive, strategic and benchmark students in oral reading fluency. Previously, the district used AIMSWeb to monitor progress. Percentages for every year before 2017-2018 are from AIMS which is a different test. Next year we will be able to see growth using our current progress monitoring system (FastBridge). The chart below gives you a look at how the school year ended:

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
<b>5<sup>th</sup> Grade</b>			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
2014-2015	8%	16%	76%
2015-2016	11%	19%	70%
2016-2017	11%	21%	68%
2017-2018	23%	19%	58%
<b>6<sup>th</sup> Grade</b>			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	10%	22%	68%
2016-2017	11%	18%	71%
2017-2018	32%	12%	56%

#### Benchmark Goals:

- The benchmark goal for fifth grade is 163, which is much higher than our previous benchmark in AIMSweb CBM which was established at 143 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for fifth grade is 171, which is much higher than our previous benchmark in AIMSweb CBM which was established at 161 or more words per minute on oral reading fluency by the end of the school year.

## FastBridge Math Computation and Concepts & Applications

FastBridge is used to identify intensive, strategic and benchmark students in math computation and concepts and applications. The chart below gives you a look at how the school years were in our our previous five years with AIMSWeb. The last chart give you a look at this year's FastBridge comparison. In the years to come you will be able to compare our progress with our new system, FastBridge:

	<b>Intensive (At Risk)</b>	<b>Strategic (Some Risk)</b>	<b>Benchmark</b>
<b>5<sup>th</sup> Grade Math Computation</b>			
2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
2014-2015	10%	15%	75%
2015-2016	3%	16%	81%
2016-2017	9%	20%	72%
<b>5<sup>th</sup> Grade Math Concepts and Applications</b>			
2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
2014-2015	10%	15%	75%
2015-2016	5%	36%	59%
2016-2017	9%	38%	53%
<b>6<sup>th</sup> Grade Math Computation</b>			
2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	6%	30%	64%
2016-2017	9%	14%	78%
<b>6<sup>th</sup> Grade Math Concepts and Applications</b>			
2012-2013	9%	16%	75%
2013-2014	9%	14%	77%
2014-2015	10%	14%	76%
2015-2016	19%	19%	62%
2016-2017	15%	8%	77%
<b>5<sup>th</sup> Grade Math CAP (Overall Performance)</b>			
2017-2018	5%	10%	85%
<b>6<sup>th</sup> Grade Math CAP (Overall Performance)</b>			
2017-2018	0%	11%	89%



## MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5<sup>th</sup> and 6<sup>th</sup> grade. MAP was given three times during the year in Reading, math, and language usage. The data from these tests help monitor progress of our students, is used to drive instruction, and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring tests.

This report shows students' projected performance on the state assessments based on the NWEA alignment/linking studies. It shows aggregated projected proficiency data from fall or spring testing so you can determine how a group of students is projected to perform on a separate state test. Performance categories are defined by the state and are specific to each state (MAP Report Reference). The Montana state test used for this linking study in the Smarter Balanced Test.

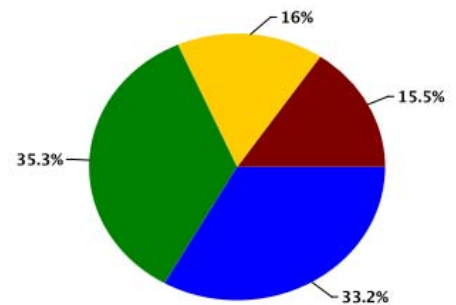
### 2017-2018

#### Mathematics

Projected to: **Montana Assessment System** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/montana-linking-study/>

Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	90	12	13.3%	10	11.1%	35	38.9%	33	36.7%
6	97	17	17.5%	20	20.6%	31	32.0%	29	29.9%
<b>Total</b>	<b>187</b>	<b>29</b>	<b>15.5%</b>	<b>30</b>	<b>16.0%</b>	<b>66</b>	<b>35.3%</b>	<b>62</b>	<b>33.2%</b>

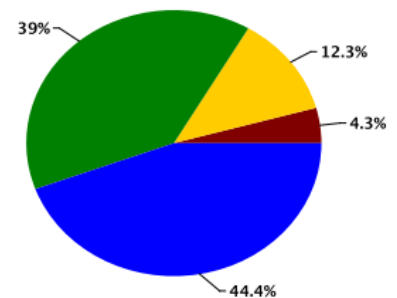


#### Reading

Projected to: **Montana Assessment System** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/montana-linking-study/>

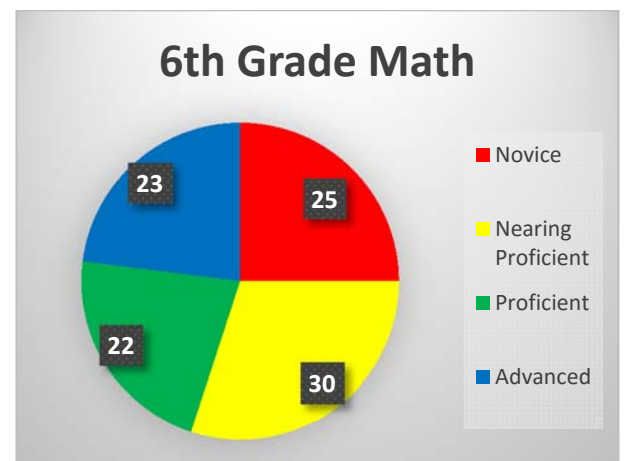
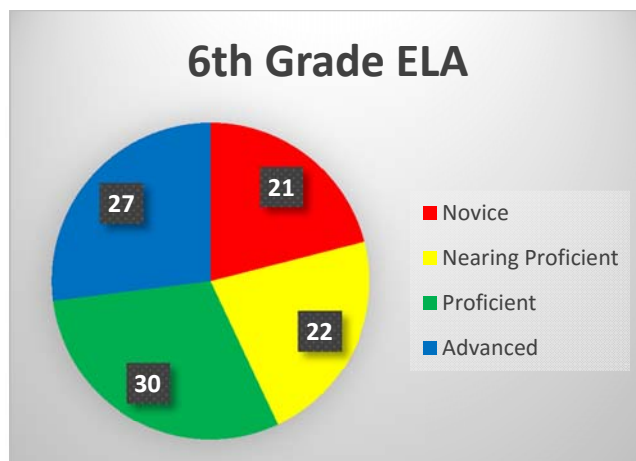
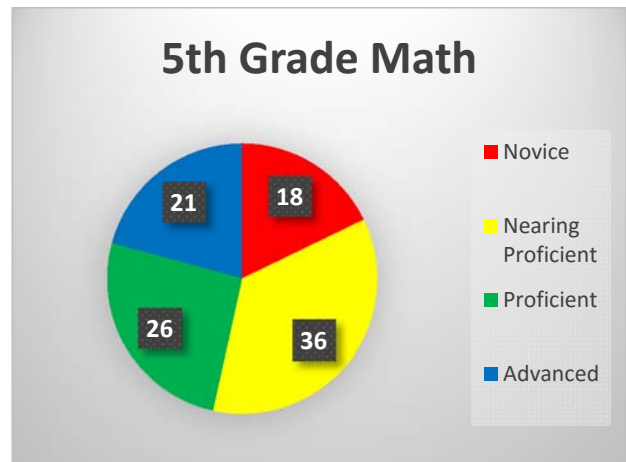
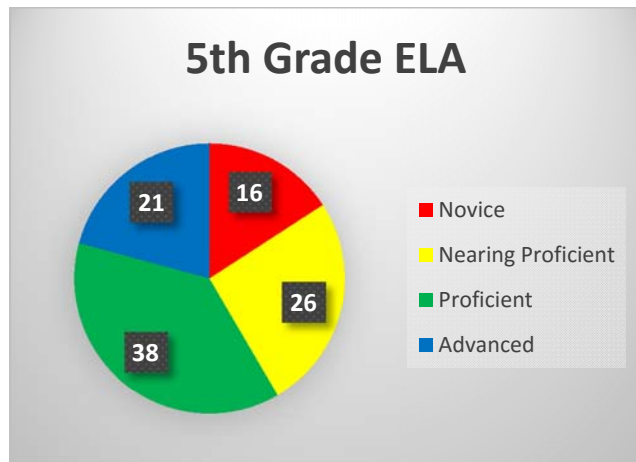
Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	88	2	2.3%	12	13.6%	33	37.5%	41	46.6%
6	99	6	6.1%	11	11.1%	40	40.4%	42	42.4%
<b>Total</b>	<b>187</b>	<b>8</b>	<b>4.3%</b>	<b>23</b>	<b>12.3%</b>	<b>73</b>	<b>39.0%</b>	<b>83</b>	<b>44.4%</b>



## Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and math. It took each class one week of testing to complete this assessment for all grade levels and classrooms. Our school purchased 105 Chromebooks to replace eight year old laptops in 2017. Because of this, we were able to condense our testing window from six weeks to one week. Our students did a fantastic job with attendance during this week. We were able to learn a lot from our testing experience this year. All students were able to complete their Reading and math non-performance and performance

Here are the results of the first report of the 2018 Smarter Balanced Tests.



## **Student Activities:**

### **Band and Choir**

Our fifth and sixth grade students had the opportunity to participate in band and choir. 6<sup>th</sup> grade band students walk to the high school for their classes and fifth grade students have band at Lewis and Clark in two class groupings. Each of the 5<sup>th</sup> grade classes have band twice a week in the morning and twice a week during the school day. 6<sup>th</sup> grade students participated in choir three times a week at Lewis and Clark. Fifth grade students were in general music and that class focused on music literacy and chorus. Concerts were well attended and students worked hard demonstrating growth throughout the year. This growth was most prevalent at the concert in May.

### **Athletics**

Students also had the chance to participate in after school athletic events. Little Eagle volleyball, basketball and wrestling were available to interested students. Students were also able to take advantage of community sponsored athletics with soccer, football, jump rope, baseball, and softball. Mr. Daniels and the coaches did a great job again this year. We would like to congratulate all of our student athletes for their accomplishment and representing our school in a great way.

### **After School Learning Center**

This year we held the After School Learning Center on Monday, Tuesday, and Thursday from 3:10-4:00. Students could volunteer to attend, be assigned by a teacher, or assigned by a parent. Students received assistance with their work and were given an after school snack and drink from our Parent Teacher Organization. The center was well attended with 2 to 20 students each session. We saw an improvement in attitude, work ethic, and grades in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

### **Service Council**

We had 68 students involved in Service Council over the four quarters this year. If a student wanted to be a Service Council Officer they applied in September for four spots. Our 6<sup>th</sup> grade students were able to apply for President and Secretary of State. 5<sup>th</sup> Grade students were able to apply to be the Vice President and Secretary of Union. Interested students had to get a signed petition, go through a preliminary vote, campaign and right a speech for the student body. Students also were able to participate by being classroom representatives. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. They met every other week with the principal and were also involved in making announcements to classrooms, helping with teacher appreciation week, touring School Board members, presenting our School-Wide SOAR Reward System at the School Board Roundtable, announcing and gathering food for the spirit of Christmas, working on projects to benefit students in need, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models.

### **Chess Club**

This year we entered our fourth year of Chess Club. Students met on Mondays and Thursdays with Mr. Russell or Mrs. Reed. Mr. Thackeray was the parent volunteer that worked with the students each week. There were from 10-20 students who met and learned the fundamentals of Chess. They also traveled to outside non-school chess events. Much progress was made by the students and their skills in chess. Mr. Thackeray continues to work on expanding chess club to other schools in the district.

### **Bow Club**

New to Lewis and Clark this year was our Bow Club for sixth graders. Students met on Tuesdays and Thursdays with Mr. Cloud. There were from 22 students who met and learned the fundamentals of shooting a bow and competing for their personal bests shooting towards a target. Much progress was made by the students and their skills in shooting a bow towards a target. Mr. Cloud continues to work on expanding the Bow Club within Lewis and Clark.

### **Geography Bee**

In January we held our annual Geography Bee. There were 16 participants, two classroom winners from each class. The Bee was held at the Fergus Center for the Performing Arts and the students were asked a variety of geography questions. Our Geography Bee Champion this year also took a state test and qualified/participated in the State Geography Bee in Missoula.

### **Fish, Wildlife, and Parks Program**

The Fish, Wildlife, and Parks program sponsored a fishing program for all of our 5<sup>th</sup> grade students. Through our science program the students were involved with fly tying, fish jeopardy, fish dissection, fish art, and fish lure making. With each event we had several parent volunteers involved with helping students. Students also had the great opportunity to go ice fishing with their classmates and FWP personnel. The holes were drilled, poles and bait were provided by FWP. Many parent volunteers are involved in every aspect of the fishing unit with the 5<sup>th</sup> grade. We are very thankful to the Fish, Wildlife, and Parks for their contribution to our school and students.

### **Spelling Bee**

Our Lewis & Clark Spelling Bee was held at the Fergus Center for the Performing Arts in February. Participants were the top two spellers in each classroom and 16 spellers took part in the bee. Our Lewis & Clark Spelling Bee Champion this year went on to the Fergus County Spelling Bee along with eight other students from our L&C Spelling Bee. The spellers did a fantastic job up on the big stage spelling some very complex words!

### **Zaner-Bloser National Handwriting Contest**

The Zaner-Bloser National Handwriting competition was also held in February. Students wrote their best handwriting in the classroom by completing the writing prompt from Zaner-Bloser. Teachers sent in their top finalist to the national headquarters. This year, our 5<sup>th</sup> and 6<sup>th</sup> grade school champions were also the Montana State Winners!

### **Snowshoeing**

This year we continued into our fourth year of snowshoeing at Lewis & Clark School. Each class had PE with Mrs. Buehler where they learned how to put on the shoes, tighten the bindings, remove the shoes, and walk in the shoes. They then went through a Snow Disc Golf Course at the Pine Meadows Golf Course and had to navigate with directions and landmarks to get through the course with their team and disc. Big thanks to Mr. Russell and Mrs. Buehler for their leadership in the snowshoe adventures. In addition to Snowshoe Disc Golf, students also were able to take advantage of our disc golf equipment in the spring as we had an outing at the Judith Shadows Golf Course to continue working on our skills with this activity. The weather was great and students were more proficient in their throwing and ability to reach their targets.

### **I Love to Read Month**

The entire month of February was dedicated to “I Love to Read” month through our school libraries and classrooms. The theme this year was, “Reach for the Gold” and we had a variety of activities throughout the month to promote the love of reading. Both the 5<sup>th</sup> and 6<sup>th</sup> grade students took part in “Reading Buddies” and took busses over to Highland Park and Garfield School where they read to K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books. Lewis & Clark students surpassed their goal of 93 Million Words for their year total by the end of February. For their efforts, Mr. Wirtzberger dressed up like a hot dog and got “dressed” with all the fixings by the top readers. Also, the Lewis and Clark staff was challenged to a students vs. staff basketball game. The students prevailed, beating the staff by six points with the help from their top reader’s “power ups.” Lewis and Clark is very proud of our students and their love for reading!

### **Spirit of Christmas**

This year for Spirit of Christmas our students and staff focused on gathering perishables for our local community cupboard. We were able to collect over 1,000 items to give away for the Christmas Spirit!

### **Montana SHAKES!**

The Shakespeare in the Parks program has visited L&C School for five years. Each year they spend a day to put on a 40 minute production based on a Shakespeare play. This year it was based on a Twelfth Night. The cast then puts on workshops in the afternoon for all students in each grade level. The students learn about Shakespeare vocabulary, acting, props, and characters. This program has been very successful in our school and it a great introduction to Shakespeare, acting, and literature. Students also have the opportunity to be in the Missoula Children’s Theater each year. Students can try out for a part, practice at the high school for a week, and put on a Saturday performance for family and community! It is a great show!! We are thankful to PTO for sponsoring both of these events!

### **World Tour**

The 6<sup>th</sup> grade students and teachers put on a “World Tour” for the fifth year in a row. The students created a presentation on a country including a flag, poster with facts, 3D model, and a brochure. The students displayed their project on a desk or table within the gym or classrooms. Community, families, and Highland Park students were invited to attend the tour. Students did a fantastic job of educating others about their country and learned an immense amount about their

location and all other countries represented. We had many visitors and wonderful comments about the students' work!

### **Wax Museum**

The 5<sup>th</sup> grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of visitors and talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. Parents, community members, and Highland Park were invited to attend. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent as well as an enjoyable community event.

### **Talent Show**

Lewis & Clark Elementary held its 7<sup>th</sup> Annual Talent Show this year. There were 21 acts and 34 students involved! Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

## Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. They provided parents to help organize our school pictures, organized and ran our fall fundraiser, volunteered during our Book Fair, and helped during our oral reading fluency testing. PTO provided treats for our Schoolwide SOAR rewards, After School Learning Center, and during Smarter Balanced testing. In addition, they funded field trips such as the 5<sup>th</sup> grade trip to Helena to tour the Capitol and their journey on the Charlie Russell Chew Choo. They also funded the 6<sup>th</sup> grade field trip to the shortest river in the world in Great Falls. In addition, they sponsored the Montana SHAKES (Shakespeare in the Parks Program) for 5<sup>th</sup> and 6<sup>th</sup> grade at Lewis & Clark. PTO hosted Family Movie Night at our school for students and parents. In addition, the PTO sponsored and organized the Spring Carnival for all schools at the Fergus High Field House. This event was well attended with students and parents enjoying a night of fun.

Furthermore, through the great amount of effort and dedication to our schools, the PTO has fundraised to allow teachers to request supplies for their classroom and for their grade level. PTO is also very involved in our Teacher Appreciation Week with bringing treats and special gifts for all staff. Our staff truly appreciates the kindness and dedication of PTO volunteers that contribute their time, energy, and care to our students, staff, and schools. We are very fortunate to have PTO involved with our schools; they contribute so much to our continued success.

Parents have also been involved in our school throughout the year with the Parent/Student Orientation and Open House the day before school starts, Parent/Teacher Conferences, volunteering during school events such as fish dissection, lure making, fly tying, cow eye dissection, ice fishing, snowshoeing, Charlie Russell Chew Choo/Lewistown Museum field trip, and Museum of the Rockies field trip. The majority of 5<sup>th</sup> and 6<sup>th</sup> grade parents attend the Wax Museum and World Tour as well as a number of community members.

We continue to communicate with parents through our Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including Rtl, MBI/Bully Prevention, Title I, Assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. Parents are also informed through the Refrigerator Reminder Newsletters that outline the information and events throughout each month and through our website with calendar dates and pictures of events. Very positive feedback has been received about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access. Others schools have begun doing this same format and parents appreciate the consistency. PTO also funded TV monitors for information centers at the entry of each school. This allows schools to view important information, reminders, and photos of events throughout the year. This is also great way for parents and community to see all of the things PTO does to support the schools as PTO information will be presented on this system as well.

This year saw an addition to parent involvement. Lewis and Clark started a Parent Council in 2018. We met throughout the year with minimal items on the agenda. This was an open forum for parents to voice successes and concerns. We were able to gain very valuable information because of these council meetings. For example, we now have crossing guards to cross our busy streets after school. We look to continue the Parent Council in 2018-2019 and expand the topics for our parents.

# **LEWISTOWN JUNIOR HIGH SCHOOL**

**Tim Majerus**



**Lewistown Junior High School**  
**Annual Report**  
**2017-18**  
**Tim Majerus, Principal**

Lewistown Junior High continues to use the MTSS process to review data, seek solutions, and promote positive behaviors. One of the most effective additions the MTSS team established this year has been the morning advisory. This 25 minute period at the beginning of the school day has provided several opportunities to address school climate and student performance. The schedule of the advisory included some of the following:

- Teacher/student conferences.
- Whole class discussions on specific school climate and personal goals topics.
- Grade level meetings for planning and discussion of student performance.
- Math intervention program for Tier 2 and 3 students.
- Assembly time to recognize monthly A+ Award winners and quarterly attendance awards.

**This Annual Report is organized to reflect the goals of the district.**

**District Goal Area 1: Measurable Student Achievement**

Overall achievement comes from more than just the results of criterion referenced testing.

Achievement can be measured through:

- Students' ability and desire to attend school on a regular basis
- Daily classroom performance
- NWEA (MAP) testing results in the Fall, Winter, and Spring
- Criterion Reference Testing through MontCAS and SBAC testing
- Behavior incidents, both positive and negative
- Intervention effectiveness

**1. Daily Attendance-**

LJHS continues to emphasize to parents and students to importance of regular attendance. The attendance of the majority of students continues to be positive, however the number of students with chronic absenteeism continues to be a national issue. This year we used an approach modified from the organization Attendance Matters. Our goals for the year were to:

- a. Provide incentives to reward and encourage good attendance
- b. Provide tools to assist parents in getting their child to school
- c. Provide tools to assist students in getting to school

To promote daily attendance we recognized those students who had perfect attendance the prior week by having calling out their names during Advisory and giving them a small treat. This small gesture was not only established to recognize those who come on a regular basis, but to encourage those with attendance problems to strive to improve week by week. We also recognized students at the end of each quarter for their perfect and outstanding attendance.

In addressing the students with chronic absenteeism we utilized the My Attendance Success Plan created by the Attendance Matters organization. In the past we used attendance contracts that were based on punitive measures. The new approach was based on helping students instead of punishing them. To implement the success plan the principal would meet with the student and provide them with a printout of their absences and talk about the importance of regular attendance. The student would then meet with the counselor to complete the plan. The plan required the student to color in a school calendar with the days they have been in attendance in

green and the days they have missed in red. This provided a visual comparison between days present and days absent. The counselor would then work through the plan with the student that requires establishing morning routines and identifying support in and outside of the home who could help them get to school. Parents were then contacted and required to review the plan with their child. This method has proven to be much more productive than a plan based on consequences.

The chart below shows a slight improvement in students with chronic absenteeism for the Class of 2022.

Class of 2023							
Based on Percentage of Class Periods in Attendance							
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2017-18	Sem 1	0%	1%	10%	31%	58%	81
		1%		10%	89%		100%
	7th Grade	Sem 2	0%	1%	17%	32%	49%
1%			17%	82%		100%	

Class of 2022							
Based on Percentage of Class Periods in Attendance							
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2016-17	Sem 1	3%	3%	9%	35%	51%	77
		5%		9%	86%		100%
	7th Grade	Sem 2	5%	5%	18%	27%	44%
10%			18%	71%		100%	

		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2017-18	Sem 1	1%	1%	14%	30%	54%	74
		3%		14%	84%		100%
	8th Grade	Sem 2	3%	4%	23%	36%	34%
7%			23%	70%		100%	

## 2. Classroom Performance

Though the district uses MAP testing to monitor progress in English, Reading, and Math, one of the most effective tools for assessing student progress is through continuous monitoring of daily instruction. Classroom assignments not only gives students additional time to apply the learned material, but it also gives teachers a means of immediately assessing their instruction and adapting their lessons. At LJHS we stress the importance of organization and the need to complete assignments in a timely manner. Students are required to purchase an accordion folder and use a school provided planning book that fits inside the folder. The use of study hall periods is an important time to complete their work as well as attendance in After School Learning Center. For the last couple years teachers have utilized the Missing Assignment indicator in their Infinite Campus grade book. Students who have 5 or more missing assignments are required to stay for an extra two hours on Friday or come in Saturday morning. This incentive, along with in school support, has made the missing assignments process an effective tool. After one quarter of following the 5 missing assignments rule, we had to hold only a few Saturday School sessions for the remainder of the year.

Many students still strive to make good grades, and according to a parent survey, most parents reward their children for having good grades. Making the honor roll is a strong motivator for students. McDonald's continues to sponsor the posting of our Quarterly Honor Roll in the newspaper.

At the end of the school year LJHS recognizes students who have maintained a GPA of 3.67 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

### **First Year Recipients**

7<sup>th</sup> Grade – 14 students

8<sup>th</sup> Grade – 7 students

### **Second Year Recipients**

8<sup>th</sup> Grade – 28 students

**Honor Roll** – We like to recognize the students for the hard work it takes to receive excellent grades. At the end of each quarter we post the names of students who have met one of the four levels of our honor roll.

**Number of Students by Honor Roll Category**

Quarter	A				A- Average				B+ Average				B Average			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7th Grade	8	8	10	11	23	19	22	21	19	15	15	13	6	12	11	11
8th Grade	4	4	5	4	19	16	15	26	16	18	28	17	18	15	9	10

**Number of Students on the Honor Roll per Quarter**

Quarter	1	2	3	4
7th Grade	56	54	58	56
8th Grade	57	53	57	57

**Percentage of Students on the Honor Roll per Quarter**

Quarter	1	2	3	4
7th Grade	72%	69%	74%	72%
8th Grade	75%	70%	76%	76%

**Renaissance Program** – We continue to utilize the Renaissance Program to recognize students who maintain high academic standards or make significant improvement with early release privileges and rewards from several businesses.

Gold Card achieved a 4.0 GPA or increased GPA by 1.0

Blue Card achieved a GPA between a 3.50 and 3.99 or an increase of .75

Silver Card achieved a GPA between 3.49 and 3.00 or an increase of .50

### 3. **Benchmark and Criteria Reference Testing**

The results of this year's testing provided us with mixed results. The **NWEA (MAP)** testing continues to be our benchmarking tool for student progress. The results from the Fall, Winter, and Spring tests showed our students were making adequate progress throughout the school year and projected similar results for the Criterion Reference Tests (CRT) in the Spring.

**7th Grade NWEA (MAP)**

	Math	Reading	Lang Usage
High	28%	14%	33%
HiAvg	23%	39%	20%
Avg	19%	21%	23%
LoAvg	14%	14%	15%
Low	15%	12%	9%

**8th Grade NWEA (MAP)**

	Math	Reading	Lang Usage
High	17%	17%	11%
HiAvg	25%	28%	40%
Avg	17%	31%	27%
LoAvg	16%	17%	11%
Low	10%	7%	10%

### **MontCAS –**

The MontCAS test for Science was given to the 8<sup>th</sup> graders in March. Though the state scores were not available for comparison, this year's 8<sup>th</sup> graders scored equal to last year's state average. The MontCAS test is still given in a hard copy format where students use test booklets and bubble answer sheets. Students are given the Science test in grades 4, 8 and 10. One thing to keep in mind with all test percentages is that with enrollments of under 100 students, percentages can rise and fall with a change in performance of only a handful of students.

**8th Grade MontCAS Results in Science**

Year	Advanced & Proficient		Nearing Proficient & Novice	
	LJHS	State	LJHS	State
2011-12	76%	67%	24%	33%
2012-13	77%	65%	24%	35%
2013-14	74%	68%	26%	32%
2014-15	58%	62%	42%	38%
2015-16	65%	65%	35%	35%
2016-17	70%	66%	30%	33%
2017-18	67%	NA	33%	NA

## SBAC (Montana Smarter)

The results of the SBAC testing for the 7<sup>th</sup> graders in both English Language Arts (ELA) and Math were within the expected range when compared to the MAP testing results. However, the 8<sup>th</sup> grade scores were lower than anticipated from their benchmark MAP results and in comparison to their science results. Teachers and administration have already begun looking at individual scores and will be analyzing the data in relation to curriculum delivery in August. There are two factors that will be given close review: The first is the academic preparedness of the students. Is our curriculum covering the necessary material students will be tested on and are they successfully acquiring the material? The second factor is whether appropriate time and emphasis are being placed on preparing students in taking the computerized tests and understanding the importance of the data collected from the results.

7th Grade ELA					7th Grade Math				
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Advanced	10%	18%	12%	13%	Advanced	13%	18%	12%	27%
Proficient	37%	49%	58%	45%	Proficient	20%	49%	26%	27%
Nearing	18%	21%	22%	28%	Nearing	27%	21%	32%	25%
Novice	35%	12%	8%	14%	Novice	40%	12%	30%	22%

8th Grade ELA					8th Grade Math				
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Advanced	10%	17%	15%	9%	Advanced	10%	17%	25%	15%
Proficient	45%	40%	37%	31%	Proficient	45%	40%	19%	12%
Nearing	26%	19%	34%	42%	Nearing	26%	19%	25%	32%
Novice	19%	24%	14%	18%	Novice	19%	24%	31%	41%

## 4. Student Behavior/School Climate

This year we placed more emphasis on recognizing students for their positive behaviors. For the last couple years we have issued SOAR tickets using Google forms. After seeing a decline in awarding tickets, and a decline in the importance to students, we decided to make a change and reward students in a meaningful way. After speaking to students we found the privilege of going to lunch early was a big reward. As a result, we started giving E2L (Early to Lunch) tickets to reward students for their positive behavior. Another way of recognizing good behavior was through weekly Positive Impact postcards. Each week during our grade level meetings, teachers selected three students who demonstrated positive behaviors and sent a postcard home to parents. At the end of each month the grade level teachers selected three students to be awarded the A+ Award. This award recognized both 7<sup>th</sup> and 8<sup>th</sup> grade students for their performance in Academics, Activities, and Electives. The awards were given out at a monthly assembly during Advisory.

One of the requirements of the MTSS program is to monitor Office Discipline Referrals (ODRs). This year we utilized a Google form to allow teachers to quickly record discipline incidents. The results showed that incidents were down in comparison to previous years. Our most frequent behaviors continue to be related to classroom disruption and use of electronic devices.

The school climate continues to be a strength of the Junior High School. The Advisory played an important role in creating a sense of belonging and community for the students. It was also a way students could connect to with one teacher as a “go to” person if needed. A student website was created to help students stay connected to events of the school and provided a link to an electronic bullying/harassment form that was automatically sent to the principal and counselor when submitted. The website also had a link to an electronic Thank You note that students could send to teachers.

Counselor, Teresa Majerus continued teach the Power Up, Speak Out program to all students through the PE classes. This program helps students to better understand healthy relationships and gives them a common language when addressing boundaries.

One of the biggest impacts on school climate this year has been the training teachers had to become a Trauma Informed School. These trainings provided insight in what students go through who have experienced childhood adversities. Our understanding provided a means of approaching the students in a way to help them, yet maintain the expectation of being academically and behaviorally successful.

## 5. Academic Interventions/Curriculum

An important piece of effective intervention and curricular decisions is the evaluation of student data. This fall the English teachers from grades 7-9 met and discussed the data from last year's test results. There were two things that were implemented from their meetings. The first was the need to improve impromptu writing. They created Exit Tickets where students were required to write 3-5 sentences on a given topic. These tickets were given to students during Advisory after the discussion of the booster topic. The Exit Tickets were scored on content and mechanics. This process was meant to create a common writing expectation with teachers and students. The second thing that came from the data review was the need to improve in the area of acquiring knowledge from a written source. To help students improve in this area we used the Accelerated Reader requirement of completing two non-fiction articles per quarter. Instead of meeting this requirement on their own during AR, students were assisted in taking notes and reading an article in their core classes. Each quarter, two core subjects would incorporate a non-fiction lesson.

A new intervention that was incorporated this year was the use of an online math program called IXL. Students who's MAP scores identified them as a Tier 2 or 3 student they were required to work on IXL twice a week during the morning advisory. The two math teachers supervised and monitored student progress. Students were exited from the program if their math scores increased to a Tier 1 level. Students enjoyed working with this program and MAP scores showed improvement.

The student data tool we created and called the Tier Tracker was used to house student test scores. The Tier Tracker was utilized throughout the year, especially when new data was entered, to monitor student progress and make academic decisions.

Another piece of information that both the MTSS team and the whole staff evaluated was the results of the My Voice Survey. This survey was given to all students and, this year, to the parents. The survey results helped us make improvements in school climate and acknowledging positive behaviors.

### Selected Responses from the My Voice Survey given in January 2018

Student				Parent			
I have a teacher who is a positive role model for me.	86%	I feel comfortable asking questions in class.	49%	I feel welcome in my child's school.	95%	My child enjoys being at school.	85%
Teachers care if I am absent from school.	71%	Students have a voice in decision making at school.	56%	Teachers let me know what my child does well in school.	59%	School inspires my child to learn	73%
School is a welcoming and friendly place.	63%	Teachers believe in me and expect me to be successful.	78%	I am proud of my child's school.	84%	Parent evenings/meetings are worth attending.	71%
I think bullying is a problem at my school.	47%	Students respect each other.	30%	Teachers care if my child is absent from school.	85%	I know the goals my child's school is working on this year.	51%
I learn new things that are interesting to me at school.	75%	Students respect teachers.	53%	Teachers at my child's school make it exciting to learn	67%	Teachers believe in my child and expect him/her to be	86%

## **Types of Incentives and Support System**

During the 2017-18 school year we continued several proven support systems and added some strategies we learned from a site visit to a middle school in Bozeman. Below is a list of measures we take to assist students with understanding the material and completing homework:

- a. Missing Assignment/Saturday School – Some students have demonstrated a difficult time managing their assignments and tend to let missing work mount to an unmanageable level. As mentioned earlier in this report, the Missing Assignments program has been an incentive for students to keep up with their work on a weekly basis.
- b. After School Learning Center (ASLC) – Our after school program continues to provide a focused study environment for students who are unable to get work done at home. This year we made a couple changes. The first is we shortened the time from an hour to a half hour, then we added an additional meeting day on Monday. The second change is that we allowed students to not attend ASLC if they brought the completed work to school first thing the following morning. This allowed students the opportunity to complete the work at home with the knowledge they would have a consequence if they didn't.
- c. Study Hall – Our study hall environment continues to be an effective opportunity for students to get additional time to complete assignments and to work on organizational skills. Our study hall teachers utilized the Missing Assignments feature in Infinite Campus to help students track their assignments.
- d. Advisory – This is a proven strategy whereas teachers have an opportunity to meet with students to discuss their strengths and concerns. A Google Form was used to track information gathered from these meetings.
- e. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in different ability leveled classes. This process ability allows us to address the specific needs of students in a smaller setting. This year we included the middle and upper Tier 2 Reading and Language students in the regular English classes to help better prepare them for the high school.
- f. One-on-one instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently spend time with students during their lunches, before school, or after school to help students who are struggling with a concept.

## **District Goal Area 2: Facilities**

Lewistown Junior High is nearing its 100<sup>th</sup> birthday. Improvements continue to be made to the building to make it more accessible and efficient. The new windows that were installed last summer made a big difference in both the appearance of the building and the climate control. This summer window shades will be installed on the south and east sides of the building.

## **District Goal Area 3: Community and Parental Engagement**

Involving students within the community and bringing the community into the school continues to be a goal. Below is a list of engagement activities for the school year:

### **1. Community Involvement**

- a. Samsung Solve for Tomorrow- For the third time in four years Mrs. Flentie's GIS students were selected as the Samsung Solve for Tomorrow state winners. This year's project had students working with community emergency service coordinators to create an emergency reporting app. This app received state recognition and students were invited to present at the Montana Association of Geographic Information Professionals' Conference. This organization granted LJHS a \$1000 grant for their work on developing the app.

- b. Stream and pond Monitoring- Mr. Shelagowski has taken over the project of collecting data on Spring Creek and the frog ponds. This year we dedicated two days in the fall and then a full day in the spring to involving students in collecting data and participating in activities in and around the frog ponds.
- c. FaCS- Mrs. Eike's 7<sup>th</sup> grade FaCS (Family and Consumer Science) students continued their tradition of preparing and presenting flannel board stories to the elementary schools, library, Head Start and daycare facilities. PTO parents play an instrumental role in driving students to and from their stories. Mrs. Eike's Fun with Fabrics class continues to create heart shaped pillows for surgery patients and blankets for newborn babies. These projects continue to be beneficial for both the hospital and our students.
- d. Builders Club- Mrs. Blazicevich and the students have participated in community activities including shoveling snow for those in need, highway clean up with the Kiwanis Club, and reading to elementary students.

**2. Parental Engagement-** Below are ways we strive to include parents and keep them informed:

- A. Infinite Campus- Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.
- B. Staff Websites- A number of staff maintain teacher websites to provide access to assignments when at home.
- C. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.
- D. Parent Volunteers- Parent volunteers are used to help with our flannel board stories and with PTO activities. We have also included a parent as a part of our MTSS team.
- E. Facebook- LJHS continues to provide parents information about current events and changes through our Facebook page.

**District Goal Area 4: Technology**

Over the last few years the Junior High has built the student/computer ratio to the point that we are nearing a one to one ratio. As a staff we don't feel the need to assign each student a Chromebook, but instead, would like better access to classroom sets when needed. The most important aspect of technology is not how many computers you have, but how technology is implemented into instruction and management of our school environment.

Below are some of the areas technology is utilized at LJHS:

- a. Document sharing- Google Drive provides opportunities for students to edit each other's work and for students to electronically send assignments to their teachers.
- b. Teacher websites- A number of teachers have created classroom website or are using Google classroom to provide students access to assignments and worksheets.
- c. Use of staff and student websites to allow easy access to shared documents, forms, and information.
- d. Data collection- Google Forms has allowed us the opportunity to collect and manage data from and on students. This data is easily shared and evaluated.
- e. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently.
- f. Parent Communication- This year we increased the use of Facebook as a means of getting information out to parents. We saw Facebook use by parents increase.



### **District Goal Area 5: Highly Qualified Staff**

The key to the success of any school is not only that teachers and support staff are highly qualified, but that they are individuals who truly care about the academic and emotional growth of our students. The staff at LJHS not only meet the standards of highly qualified, but they continually demonstrate their dedication to helping students do their best. A high percentage of the certified staff have obtained a Masters level of education.

Below are the new staff for the 2017-18:

- Certified Staff- Kristina Smith, 7<sup>th</sup> grade English
- Para-Professional Staff- Lorna Kolar, One-on-one para

The 2018-19 school year will see a big change in staffing. The following are the staff changes for next year:

- New principal; transfer to FHS
- New secretary; transfer to Central Office
- Two new teachers; one transfer to FHS, one employment in another district.
- New librarian; employment in another district
- Four new para-professional; one transfer to FHS with student, one transfer to Infinite Campus specialist, two resignations.

### **District Goal Area 6: Fiscal Management/Responsibility**

The enrollment at the junior high was at the lowest it has been in the history of the school. Both classes were at or just above 75 students throughout the school year. Since budgets are mostly based on student enrollment, the operating budget has decreased. In the last eight years there have been a number of staffing reductions to be able to stay within our budget limitations. The junior high is meeting the minimum staffing it needs to meet the accreditation requirements for junior high status.

To supplement classroom purchases and to be able to include academic travel, the junior high relies on our PTO Cookie Dough sales, which amounts to approximately \$7000 each year. We also have an annual donation from Jim and Cindy Moodie. This money is utilized to help purchase items that improve instruction.

The staff at Junior High Staff continues to be fiscally responsible. This year we came in below our allotted budget to allow funds to be rolled into next year's budget.

### **Summary**

This has been my eighth, and final, year at Lewistown Junior High School. I feel fortunate for the opportunity to have had a positive influence on the youth of our community. Junior high students are in a unique time of their lives. We have been given the task of helping students transition from a time in their lives where they have recess every day at their elementary school, to a time where they are learning to drive at the high school. The adolescent years are critical to student success and I'm proud of the LJHS staff for their dedication, and am honored to have worked with them. Tim Majerus, Principal.

# LEWISTOWN JUNIOR HIGH

"Where Excellence and Enthusiasm Collide."



# **FERGUS HIGH SCHOOL**

**Jeff Elliott**



*Fergus High School – Office of the Principal*  
*201 Casino Creek Drive, Lewistown, MT 59457*

---

FHS ANNUAL REPORT  
2017 – 2018

“Excellence Today, Success Tomorrow”

Fergus High School was under the second year leadership team of Mr. Jeff Elliott, Principal and Mr. Jeff Friesen, Vice-Principal. We enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we continued to strive and meet the needs of our students as we continually aim for outstanding individual and group achievements. We also did several student and staff surveys to get their feelings on what we can improve upon at Fergus High School. This report is a brief synopsis of the many highlights, goals or happenings of this past year along with a few facts that were compiled during the course of the year.

This report begins by listing all of the staff at FHS. The staff at Fergus High School is truly a great bunch of people to work with. They are very committed to their work and the students at FHS. I would personally like to take this opportunity to thank them all for making Fergus High School a great place to work. The staff of Fergus High School for the 2017 - 2018 school year was comprised of the following.

**Certified Staff**

Sydney Stivers  
Doug Braulick  
Adrienna DeCock  
Karen Durbin  
Holly Hesar  
Troy Hudson  
Leslie Long  
Steve Olson  
Melanie Smith

Chad Armstrong  
Sherry Breidenbach  
Brendon DeCock  
Victor Feller  
Chris Hildenbrandt  
Diane Lewis  
Mike Mangold  
Karl Ortman  
Jessica Vallincourt  
Brittany Summerhays

Luke Brandon  
Meggan-Cirrincione  
Tim Tarplee  
Sue Nefzger  
Tim Nefzger  
Jared Long  
Jessica-Miller  
Linda Rinaldi  
Teresa Majerus

**Office Staff**

Jim Daniels  
Levi Talkington

Kim Wiegert  
Wendy Pfau

Robin Moline  
Jennifer Denton

**Professional Aides**

Jason O'Neal  
Betty Sanders

Connie Bowen  
Lora Poser-Brown

Gayle Foster  
Betty Sanders

**Custodians**

Tom Blackadar

Mike Wyman

Abigail Stickel

**Lunch Ladies**

Yvette Hersel     Jan Mane

New staff members hired for the 2018- 2019 school year.

Cassie Miller- Special Education

Chelsey Lund- Special Education Teacher

Staff Members retiring or not returning for the 2017 – 2018 school year.

Chris Hildebrant- Choir teacher- 4 years with Lewistown Public Schools.

Tim Tarplee- 1 year as the Industrial Arts teacher.

Linda Rinaldi- Special Education Teacher- 25 years with Lewistown Public Schools.








Brittany Summerhays-Special Education Teacher- 2 years with Lewistown Public Schools

Lora Poser Brown- Paraprofessional 4 years with Lewistown Public Schools.




All of these people will be missed and difficult to replace.

**HIGHLIGHTS FOR THE 2017 - 2018 SCHOOL YEAR:**

- ☞ **STUDENT LEADERSHIP** – The leadership from our student body leaders was outstanding throughout the school year and continued that tradition under the leadership of Mrs. Jessica Miller and Mrs. Sydney Stivers. The Student Body President Alysah Southworth and Vice-President Bridger Grover did an outstanding job of bringing our students and staff together.
- ☞ **Fergus Student Body Officers for 2017 – 2018 school year** were as follows: President – Alysah Southworth, Vice President – Bridger Grover , Secretary – Paige Meyers and Treasurer- Greg Fulbright.
- ☞ **GRADUATION 2018** – The 118<sup>th</sup> graduating class celebrated Commencement Exercise on May 27<sup>th</sup>, 2017. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by Mr. Mike Milburn, a former Chief of Staff for the Attorney General. Retired Air Force Pilot and former Fergus Alumni. This was, again, the first-class community celebration it is expected to be. The traditions of our ceremony include the “showcasing” of graduates by the faculty members and the wearing of gowns by the graduates, teachers, administration and school board. This year Valedictorian awards went to Ethan Day and Alysah Southworth. We had 81 graduates this year with 51 of those attaining a grade point average over a 3.0. 29 of our graduates completed the Honors Curriculum at Fergus High School and 18 represented our Claws Chapter of National Honor Society.
- ☞ **CLUBS & ACTIVITIES** – Fergus High School has many things to be proud of when it comes to our club and non-athletic groups. Our staff has helped create many strong vocational, academic, artistic and athletic groups. Our traditional groups such as F-Club, Student Council, Weight Club, Ski-Club, Spanish Club, Mentoring, Band, Choir, HOW Club, Key Club, National Honor Society were all very successful along with our vocational clubs such as FCCLA, BPA, and FFA.
- ☞ **WE THE PEOPLE** ~ Fergus High School also competed in the WE THE PEOPLE competition and took 3<sup>rd</sup> in the State. Members of the team were Katerina Heiser, Nathan Kindzeski, Andrew Lalum, Kristen Durbin, Logan McQuinn, Hunter Schell, and Jada Hartman.

-  **MODEL UNITED NATIONS** – Fergus High School also took part in Model United Nations. An educational academic activity in which students learn about diplomacy, international relations and the United Nations. They do this by representing different countries along with students from around the state. This years' team members were Kristen Durbin, Jada Hartman, Katerina Heiser, Nathan Kindzerski, Andrew Lalum, Logan McQuinn, and Hunter Schell.
-  **MUSIC** – With the leadership of Mr. Hildenbrandt and Mr. Ortman our music department continues to accept the challenge of offering many opportunities to the student of FHS. For the seventh straight year we offered Jazz Band and Choralaires as a zero hour class that begins each day at 7:15 AM. Our choir program will go in a new direction as Mrs. Ortman will be our new Choral Director.
-  **ATHLETICS** – 126 individual students received at least one athletic letter during the 2017-2018 school year with an additional 64 students that have participated in at least one sport as a participant. That is a total of 190 Fergus High School Students out of a total of 352. Of the total 192 participants, 63 participated in two activities with an additional 12 students participating in three.
-  **“BLUE-GOLD” LEADERSHIP AWARDS** - This spring's 30th annual FHS Blue-Gold Leadership Awards was held in conjunction with FHS Academic awards. Student Council continued the tradition of presenting many Fergus High School students with many leadership awards earned throughout the school year.
-  **ACT Testing Scores** – The class of 2018 had a total of 83 Junior's take the ACT test. Compared to the State of Montana we scored close to the average for Montana Schools. Our composite 18.6 compared to the state average of 20.3.
-  **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 93.3 %. If you would include school related and medically verified absences we had an attendance rate of 90.0%. Our October enrollment was 358 while the February enrollment was 340.
-  Fergus High School celebrated its 118<sup>th</sup> anniversary this school year with the Class of 2018 being our 118<sup>th</sup> graduating class. (32<sup>nd</sup> here at the Fergus High School Fieldhouse)

## CHANGES AT FERGUS HIGH SCHOOL

-  2017-2018 brought about several changes at Fergus High School. One lunch was established and it went over with very positive feel. We also established our IMPACT Team, which is a group of upper classmen that mentor freshmen on the ins and outs of Fergus High School. We created this based on data we gathered from MY-Voice surveys in which 62% of our students felt that we lacked respect among students. So we wanted to try and establish relationships between upper and lower classmen and we think we accomplished this.
-  **CORE/FLEX** – We also started a program called CORE/FLEX during the school day at Fergus High School. It was a 24 minute period that was used for students who were struggling in a particular class, to receive help from their teacher. Any student failing a class had to attend that CORE subject. We also used Mondays for Advisory period. A chance for staff and students to build a relationship and let the student know that an adult in the school is keeping an eye on them.
-  **MTSS** – Fergus High School has become an MTSS school which has enabled Lewistown Public Schools to become a MTSS district. MTSS stands for Multi- Tiered Systems of Support. It allows us to use data to evaluate what students need support both academically and behaviorally. We have a MTSS team that analyzes our data from test scores, surveys and teacher information to provide the best support for all students at Fergus High School.



## EXCELLENCE TODAY, SUCCESS TOMORROW



### FERGUS HIGH MISSION

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

### FERGUS HIGH VISION STATEMENT

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive and contributing citizen of the 21st century.

### FERGUS HIGH SCHOOL BELIEF STATEMENTS

1. **SAFE SCHOOLS** – All students and staff will contribute to a safe, drug/alcohol free learning environment.
2. **CRITICAL AND CREATIVE THINKING** – All students will develop critical and creative thinking skills.
3. **POSITIVE SELF IMAGE** – All students will be valued and respected as individuals.
4. **SCHOOL TO CAREER** – All students will develop needed academic, technical and life skills for the transition from school to work.
5. **RESPONSIBILITY** – All students will take responsibility for their behavior and their learning.
6. **SOCIAL SKILLS** – All students will develop social skills and appropriate behavior that assist in becoming responsible citizens.
7. **STUDENT SUCCESS** – All students will learn, achieve and succeed throughout their lifetime.
8. **STAKEHOLDERS** – All members of the school community will be included in the decision-making process.
9. **PARTICIPATION** – All students will actively participate in academics and the global community can develop honesty, integrity, and respect for themselves and others.

**ACTIVITIES**



**FERGUS HIGH  
SCHOOL**

**Jeff Friesen**

Fergus High School  
Activities  
1001 Casino Creek Drive  
Lewistown, Montana 59457  
(406) – 535 – 2321

## **2017-2018 Year End Report**

This past year of “Golden Eagle Activities” was again a very successful and exciting one with many exceptional individual and team performances and accomplishments. As we have mentioned before, we feel our activities are providing the educational experiences needed to develop strong individual citizens through this “other half of education.” Again, as in the past years, the many outstanding efforts within the activity program brought our student body together and generally enhanced the overall attitude and educational atmosphere of the school and community.

Special thanks go out to everybody involved, especially Jim Daniels and Wendy Pfau. From pre-season to post-season, we had the support, the guidance, and the organization from our Athletic Director and his office secretary for our schedules, travel time, home events, and divisional and state trips on through our awards nights. Thank you for your time in supporting the students of Fergus High.

Some of the many HIGHLIGHTS for the 2017-2018 school year include:

The Academic All State Awards sponsored by the Montana Coaches Association (MCA) reinforce the importance of academics to our student athletes. To qualify for an award, an individual must earn a varsity letter in athletics and maintain a 3.5 grade point average during the respective quarter of participation. For the 2017-2018 school year we had a grand total of **145** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball- 10; Football- 16; Cross Country- 14; Wrestling- 13; Volleyball-13; Boys Basketball– 8; Cheerleading– 7; Track and Field- 23; Tennis- 17; Softball– 14; and Golf – 10.

The Fergus High **Band**, led by Mr. Karl Ortman, performed three concerts and the District Music Festival was held here in Lewistown. At the District Music Festival the Band earned superior ratings on their performance and in sight reading. Their sight reading score was one point away from perfect for the fourth year in a row. The Jazz Band performed at three concerts and participated in District and State Music Festival. They earned a superior rating at District and an excellent rating at State Music Festival. Students participated at numerous home events and traveled to the State boys’ basketball tournament. We had lots of compliments everywhere we went about how the band sounded and better yet, behaved. It was really a fun and exciting year for the pep band.

The following students participated at both District and State Music Festival with the jazz band, percussion ensemble, and various solos. Students with a \*performed a solo or small ensemble at State Music Festival.

Cooper Bruchez, jazz band and percussion ensemble\*

Ethan Day, piano solo and percussion ensemble

Natalie Day, percussion ensemble

Ryan Fisk, percussion ensemble\*

Monteray Fogle, jazz band\*

Kacee Gordon, percussion ensemble

Noah Kirsch, jazz band\*

Ben Kolar, jazz band\*

Sean Kunau, jazz band and piano solo\*

Caleb Lewellen, jazz band\*

Troy Lewellen, jazz band

Dishanna Miller, jazz band\*

Jacob Miller, jazz band\*

Walker Miller, jazz band\*

Sam Renville, percussion ensemble\*

Amanda Sweeney, jazz band\*

Megan Sweeney, jazz band\*

Daniel Thackeray, jazz band and oboe solo\*

Bradley Vaughn, percussion ensemble\*

Noah Wentworth, percussion ensemble

The Fergus High School **Choral** Department has concluded a successful 2017-2018 school year. It was remarkable to see the growth in these groups over the last few years. The senior class especially has put in a lot of hard work during their high school tenure.

The Concert Choir, made up of mostly freshmen, fluctuated in number from fifteen to thirty students throughout the year. Their first concert consisted of 2 part music, where they were able to perform 3 part pieces by the end of the year.

The Symphonic Choir, FHS's upperclassmen group, held between 24 and 28 students for the majority of the school year. Symphonic Choir performed some significant music throughout the year, including standards of the choral repertoire as well as newer pieces with difficult harmonies. This included a great deal of acapella music, where they were not accompanied by a piano or other instrument.

Both the symphonic and concert choirs participated in the District 8 Music Festival, hosted at FHS in April. This year marked the highest rated performance that Symphonic Choir has received during the past 5 years. Kristen Durbin, Jade Kremer, Jane Rooney, Alyssa Tombarge and Sophie Watson all qualified for and participated at State Music Festival. The choral department was led by Mr. Christ Hildebrant.

The 2017 Fergus High School **Golf** team ended the season with 9 girls and 15 boys. The first practice was Thursday August, 10th and the State tournament ended on Saturday, September 30th. We attended 13 tournaments in all: 3 were JV only, 2 were JV and Varsity, 8 were Varsity



only which included the Divisional and State tournaments. The girls' team won the Central A Divisional Tournament held at Livingston Country Club in Livingston and placed 2nd at state which was held in Sidney. Five of our girls finished in the top 10 at the Divisional tournament (1st Kinsey Irvin, 3rd Val Kolstad, 4th Abby Gremaux, 8th Annie Franz, and 10th Allison Denton) qualifying them as All-Conference. Emily Kolstad travelled along to state as an alternate but didn't play. Three girls earned All-State honors by placing in the top 15 at State (Kinsey Irvin 3rd, Abby Gremaux 12th, and Val Kolstad 14th with Annie Franz placing 27th and Allison Denton 51st). These five girls earned school Letter honors for playing this year.

The boys' team placed 3rd at the Central A Divisional Tournament with two boys earning All-Conference Honors (3rd Caleb Myers, 7th Ben Kolar) and two more qualifying for the state tournament (12th Zack Jensen, and 15th Alec Manseau). The four went on to compete in Sidney as individuals and a team. Boys that earned Letter Awards included Zack Jensen, Ben Kolar, Dawson Southworth, Caleb Myers, Alec Manseau, Jake Henderson, Trace Martin, and Truman Pierce. Coaching was done by Brett Thackeray (sixth year with the team, fourth year as head coach) and Keithon Walter (fourth year as assistant coach).

The 2017-18 season for FHS **Speech and Drama** was a massive success. Our team size grew from 17 to 23 students. This gave our team the numbers to challenge the bigger A schools during the season. Our team really shines in the Speech side of the program. Our newest freshmen participants were very enthusiastic and took to the competition with gusto. Returning students put in some absolutely brilliant effort. We had our highest placing at state with a 4<sup>th</sup> Place in Informative Speaking.

The team has undergone some pretty major changes from last year. Most notably the change in how practice is run. Due to the increase in student participation, practice became challenging for the coaches to handle by themselves. The team captain suggested that she and her assistants be allowed to run practice. This was attempted with great success. The responsibility for the team's standings fell more onto the students than the coaches and the success of our team during the season was very much noticeable, especially by our competition. Team shirts were also introduced this year. The team made their own shirts, with their team nicknames on the back. This really shone during award ceremonies as the shirts made Fergus students stand apart from the rest but together with each other.

This year marked the introduction of a new assistant coach to the team. Paula Drissell took the position of assistant coach with great enthusiasm. She did an amazing job. The team really took to her very easily and she is a marvelous person to work with. The only changes to note for Head Coach Lee Stahl was the winning of the Drama Coach of the Year at the Coaches Conference in March.

The 2018-2019 season starts again in October. We're already looking for new faces to join the team. Our seniors will be missed, but the new freshmen will add a pool of potential stars to our team and we're excited to see where the season takes us.

The 2017-2018 Fergus High **Student Council** members served their students through another great school year. As usual, members started the year busily coordinating homecoming events: spirit week, hallway decorating, royalty coronation, pep assembly, parade, and finally Saturday's formal dance. Many around the school said that this was our best homecoming yet!

Student council continued with their focus on fundraising and money management this year. The student body treasurer plus one other member took responsibility for depositing the money from the pop machine sales each week.

Members also organized winter spirit week and pep assembly, which concluded with the MORP black light dance, and a small food drive as part of the dance admission fee.

Student council members also worked closely with the administration, teachers, and class advisers this year to give the student body a voice and to make Fergus even better for students and staff. One committee worked to promote a positive school atmosphere by a simple kindness campaign in which students wrote positive messages to one another which were then displayed in restrooms and on lockers.

As student council concluded the year, the Blue/Gold leadership awards ceremony was again held in conjunction with the regular senior academic awards night. Like last year, this went smoothly. At the end of the school year, the student body elections were held, and current juniors ran for office and gave brief campaign speeches to the student body. These newly-elected officers met at the end of the school year to set priorities for the coming 2018-2019 school year. These include more activities for building school spirit and community and focusing on student to student relations. Class elections will be held in the fall.

The 2017 Golden Eagle **Football** team had its ups and downs. Moving to the Eastern A this year and having a nine game conference schedule was very physical and demanding. Every game mattered as it was a conference game. We started the season slow playing Laurel in the opener and losing. After Laurel we went on to beat Park and Havre on the road. The Golden Eagles went 5-5 in the Eastern A finishing 5<sup>th</sup> behind Conference Champions Sidney, Billings Central, Laurel and Miles City. The first round of the playoffs we were beaten by a very good Miles City team. If we could have stayed in the Central A one more year we would have been conference champions as we defeated Belgrade to go 3-0 in the Central A. Our All-Conference team was selected just out of the Central A. First team All-Conference on offense were Guard Mason Harrison and Matt Weeden; Tackle: Jayce Philipps; Tight End: Tanner Trafton; Punter: Matt Welsh; Quarterback: Mitch Norslien; Running Back: Wes Jameson; and Full Back: Wyatt Blythe; 2<sup>nd</sup> Team Center: Grady Gilpatrick; Wide Receiver: Bridger Grover; 1<sup>st</sup> Team on Defense were Defensive lineman: Mason Harrison; Inside Linebacker: Wyatt Blythe; Free Safety: Jake Clinton; Cornerback: Cody Henderson; Defensive End: Landon Henderson; Outside Linebacker: Matt Welsh; Strong Safety: Wes Jameson; 2<sup>nd</sup> Team Defensive Lineman: Matt Weeden and Elijah Greenberg; Cornerback: Noah Agostinelli; Return Specialist: Bridger Grover. Vic Feller was the Central A Conference Coach of the Year. Wyatt Blythe was the Defensive Player of the Year and Wes Jameson was the Offensive Player of the Year. Players named All-State: Wyatt Blythe ILB, Wes Jameson RB, Mason Harrison OL, Matt Welsh OLB, Jake Clinton FS.

The 2017-2018 Fergus **Girls Basketball** season was the first season with Nycole LaRowe at the helm. LaRowe was assisted by Danny Wirtzberger, Jim Daniels, and Tara Olson. Ellie Kuhlman, Trinity Edwards, and Marissa Ray were exceptional team managers. The Golden Eagle Girls Basketball team finished the regular season with a 9-9 record. Three mid-season games resulted in heart-breaking one point losses. Among those losses were Miles City and Belgrade (State Tournament qualifying team). Although the season did not end on the note the

program was hoping, the girls battled hard all season while having to learn completely new philosophies, styles of play, and expectations. The Golden Eagle Girls Basketball team was led by five seniors: Kaitlyn Anderson, Gracia Butcher, Hanna Hayes, Valarie Kolstad, and Haydn Potter. Junior and lone returning starter, Anna Zimmer, was selected for First Team All-Conference and Hanna Hayes was selected for Second Team All-Conference. The Golden Eagles will be looking for four new girls to step into starting positions for the upcoming 2018-2019 season. Macy Mangold and Kayla Nelson added strong minutes for the Varsity squad and will be crucial players in the future. Libbey Jenness and Stephanie Olson also saw playing time during Varsity contests and have potential and opportunity to move into larger roles. The JV squad finished with a 7-11 record and the Freshmen finished with an impressive 16-2 record.

Our 2017 **Cross Country** team consisted of 19 girls and 22 boys. We had 10 seniors this year. Our varsity boys and girls both won the Divisional Championship. The boys won with 36 points, 12 points ahead of Havre with 48, Belgrade with 68 and Park with 72. The girls won with 30 points, 15 points ahead of Belgrade with 45, Havre with 59 and Park. Both JV teams won the JV competitions as well. The boys were led by Noah Majerus, Sam Fulbright and Ryker Melton taking 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> overall. Our top 5 were in the top 14. The girls were led by Emily Smith, Sydney Kelsey and Trinity Edwards placing 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup>. Our top 5 were in the top 11.

Our boys went on to place 4<sup>th</sup> at State and the girls were 9<sup>th</sup> at State. The boys were led by Noah Majerus and Sam Fulbright who both received All-State medals for placing in the top 15. Noah finished 5<sup>th</sup> with a personal best time of 16:51 and Sam was 6<sup>th</sup> in 16:59. They were followed by Ryker Melton, Logan Wisenbaugh, Alex Wickens, Scott Sciuchetti and Chance Miller. Earlier in the year, Sam set a new school record of 16:35.3 for the 5K distance. This was the first year for the 5K distance rather than 3 miles. Trinity Edwards led the girls finishing in 21:53.5, setting a new school record for the 5K race. She was followed by Emily Smith, Lissy Southworth, Sydney Kelsey, Ashley Brand, Courtney Brand and Ivy Southworth. The coaches are Suzie Flentie-Head Coach and Michael Kelsey-Assistant Coach.

The 2017-18 Fergus **Boys Basketball** season was the third season under Head Coach Scott Sparks. Sparks was assisted by Derek Lear, Orin Johnson, and Jimmy Graham. The Golden Eagles finished 19-6 advancing to the state tournament for the first time since 2002. Along the way the Golden Eagle captured the Central Conference Championship and picked up a third place trophy at the combined Super Divisional Tournament in Billings, knocking off Billings Central in the consolation game. At the state tournament Fergus advanced to the semi-finals after defeating Frenchtown in the first round. However, eventual State Champion Hardin defeated the Eagles and in a closely fought loser out game Saturday morning the Eagles lost to a one loss Hamilton team that was ranked #1 most of the season. During the season the Eagles tied the school record for wins in a season and lead all of Class "A" in points allowed, putting the top defensive team in the state out on the court each night. Fergus also finished with a perfect 8-0 record at home. The Golden Eagles were led by three seniors: Andrew Lalum, Cody Henderson, and Landon Henderson. Lalum suffered a torn ACL at the end of January and the Eagles had to adjust to the loss of their three year starting point guard. Juniors Jaden Graham and Tanner Trafton were both selected All-Conference and All-State. Wes Jameson & Jacob Clinton were regulars in the starting line-up and both received All-Conference recognition with Jameson on the 2<sup>nd</sup> Team and Clinton Honorable Mention. Jayce Philipps and Mitchell Norslien

were key players off the bench, and Caleb Russell, Nate Kindzerski, Logan McQuinn, were other juniors that contributed throughout the season. Collin Comes, Carson Weeden, Gage Clinton, and Grayden Sanders were four talented sophomores that rounded out the team. Thirteen of the top 16 team members will return for the next season. Luke Derheim, Hunter Schell, and Jada Hartmen were the team managers and 13 other underclassmen participated in the program. The JV team finished 15-5 while the freshman team finished 6-12.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with a 17-12 record, placed 3<sup>rd</sup> at the Central “A”/Eastern “A” Super Divisional Tournament, and finished 6<sup>th</sup> at the State “A” Tournament. Earning 1<sup>st</sup> Team All-Conference and All-State honors were senior Bailey Collins and junior Anna Zimmer. Second Team All-Conference honors went to seniors Jade Phelps and Andrea Russell, and junior Becca Bawden.

Our sub-varsity teams both had successful seasons as well. Our freshman team, under the direction of Coach Jean Irish, finished the season 8-11. The JV team, under Coach Ashley Jenness, finished the year 7-11.

Our team continues to strive for excellence in the classroom as well and 13 of our 14 letter winners earned Academic All-State honors.

We had one of the best **Wrestling** years in school history. We placed 3<sup>rd</sup> in the Eastern Super Division and also 3<sup>rd</sup> at the State Tournament. The top three teams at state were the top three teams out of the eastern division. No teams out of the west placed at state. We were only 2.5 points out of second place. We ended the year with 19 wrestlers and 3 managers. We were able to take 17 of those wrestlers to Divisional Tournament and we qualified 15 of them for state. Of the 15 we took to state, we placed 9 wrestlers-the most state placers in school history. The last and only time Fergus placed at State was when the Eagles took 3<sup>rd</sup> back in 1975.

We had six seniors, five placed at State. Four out of the six scored a 26 or higher on the ACT. Chase received the Presidential Scholarship and is going to MT Tech. Alex is going on to swim in college at Lindenwood University in Indiana. Caleb is going on to wrestle Division 1 at Campbell University in NC. Brady is heading to Bozeman to rodeo. Tanner is planning on attending Bozeman after just missing out on getting into the Air Force Academy. Wyatt has plans to head to Alaska to pursue an internship as an electrician.

Besides the six seniors, we had one lone junior, Grady Gilpatrick, three sophomores-Dylan Gatz, Duane Otto, and Treyvn Nave, and a dedicated group of nine freshmen.

Many school records were broken this year and several of our seniors moved onto lists for career records.

We placed high at all tournaments that we attended and took 2<sup>nd</sup> at Class A Duals. FHS wrestling is no longer flying under the radar and is being noticed statewide. Head Coach Brendon DeCock and Assistant Coach Mike Kelsey are our wrestling coaches.

The 2017-2018 **Tennis** team, under the direction of Head Coach Diane Lewis, Seth Maly- 1<sup>st</sup> Assistant Coach and Volunteer coaches Wendy Jensen and Jed Myers, was led by an overall slightly inexperienced team consisting of 7 seniors, 5 juniors, 6 sophomores, and 12 freshmen. The Divisional team included 7 seniors, 4 juniors, 5 sophomores and 4 freshmen-

including the alternate. Thirty players finished the tennis season this year. We are encouraged by the talented returning players as well as the 23 athletic freshmen, sophomores and juniors they were privileged to work with this year. Weather did unfortunately play a negative roll in this year's season. We lost two matches and shovelled courts for the first four weeks of the season to even begin to play. Highlighting the year was the play of two players that advanced from Divisionals to State. Chase Farrar and Westten Church took 3rd place in Boys Doubles. Several of our other players were one match out from going to State as well. We look forward to taking advantage from the lessons learned in these close matches. We experienced a very successful Central Class "A" Divisional Tennis Tournament for our placers and those that gained experience playing at Divisionals for the first time.

Belgrade at the Bozeman facilities successfully hosted the Divisional Tournament and Polson using the Polson and Ronan courts hosted the State A Tournament.

A strong group of underclassmen returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and assistants look forward to hosting teams during the season next year. We also look forward again to talented participants for the 2018-2019 tennis season.

Coaching **Track** this year was Vic Feller with the throws and pole vault, Gary Ceele with the hurdles and sprints, Susie Flentie with the distance, and Mike Hamling was a volunteer assistant helping the throwers. Head Coach Steve Olson coached the jumps and relays.

We had a good year this year after a frustrating start to the track season with the weather. The boys took 4<sup>th</sup> at the Divisional meet in Glendive with 61 points. The girls were 5<sup>th</sup> with 62 points. At State the girls were 4<sup>th</sup> with 44 points. Marissa James won the high jump and also won the 100 hurdles. Anna Zimmer won the shot put and took 2<sup>nd</sup> in the discus. Kylie Zimmer took 5<sup>th</sup> in the discus and 6<sup>th</sup> in the shot put. Ashley Brand took 5<sup>th</sup> in the triple jump and 6<sup>th</sup> in the 100 hurdles. The boys finished 9<sup>th</sup> at State with 26 points. Noah Majerus was 2<sup>nd</sup> in the 1600 and 3<sup>rd</sup> in the 3200. Tanner Trafton was 2<sup>nd</sup> in the 800. Sam Fulbright was 5<sup>th</sup> in the 3200 and 6<sup>th</sup> in the 1600. Carson Weeden took 6<sup>th</sup> in the pole vault.

We had three school records that were broken this year. Anna Zimmer broke her own shot put record with a throw of 43' 1.25". She also broke the discus record with a throw of 131' 5". Noah Majerus broke the 1600 meter record with a time of 4:28.25.

Overall we had a successful year. Coach Olson is looking forward to next year and hopes we can improve on our finishes at State. He truly appreciates all the assistants and the hard work they do for this program.

The 2018 version of Fergus Golden Eagle **Softball** was a trying one as we were dealing with season ending injuries before the season started. We were consistently working girls into new positions which made for a series of learning curves throughout the year. After the roller coaster ride, the team finished with a 15-10 record, 3rd Place at Divisionals, and another top 6 finish at the State Tournament going 2-2 and bowing out just before the trophy game. Of the 10 losses, 8 were to the top 4 teams at State and two AA programs. There were two All-State selections in Gracia Butcher and Macy Mangold. Including those two, Val Kolstad also made 1st Team All-Conference. Second Team All-Conference selections were Kinsey Irvin and

Hanna Hayes. Honorable Mention was Bailey Castillo. The JV team finished with a 9-3 record. The team was coached by Mike Mangold and assisted by Kirsten Miller.

At the **elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. We did not have a track program again this year due to time constraints. Once again due to budget restraints volunteer coaches were used and the length of the programs was six to seven weeks. Wrestling combines with the Junior High to help increase participation. It is still hard to recruit coaches for the time period we need them. It is still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible. Elementary participant numbers were: Volleyball-34, Girls Basketball-36, Wrestling-10, Boys' Basketball-38.

The **Lewistown Junior High School** Annual Report is presented separately and attached hereto.

I feel the activities programs at Fergus have a lot to offer all the young students attending School District No. One. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop-out rate, and have better school attendance and fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational mission. The confidence in almost all Fergus activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, at School District No. One and Fergus High, look forward for good things to come.

Respectfully submitted,  
Jeff Friesen  
Assistant Principal/Activities Director

**ACTIVITIES**

---

**LEWISTOWN JUNIOR  
HIGH SCHOOL**

**Tim Majerus**

**Lewistown Junior High School  
Athletics Annual Report  
2017-18**

LJHS athletics completed its first year as a part of a new league in the Billings area. The league was comprised of Laurel, St. Francis (Billings Central), Lockwood, and Harlem. The change provided an opportunity to play schools similar in enrollment. Our schedule required volleyball, football, and both basketball teams to travel three times to Billings and have only one trip to Lewistown. For boys' basketball, the home meet was cancelled due to weather.

Co-Athletic Directors Jim Daniels and Chelsey Lund continue to organize and operate athletic programs. Jim's role focuses mainly on scheduling and staffing while Chelsey's role is inventory of supplies and uniforms and organizing home sporting events.

The Junior High continues to require athletes to complete the ImPACT concussion baseline test prior to participating in practice. It has worked well to have Laurie Ray from CMMC will be conduct the test a week before the first practices. This change assured that every athlete takes the test and understands the importance of setting an accurate baseline that can be referenced by doctors in the case of a possible concussion. Next fall we will follow up the fall sports' test a testing session in the first weeks of school to assess remaining students.

The biggest change our programs will be facing for the coming year will be moving wrestling to the fall instead of the end of February. This move was made to align with a number of similar schools. The previous season gave our athletes only a couple weeks before we hosted the state middle school tournament. The fall season will also resolve the conflict with local club wrestling seasons. Participants in each sport is recognized through a winter and spring sports' recognition assembly. Enrollment at the Junior High was at a record low, as a result, participation was lower in numbers, but similar in percentage of students. Below is a participation summary for each sport:

**Football**

Season: August 21 to September 28

Troy Henderson - Head Coach (fourth year)

Matt Donaldson - First Assistant Coach – 7<sup>th</sup> grade coach

Dylan Buehler - Assistant Coach

Cole Eades - Assistant Coach

Participation:

7<sup>th</sup> grade – 20 athletes, 44% of boys

8<sup>th</sup> grade – 17 athletes, 45% of boys

**Cross Country**

Season: August 21 to September 23

Jessica Vallincourt – Head Coach (third year)

Participation:

7<sup>th</sup> grade boys – 4 athletes, 9%

7<sup>th</sup> grade girls – 7 athletes, 19%

8<sup>th</sup> grade boys – 0 athletes

8<sup>th</sup> grade girls – 2 athletes, 5%

**Girls Volleyball**

Season: August 21 to October 7

Gina Armstrong – Head Coach (first year)

Emily Burk – First Assistant

Shelby Giannini- Assistant

Participation:

7<sup>th</sup> grade – 12 athletes, 32%

8<sup>th</sup> grade – 12 athletes, 32%

**Girls' Basketball –**

Season: October 16 to December 9

Lee Crouse – Head Coach (first year)

Sherry Breidenbach – First Assistant

Melanie Smith- Assistant



### Participation:

7<sup>th</sup> grade – 12 athletes, 32%

8<sup>th</sup> grade – 13 athletes, 34%

### **Boys' Basketball**

Season: January 3 to February 10

Matt Donaldson – Head Coach (second year)

Kyle Trafton – First Assistant

Banner Hecht- Assistant

### Participation:

7<sup>th</sup> grade – 20 athletes, 44%

8<sup>th</sup> grade – 12 athletes, 34%

### **Wrestling –**

Season: February 12 to March 20

Robert Wallace – Head Coach (first year)

Mitch Ritchey - Assistant

### Participation:

7<sup>th</sup> grade – 5 athletes, 11%

8<sup>th</sup> grade – 5 athletes, 13%

### **Track and Field**

Season: March 26 to May 5

Michael Kelsey – Head Coach (first year)

Emmylyn Bentley – First Assistant

Mariah Patterson- Assistant

### Participation:

7<sup>th</sup> grade boys – 11 athletes, 24%

7<sup>th</sup> grade girls – 18 athletes, 49%

8<sup>th</sup> grade boys – 3 athletes, 13%

8<sup>th</sup> grade girls – 10 athletes, 26%

### School Records:

Ashton Grover – 8<sup>th</sup> grade boys' 100 meters with a time of 11.62

Aniya Ross- 7<sup>th</sup> grade girls' long jump with a jump of 13'11.25"

### **Cheerleading**

Season: September 5 to March 18 – Final event was the Cheerfest at Fergus High School

Rachel Goodwin– Head Coach (first year)

### Participation:

7<sup>th</sup> grade – 8 athletes, 22%

8<sup>th</sup> grade – 7 athletes, 18%

### **Equipment Purchase**

- Football uniforms- Twelve additional uniforms were purchased with an anticipated increase of athletes for the 2018 season.
- Wrestling warmups are currently being purchased for the upcoming season.

### **Revenue by sport - after cost of officials**

- Football ..... \$302
- Volleyball..... (\$320)
- Girls' Basketball ..... (\$211)
- Boys' Basketball gate ..... \$0 (event cancelled)
- State Middle School Wrestling tournament ..... \$ 5474

The wrestling tournament continues to attract a large number of participants. The reputation of our tournament is due to commitment of the volunteer workers from the Lewistown wrestling community.

# **ASSESSMENT**

**Scott Dubbs**

# **BUSINESS OFFICE**

**Rebekah Rhoades**



## **BUSINESS OFFICE 2017-2018 ANNUAL REPORT**



**Rebekah Rhoades  
Business Manager/District Clerk**

The 2017-2018 school year proved to be a year of change, challenges, and successes. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office, but have had some turnover in the position of Superintendent, Superintendent Secretary, and both the JHS and FHS Secretary positions. New staff creates an opportunity to reevaluate processes to discover better ways of doing things, but also emphasizes the importance of training in the very complex environment of School Finance.

### **Main Business Office Functions:**

- Payroll
- Purchasing & Payables
- Instructional Media Center (IMC)
- Budgeting
- Grants
- General Accounting (District and Student Activities)
- Insurance (Health and Liability)

### **Highlights of the year included:**

- Finding-Free Audit Report
- Adapting to Changes in Staffing and Processes
- Health Insurance Bids and Acceptance
- Earning MCSBO Certification
- Assisting HS in Purchasing & Receiving Due to Budget Constraints

### **Goals for the Future:**

Next year, I hope to take advantage of the staff turnover in the District and use that as an opportunity to train using best practices. It is always my goal to continue to streamline processes in the District and this will be a continued process. As a department, we will evaluate our procedures as we continue to look for ways to improve our operation. Our ongoing goal is to become more efficient while maintaining our current high level of accuracy.

### **My primary goals for the upcoming year include:**

- **Secretary Training:** We will continue to hold training sessions for the Secretaries every-other-month on various topics (Visions, Microsoft Office, Infinite Campus, Google, etc).

In the past, training has been very limited for the secretaries and these monthly opportunities to learn will create more efficiency and, hopefully, increase job satisfaction.

- **Student Activities Financial Management:** Up until this year, the High School has received an audit finding in the Student Activities books for two consecutive years. It is my goal to ensure that training and education take place to be sure that we remain finding-free in both the Junior High and High School Student Activities accounts. With new staff at both locations, this training will be even more essential.
- **Budget Training (ongoing):** A few years ago, the District chose to move to site-based management. In order to keep in line with this type of management, the Business Office has edited some of the account codes and written easy-to-read reports for the principals and department supervisors in order for them to easily keep track of their budgets. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department.
- **Use of Accounting Software to Streamline Processes (ongoing):** The accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will continue to replace manual processes used in the past.
- **Cross-Train Business Office Employees (ongoing):** As with all businesses, we need to make sure our positions are not reliant on any one person. Each Business Office employee is creating a list of duties that will be used to determine a cross-training plan for those duties that cannot be neglected.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many new rules and reporting requirements that our District is required to follow. I plan to continue to attend various training seminars and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.

## **Review of Board Objectives**

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Following, you will find a list of the current goals along with an explanation of their status.

### **OBJECTIVE 1**

**Objective:** Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.

**Status:** All staff members need to be taught to look for ways to streamline our operations. Many improvements have been made in the past few years, including implementing a district-wide printer maintenance contract and implementation of substitute use of the time clock. We have also begun to use our Accounting software to generate the following years' contracts, a process that used to be updated manually. The focus at this point is to continually evaluate the effectiveness

of new processes implemented and continually look for other ways to improve. Since we have “decentralized” our purchasing, it is important to take time to educate all staff on purchasing processes to eliminate “hidden” expenses related to purchasing (shipping, personnel, etc.).

Current objectives in this area include:

- Training for Advisors and Coaches regarding Fundraising/Purchasing
- Use of Accounting Software to Streamline Processes
- Cross-Train Business Office Employees
- Utilize the new reporting available in the upgraded Time Clock Software
- Educate all staff on the purchasing process

## **OBJECTIVE 2**

Objective: Seek ways to better involve staff in budget development.

Status: Ongoing. In our current budget development model, principals and supervisors are to evaluate their budgets and make changes and accommodations where necessary. With many new principals and directors in the District, it is important to familiarize them with their budgets and reporting within the accounting software.

Yearly, and more often if necessary, I meet with Principals and Supervisors in order to increase their comfort in reading and understanding their budgets and expenditures. Reports were built for easier pulling of data. This is an area of continual improvement.

Current objectives in this area include:

- Continued Budget Training for Principals and Directors
- Continued Budget Report Training for Secretaries
- Educational Sessions to the Administrative Team regarding the different Funds and how they may be used
- Attend Staff Meetings, as requested, to share budget information

## **OBJECTIVE 3**

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2019).

Status: The 2017 session came and went, with Legislature making many decisions shifting the financial burden of education to the local taxpayers. As a District, we have many organizations lobbying on our behalf. This is the time to consider what level of involvement the Board wishes to have in the next legislative process. If Trustees do desire a “strong and influential presence” as the stated objective indicates, it is my recommendation to begin identifying stakeholders, opening communication channels, and establishing relationships in the very near future.

#### **OBJECTIVE 4**

Objective: The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.

Status: The District currently cooperates with neighboring districts for technology services and, more limitedly, the Construction Academy. We will continue to aggressively seek out opportunities to share resources.

#### **OBJECTIVE 5**

Not a function of the Business Office.

The Business Office is a busy place that requires connecting with all staff of the School District. We strive each year to improve communication, streamline processes, integrate new technology, and become better than we were the year before. We have dependable, hard-working, competent employees and I look forward to working through these goals with them in the coming year.

**CENTRAL  
MONTANA  
EDUCATION  
CENTER**

**Diane Oldenburg**



# **CENTRAL MT EDUCATION CENTER ANNUAL REPORT 2017-2018**

Diane Oldenburg, Director

The Central Montana Education Center (CMEC) continues to serve area citizens with varied and diverse offerings from each of five departments, which resulted in 1,247 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

## **COMMUNITY EDUCATION**

A comprehensive program of seventy-one educational, social, recreational and cultural opportunities for adults was offered during the 2017-2018 term. Advertising efforts included distributing 8,000 adult education flyers to area households three times per year, as well as advertising in the Lewistown News-Argus and coverage on KXLO-KLCM Radio. We also produced a weekly column for the Lewistown News-Argus wherein we provided information about upcoming classes and the various services offered at CMEC.

Classes were held in conjunction with the American Heart Association, the Central MT Medical Center, the Alberta Bair Theatre and the Moss Mansion in Billings, MSU-Fergus County Extension Service, Well Being, CMR Wildlife Refuge, the Fergus County Weed District and the Pine Meadows Golf Course.

## **DRIVER EDUCATION**

Our Driver Education program provides quality instruction and excellent hands-on training while teaching important lifetime skills to our students.

One session of Driver Education was offered during June 2017, along with our offerings of sessions during Semester 1 and 2 at Fergus High School. The in-school sessions took place during seventh period of the school day. Students had to be fully enrolled at Fergus High School in order to participate in the in-school sessions, and received a half of a credit for successful completion of the course. All summer students were provided with a complete schedule of classroom dates and all behind-the-wheel appointments so their families could plan ahead. They received this schedule approximately one month prior to their Driver Education session start date. The School Nurse gave all students a vision screening, prior to any behind-the-wheel experience.

The School District continues to offer installment plans to parents who are unable to pay the \$280 fee in one payment. The newer method of payment utilizing the Parent/Student Portal has been extremely effective as parents have been able to use credit or debit cards to pay the fee online.

The amount of state reimbursement for a program year is unknown until our students have already been served each year. The reimbursement from the State varies and is approximately \$65 to \$100 per student. It will be necessary to continually look at ways to keep the program affordable and viable. Other variables that continue to affect the program budget are decreasing enrollment numbers, along with higher fuel and insurance costs.

## **THE TESTING CENTER AND THE HIGH SCHOOL EQUIVALENCY DIPLOMA PROGRAM**

I serve as the HiSET Chief Examiner for a six county area, including the Nexus Treatment Center. Our program successfully assisted six people from this area to obtain their HSE diploma this year. I also tested at the Nexus Treatment Center and eight of their family members were able to earn their High School Equivalency Diplomas this year. These men had a full cap and gown graduation and the entire facility celebrated their accomplishment. In the eleven years that Nexus has been in Lewistown, 135 men have obtained their High School Equivalency Diplomas through our testing program.

We also assisted individuals who needed pre-college placement exams proctored, as well as working with the US Postal Service for applicant testing.

## **THE CONSTRUCTION ACADEMY**

This program met during Semester 2 only as we hired Mr. Kenton Cripps to begin teaching on January 22, 2018. Six juniors and seniors from Fergus High School enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. Students were able to build a custom-designed ‘tiny house’ and completed the 216 square foot home that will sleep five people and has full kitchen capabilities with a gas range, combination refrigerator/freezer, kitchen sink, stand up shower and toilet, plus a heating system and storage.

The students also completed other projects including a ‘Firehouse’ playhouse for the Central MT Head Start, complete with a slide and a fire pole. All in all, it was a tremendously successful semester for our new instructor and the students!

## **EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA (EOCM) / MSU-N – LEWISTOWN**

A variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus online. In all, 185 courses were offered locally; 43 of those classes had area participants. Fergus High School had 52 seniors earn Dual Credit from MSUN by taking College Algebra and College Writing while enrolled at FHS this year. Course work to complete general education core requirements, an Associate of Arts degree, an Associate or Bachelor’s degree in Nursing, an Associate or Bachelor’s degree in Business, as well as Masters level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

Eight Phlebotomy students from Lewistown graduated this May after starting the program in the fall semester. The nursing program was cut to ten students by MSU-Northern and they had to attend clinicals in Havre during the year. Their course work was provided via the polycom system one day each week.

Additionally, seventeen different types of educational opportunities, trainings, seminars and workshops were offered throughout the year with 347 total enrollments. Fifteen exams were proctored for a variety of reasons including students taking classes from other universities, the US Postal Service candidates, as well as offering testing for college placement in math and writing courses.

In my role as EOCM director, I also worked with various local service organizations to offer scholarship opportunities for our students.

The EOCM Board made an effort to work with the MSU System and the Montana Commissioner of Higher Education Office, beginning in September 2017, to request a change in our partner university from MSU-Northern. MSU-Northern has been offering fewer courses and opportunities over the last three years here and when they required our local Nursing students to travel to Havre all year long for skills and clinicals, it became abundantly clear that our relationship was no longer beneficial to our community or students. We did not receive any real response from the MSU System, nor OCHE, but in late March were contacted by the University of Providence and started a relationship with them to bring a Nursing program and much more into Lewistown. After much examination into this situation, EOCM and Lewistown Public Schools has formally ended our interagency agreement with MSUN effective June 30, 2018 and will pursue further developments with the University of Providence for the benefit of all of Central Montana's citizens.

# CENTRAL MONTANA EDUCATION CENTER 2017-2018

## COMMUNITY EDUCATION

FALL 2017		WINTER 2018		SPRING 2018	
Classes Offered	28	Classes Offered	29	Classes Offered	14
Classes Held	21	Classes Held	16	Classes Held	13
Enrollment	222	Enrollment	125	Enrollment	112
<b>TOTAL COMMUNITY EDUCATION PARTICIPANTS: 459</b>					
<b>CONSTRUCTION ACADEMY PARTICIPANTS: 6</b>					

## DRIVER EDUCATION

SUMMER 2017	SEMESTER 1 – 2017	SEMESTER 2 - 2018
1 Section	1 Section	1 Section
Enrollment: 26	Enrollment: 21	Enrollment: 21
<b>TOTAL DRIVER EDUCATION PARTICIPANTS: 68</b>		

## TESTING & TUTORING CENTER / HSE PROGRAM

Total HiSET Exams Given	37	
Total HSE Diplomas Awarded	14	
Compass/ Accuplacer Tests	11	
MUS Writing Assessments	4	
<b>TOTAL T &amp; T / HSE PARTICIPANTS: 66</b>		

## EDUCATIONAL OPPORTUNITIES FOR CENTRAL MT / MSUN-LEWISTOWN

SUMMER SESSION 2017		FALL SEMESTER 2017		SPRING SEMESTER 2018	
Classes Offered	0	Classes Offered	90	Classes Offered	95
Classes Held	0	Classes Held	22	Classes Held	21
Course Enrollments	0	Course Enrollments	128	Course Enrollments	121
NUMBER OF CLASSES OFFERED: 185			NUMBER OF CLASSES HELD: 43		
DUAL CREDIT COLLEGE ALGEBRA AT FERGUS HS: 52					
TOTAL COURSE ENROLLMENTS – COLLEGE: 301					
17 SEMINARS & WORKSHOPS ENROLLMENT: 347					

<b>TOTAL PARTICIPANTS SERVED BY CMEC IN 2017-2018 = 1,247</b>
---

# **CURRICULUM**

**Scott Dubbs**

# **MAINTENANCE**

**Randy Barber**

## **FACILITIES & MAINTENANCE ANNUAL REPORT**

### **FISCAL YEAR 2017 - 2018**

The start of the Fiscal Year saw lots of activity by contractors as the roof repairs at the High School and the window replacement @ the Junior High were both well under way. Two large areas on the High School roof were redesigned and rebuilt to provide better drainage and remove existing leak problems. Roof drains were added to remove excess runoff and melt, as well as new gutters, a roof hatch for access, and new front entry sidewalks. An additional smaller contract was issued to Empire to address problems on the roof ridge and two other isolated areas w/leaks after the major project was complete. Winter came early and delayed completion of the punch list on the main project and completion of the additional roof project. Both of those were completed in the Spring of 2018. To date leaks in these areas have been eliminated. We experienced some leakage in other areas of the roof thru the winter due to ice damming & water pooling. Some the apparent problems can be addressed by the Maint. Staff this summer & fall. Between the drain tile installed last year, and the additional guttering this year, we have eliminated the water problem we have had in the computer labs on the lower level of the High School.

The Junior High window retrofit was completed over the summer. Birdwell Builders and his sub-contractors did an excellent job. The only delays and issues arose over the fire shutters the local building inspector required. A&E Architects provided almost zero oversight for this portion of the project, which caused considerable delays and confusion for the contractors. These shutters were only completed after Rebekah Rhoades & I placed considerable pressure on A&E to get this portion of the project completed. Considering other issues we had with A&E on the Bus Barn, I would not recommend hiring them for future projects.

Other Contractor projects completed in 2017 include:

1. Completion of install of new boiler @ Lewis & Clark by Davidco. This smaller & more efficient boiler handled Lewis & Clark's heating needs easily this past winter & should lower operating costs.
2. The new windows were installed in the IT & Billing/Receiving offices @ Lincoln by Birdwell Builders and brick work done by Quigley Masonry. This completes the retrofit of all new windows @ Lincoln.
3. Harvest Solar installed the Solar system on the roof @ Lewis & Clark in the fall, and it is functional. To date, they and our IT Dept have not been able to get together to complete the tie-in to our IT system for monitoring purposes. Hopefully soon.
4. Weir Furniture carpeted the Jr. High music rm, the other half of the library, and a partial rm at Garfield. To date, the music rm has flooded twice during

cloudbursts this June. I have concerns on the impact this will have on the carpet and the adhesive holding it. It appears the culprit is a handicapped access ramp the city cut into the walking trail last year by the Junior High. It appears to be funneling runoff from the street onto the property at a higher rate than our existing storm drains can handle. We will work with the city to correct this problem.

5. High Performance Flooring refinished the High School gym & stage with a new product called Sport Coat. It has held up well and worked well for our athletes. In December they burnished the floor, which brings it back to almost its original state. We have contracted with High Performance to do the floors again this year.
6. Snowy Mountain Lock & Door installed new front doors at the High School over the Christmas Break. These new doors have had a significant impact on controlling heat loss and comfort for occupants in the lobby area and beyond. The sliders they replaced were grossly inefficient & high maintenance.
7. Sound Ideas did a retrofit on the H.S. gym PA system to improve the sound quality. It appeared to work well for graduation. They also provided a proposal for a complete replacement of the PA system (\$45,000 approx.) No decision has been made by the Board to proceed with this proposal.
8. Mossey Painting redid the High School foyer by the Teacher's entrance and office and all stairwells, along with additional painting in two Elementaries.

Upcoming projects for the remainder of the 2018 summer include:

1. Roof repair and replacement over service entrance @ Highland Park by Bradford Roofing.
2. H.S. School, Garfield, & Highland Park gym floors by High Performance Flooring
3. AC work @ Garfield by Universal Heating & Cooling
4. Replacement of 5 security cameras @ High School by Snow Mountain Lock & Door
5. New drives on lower bleachers @ High School & additional maintenance to all bleacher sections by Montana School Equipment
6. Install of new electrical for bleacher drives by Advanced Electric
7. Football field sprinkler redesign & install by SAS sprinklers (this is needed because of the asphalt installed behind end zones last summer by volunteers)
8. LED lighting in H.S. cafeteria and all H.S. exterior by Central Electric
9. Conversion to LED of all exterior lighting @ other Schools by Advanced Electric.  
( These LED conversions will create approx. \$7,000 savings in utility costs/ yr.  
Plus \$10,000 - \$12,000 in NW Energy rebates to fund future LED conversions)



The Maintenance Staff completed a remodel of Amie's office in the Central Kitchen and a remodel of the Payroll office in Lincoln. They removed a small overhead door at the bus barn, framed in the opening and added a new walk-thru door in its place. A new ice machine was installed in the Central Kitchen, as well as a new grease trap. A new storage area for the drama props was built in the back corner of the stage as Maint. prepares to vacate the existing supply lock up in the gym and move to the loading dock area as originally designed. The supply area in the gym will be turned over to the Athletic Dept. We will also be moving the Lead Custodians office out of the Boiler Rm to the new location over the 2018 summer. Other routine summer maintenance was completed on all heat & cooling systems, as well as in many classrooms & offices in 2017.

Maintenance was able to purchase a new carpet extractor and a new floor auto-scrubber for the High School. These purchases complete an upgrade of all auto-scrubbers in the District. The additional carpet extractor helps eliminate down time & eases competition for the ones we already have. These newer machines are all highly more versatile and efficient and greatly increase our efficiency in maintaining the buildings.

Snow removal and sanding were extremely costly this year due to the severity of the winter and the amount of snowfall. We were over budget +/- \$15,000 for the winter season. In the month of December we were forced to plow almost as many times as we did the entire year before. Ice was a huge factor and required multiple sandings each week on sidewalks, driveways, and parking lots. Snow piles at the High School had to be removed with Front End loaders so we could continue to plow. This had a huge impact on the overall budget for Maintenance, and stopped action on most non-essential repairs or upgrades for the remainder of the fiscal year to protect and preserve remaining funds.

Summer 2018 projects for Maint. Include:

1. Install all new blinds for windows on south side of Jr. High
2. Remove old chair lift from stairwell @ Jr. High
3. LED retrofits of lighting in Highland Park & Garfield gyms, and stage lighting @ Jr. High., and exterior soffit lighting @ Lewis & Clark
4. New janitorial floor sinks @ Jr. High & Garfield
5. Floor tile repair & reinstall @ High School
6. Playground chain link project @ Garfield
7. Annual boiler maintenance/State inspections
8. Numerous smaller remodel and repair projects thru-out the District

We had Dept. of Labor inspections at the Jr. High & Lewis & Clark Elementary and had very few minor "infractions" to deal with. They were pleased with our record keeping and general safety programs.

With tons of help from Rebekah Rhoades and input from our Principals, we were able to establish a 15 year infrastructure plan for the School District, with priorities for the next several years. This hopefully will provide the District a functional tool for project planning, budgeting, and prioritizing.

On June 11, 2018 we hosted a regional training seminar to cover those topics mandated by the Mt. Dept of Labor. About 7 other schools and 40 people attended as well as all of our maintenance & custodial staff. The training was presented by Certified School Risk Managers from MSGIA (Annette Satterly & Harry Cheff)

Lots of changes and shifts in the Maintenance Staff this past year. Mostly within the custodial staff. Jim Bussey officially retired and Lee Petersen moved from the High School to Garfield temporarily. We advertised & interviewed for the position, and John Maddux was selected and moved from Highland Park to Garfield. Gary Deffinbaugh accepted the Highland position and transferred from the High School. Lee Petersen returned to his 30 hr position at the High School.

As the year progressed, Lee Petersen and Jenna Wise both resigned from the High School custodial staff. They were replaced by Tom Ramey and Mike Wyman. The 30 hr position at the High School was moved back to a 40 hr position at the end of the school year as it was not working well and creating scheduling challenges. Abigail Stickel had been hired earlier in the fall to fill a position that had been vacant most of the summer of 2017. Finding & retaining qualified employees has become increasingly more challenging. We were fortunate to acquire a reliable sub, Jack Rogers, who has been a valuable addition, and will work the summer as our asst. Groundskeeper. Laurie Fowler will be our summer painter and fill in where needed w/custodial. Tom Blackadar attended Boiler Licensing School and will be testing for his operator's license on June 19th, 2018.

We've started the summer short two employees. One, Jim LaFever, for an indefinite period time due to an injury. The other, John Maddux, who will return to work around the 18th of June. He had a family medical emergency that required his absence for the first 3 weeks. These staffing shortages have created some challenges that require re-assigning staff to different buildings so the summer deep cleaning can be completed on schedule. Also some minor planned maintenance projects may need to be postponed.

We are putting all custodians under the direct supervision of the Principals in their corresponding schools with the start of the new school in 2018. After discussion with all Principals, the Business Manager, and the Superintendent, it made logical sense to proceed with this change to streamline the chain of command and eliminate an unnecessary middle man. Maintenance will continue to provide supplies, training, and support to the custodians as needed.

We continue to streamline and minimize needed supplies and suppliers in an effort to control costs and inventory and expenses. For example, Kone will supply all of our elevator inspection and service requirements in all buildings, instead of the existing three vendors. This should result in an annual savings of +/- \$1800. We are combining our Fire Alarm service & monitoring vendors in all buildings to one company, Fire Suppression Services, starting July 1st, 2018. This should also provide additional savings.

My whole focus as your Maintenance Director has been to make this department more efficient with regards to time management and costs of operations, and hopefully help implement a long term plan for the overall infrastructure. With multiple regrets and a wish I could have accomplished more, it will be somewhat difficult to retire on August 31 of 2018. But it is time to transition to the next phase of my life.

This report prepared by Randy Barber, District Maintenance Administrator

# **SCHOOL FOOD SERVICE**

**Amie Friesen**

**School Food Service**  
Lewistown Public Schools  
215 7th Avenue South  
Lewistown, MT 59457  
(406) 535-5261



## **ANNUAL REPORT 2017-2018**

School Foods was kept very busy this year serving our students healthy nutritious meals. As always, we focused our efforts on feeding the students, and to implementing some changes in the menu to make lunch feel new and exciting. Working as we do within all six of the district buildings, we are constantly challenged to meet the different nutritional needs for each age group and individual student. A need for accommodation of multiple allergies and other medical conditions is on the rise. Our staff has proven to be conscientious and capable in all situations presented. Additional issues are addressed with the help of the administration and staff of our school buildings along with Maintenance, Transportation, and the Central Office. We are very thankful for the role all departments play in our success!

### **PARTICIPATION**

Please refer to the enclosed statistics within this report for actual numbers.

#### **Breakfast**

- Student participation increased by 4,812 meals. We were very pleased to see an increase in this number in conjunction with no change in enrollment.
- Last year we had a goal of seeing an increase of full pay students participating in breakfast. Last year 21% of breakfasts were served to full pay students. This year 27% of our students were full pay. This increase shows significant growth in the program since reduced price and free students participate in breakfast as a default many times. Increasing the number of full pay students is key because they are the students responding to School Food marketing and choosing to eat at school despite paying a higher price.
- We worked with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day. We also ran a breakfast awareness campaign. Families were reminded that LPS offers breakfast and when. We also talked about the components and importance of breakfast.
- As a side benefit, breakfast has a larger profit margin than lunch for K-6 and 7-12. The reimbursements for the state are greater when taking into account the reduced production costs of breakfast compared to lunch. This was one of the reason we decided to put extra efforts toward promoting breakfast this year.
- We believe that the breakfast program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students.

#### **Lunch**

- Student participation decreased by 4,663 meals. The District enrollment was stable at 1184 on May 31<sup>st</sup> of both years. This decrease was disappointing and School Foods plans to attempt to bring the numbers back up next year. As always, efforts will be placed into advertising and a varied menu.
- Fifty-six percent of our lunch participants are from families that qualify for the free and reduced meal program compared to fifty-five percent the year before. This information leads me to believe that School Foods needs to place efforts into recruiting customers from full pay families.
- An observation about the increase in participation and the number of free and reduced students correlates with our economic times. We would like to create an atmosphere where families see the value in school meals. Perhaps increased education regarding nutrition would affect an even greater rate of participation and prove beneficial to all our families.

- The Food Service protocols in place concerning student allergies and the accommodations continue to be a daily concern for us. Communication with families is essential for student safety and to guarantee the availability of healthy food.
- The Recess before Lunch Program is in place at Highland Park. We believe this continues to be a worthwhile venture for students. School Foods will continue to encourage the administration at the elementary buildings to incorporate this program if possible. Students show an increase in appetite and improved behavior in conjunction with recess before lunch
- The grab 'n go lunches provided at the Junior High and Fergus High have proved to be a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them. Each year, we try to add a new grab 'n go salad and sandwich to replace items that aren't faring well.
- The number of daily earned lunches provided to adults was 3562 amounting to \$13891.80. Additionally, there were 139 earned adult breakfasts amounting to \$250.20 for a grand total of \$14142.00 in support to the district. School Food Service greatly appreciates the staff supervision of students during meal times at each school.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings about once a month. These students were provided an "earned" lunch which we donated in support to the program.

### **A La Carte**

- Statistics show that our ala carte choices have proven successful with a stable amount of profit from the sales at both breakfast and lunch at both of the secondary schools.
- Our ala carte items at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- This year we continued to assure that all of our A la Carte choices were "Smart Snack" compliant. This means that all of our items had to meet the same nutritional standards as hot lunch. In the past, School Foods offered fantastic home baked goods and various meal sides. This year, all of these snacks were subject to rigorous whole wheat, nutritional, and caloric guidelines. Our staff was very creative in making delicious foods that met these standards. We also added a %100 fruit juice slushy to our HS A La Carte line. It was extremely popular. This year we saw a \$1326.26 increase in revenues for A La Carte. The success of our A La Carte line may account for some of the drop in hot lunch participation. Finding a balance between increasing A La Carte sales and depleting hot lunch counts is extremely difficult. We try to keep in mind that our main goal is to provide students with the nutrition to complete a successful school day whether the food comes from A La Carte or hot lunch.

### **CATERING**

- The value in dollars from this facet of our operation amounted to approximately \$6412.06. However, 12% of this amount (\$797.00) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

### **EQUIPMENT**

- The care, upkeep and replacement of equipment is an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate and use local professionals as situations arise. There is still need to invest in more commercial equipment as some of the current "home kitchen" pieces are not able to handle the safety regulations and demand of increased participation. Last school year we

purchased a new dishwasher. We have currently worked through all of the complications we encountered at the beginning of the process and it is working well.

- At the beginning of the year, School Foods began to see a trend in money being spent on repairs for our coolers at the grade schools. By the end of the year we had spent \$3394.83 in repairs to coolers in the schools. This number is clearly far too high, but we were trying to avoid purchasing entirely new units. In March the compressor went out of the cooler at Highland Park. In April the compressor went out of the coolers at Garfield and Lewis and Clark. New air compressors for these units would have cost roughly 80% of what buying new coolers would cost. We decided to purchase new coolers this year at a total cost of \$8,150. This is a cost we anticipate will not be a factor in next year's budget as well as the reduction of repair costs. All units were 15 plus years old.
- We have applied for grants to purchase an ice machine for Central Kitchen for several years now. The problem we keep running in to is that in order to qualify for most grants, Free and Reduced must be at 60% or more. Our school does not meet that criteria. Because of this, we decided to purchase the ice machine out right for \$2885. This is money well spent considering the use the machine will have in catering, transport of foods, and the hot lunch program.
- With the help of the Technology Department, we were able to install all new POS machines, new pin pads, and new cash registers. The old machines will not be compatible with available software used by Infinite Campus beginning in 2019. The switch over was not an option, but a necessity if LPS intends to continue using Infinite Campus.
- There will be \$.10 increase in the cost of adult hot lunch next year. We implemented the increase to help off-set the increased cost of foods and equipment. We don't believe this change will affect adult participation. The new price is an even \$4.00 which is a great value for a well balanced lunch.

## **EDUCATION**

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our district website.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Our new federal mandates from the Healthy, Hunger-Free Child Nutrition Act will provide us with more and different challenges as far as portions, required foods, nutrition levels, serving style and budgeting for the increases.

Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

## **SAFETY**

- As an ongoing effort to comply with our HACCP policy, we met all of our continuing education requirements. These requirements were newly mandated 2 years ago and have proven to be a challenge. School Foods works with the County Extension Agency to offer most of these credits. Most often the classes are held during non-school hours. This shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Employees have attended adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at each of our six kitchens without any "findings". The

comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

## **PERSONNEL**

- Next year we will have new employees at Highland Park, Garfield, Fergus High, and the Central Kitchen. School Foods is an amazing place to work, but employees had to resign due to health issues, retirement, or search for full time work.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.
- We will be seeking applications in June and July.

Facing challenges with new regulations and whatever is put in front of us, our goal at School Food Service remains the same. We will always do our best to feed the students of Lewistown Public Schools. With the assistance of the Board, staff, and students we will work to enable our students to be the best that they can be.

Amie Friesen, Director

*“We serve education every day.”  
We think food because kids can’t think without it!*



# **SPECIAL EDUCATION**

**Chris Rice**

**ANNUAL REPORT  
SPECIAL EDUCATION SERVICES IN LEWISTOWN  
2017-2018**

**CHRIS RICE, SPECIAL EDUCATION DIRECTOR**

The Lewistown Public Schools continues its provision of services to children with disabilities, identified and served in compliance with IDEA, in the least restrictive environment, with age-appropriate peers and in home school settings to the greatest extent possible. The District strives to develop its programs and services to meet individual needs of students, empowering all educators in their support of children with special needs.

The following chart indicates the number of students with disabilities served in Special Education programs, Preschool through Grade 12, reported on the annual October Child Count, across the last seven years. These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. You will notice a general trend in increasing numbers.

**NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

<b>Year</b>	<b>Lewistown Elementary</b>	<b>Fergus High School</b>	<b>Total</b>
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184
2016-17	127	48	175
2017-18	132	49	181

Many issues relative to Special Education and services to students with exceptional needs touch the entire educational arena in the Lewistown Public Schools. Selected topics which interline with the District's 2015-2020 Goals and Strategic Objectives include the following:

**Goal Area 1: Measurable Student Achievement**

**Strategic Objective – Multi-Tiered Systems of Support (MTSS):** Programs continue to be implemented at varying levels within component buildings. Special Education staff team with general educators to identify and serve all children in need of intervention to reach grade-level norms.

**Strategic Objective – Intervention Programs:** CMLRCC staff were key supports in areas related to collaborative occupational therapy services, evaluation and intervention planning for

students with autism, and service to students with intensive emotional and behavioral needs. Occupational therapists paired with district special education teachers to design collaborative IEP goals and interventions supported both during therapy sessions and throughout the week in classrooms, resulting in a higher level of intervention for students. CMLRCC staff were trained in administration of the Autism Diagnostic Observation Schedule-2 (ADOS-2), considered the gold standard for assessment of autism, and conducted evaluations in the district, resulting in a better understanding of individual needs of students with autism and subsequent program development to match those needs. The STAR program, based at Lewistown Junior High, continued under the auspices of the CMLRCC to serve students, Grades K-8, from Lewistown and surrounding communities, in need of a highly structured program focusing on social/emotional/behavioral supports.

**Strategic Objective – Graduation:** Fergus High School had previously collaborated with Vocational Rehabilitation and Blind Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities and, early in the fall, found this funding source to be cut, then later re-instated at a much lower level. The high school continued its efforts to provide creative and flexible program design to meet individual student needs, albeit this has become much more challenging with funding cutbacks.

**Strategic Objective – Differentiated Instruction:** CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. This year brought intensive team planning efforts involving district staff and CMLRCC specialists, who worked together to design, deliver, evaluate, and re-design service models for students with very high and unique disability-related needs. Garfield and Highland Park Schools, in particular, were sites for this very intensive teamwork.

## **Goal Area 2: Facilities**

**Strategic Objective – Planning:** Space continues to be a critical issue as the district works to address the varying needs of students with disabilities. This includes both classroom space and space in which specialists may serve individuals and small groups.

## **Goal Area 3: Community/Parent Engagement**

**Strategic Objective – Parents/Social Media:** CMLRCC service providers to the Lewistown Public Schools facilitated a quarterly support group for parents of children with autism and hosted weekly trainings throughout April, during Autism Awareness Month. Social media was utilized as an informational and support tool.

## **Goal Area 4: Technology**

**Strategic Objective – Collaborating beyond the Classroom:** CMLRCC, for the second year, facilitated use of a telepresence robot borrowed from MonTECH to support the learning of a

child with severe disabilities who must receive homebound instruction. The instruction was done in collaboration with the Central Montana Head Start and the district's preschool special education program based there. Next year, the telepresence learning will be done in conjunction with the kindergarten program at Garfield.

**Strategic Objective – Staff Development:** CMLRCC speech therapists and occupational therapists, along with district special education teachers, utilize technology teaching tools and support student use of assistive technology devices, transferring their skills and knowledge to others in support of children in the district.

### **Goal Area 5: Highly Qualified Staff**

**Strategic Objective – Professional Development:** In response to district needs, professional development activities were designed to support teaching, paraprofessional, and administrative staff: Mandt training for individuals supporting students with challenging behavioral needs; trainings on supporting the needs of students with autism with topics such as using visual supports and schedules, sensory supports, social communication, anxiety and social behavior, and alternative and augmentative communication systems; training for all high school and junior high staff on supporting students impacted by trauma; training for all district special education teachers on special education processes, current issues in the field, and legal updates; and training on Mental Health First Aid.

### **Goal Area 6: Fiscal Management/Responsibility**

**Strategic Objective – Montana Legislature:** As CMLRCC Director, I continued an ancillary role with the Montana Council of Administrators of Special Education (MCASE) to support organizational efforts to heighten Legislative awareness of special education funding needs.

**Strategic Objective – Cooperative Efforts:** Lewistown School District continues to work with outlying communities to make the best use of limited resources for supporting special education programs and the needs of educators serving those programs. The district's participation in the Central Montana Learning Resource Center Cooperative and its key role in the development and ongoing support of the STAR Program are primary examples.

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012.

# **TECHNOLOGY**

**Scott Baldwin**

## Technology 2017-2018 Annual Report

- Scott Baldwin, Technology Director
- John Jensen, Regional Technology Coordinator
- Logan Smith, Technology Support Specialist
- Tahan Wichman, Technology Support Specialist
- Zabrea Fiscus, Technology Support Specialist



June 1, 2018

### Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. With Bill Klapwyk's unexpected resignation, I found myself taking over the Technology Director's role for the Lewistown School District. I have been working on restructuring the technology department to better utilize staff and how they are used in the local schools as well as the Co-Op. This restructuring was accomplished by promoting John Jensen to the Regional Technology Coordinator position. This move has helped make sure that the Co-Op schools are having their needs met and with management of the techs assigned to work in them.

One of our first goals was to bring in an outside vendor to evaluate our technology infrastructure. This report is helping us to effectively use our funding to build an up to date and robust infrastructure. With this report in hand we have started to make changes in our network. These changes will ultimately allow us to move toward several of our schools desires to be one-on-one device capable. With recommendations made in the report we are in the planning stages of updating our LAN network from 10/100 Megabits/second to the current standard of 1000 Megabits/second. We are also planning an upgrade to our "backbone" for server to server communication of 10 Gbps .

**Website:** The District's web site continues to be a source of district-wide information including:

- Academic, Activity, and Lunch Calendars
- General Academic Information And News
- School Board Meeting Agendas
- Detailed Course Syllabi
- A Variety Of Resources Dealing With Technology
- Student Created Web Projects
- Administrative Features, Including Online Forms For Requesting The Use Of School Vehicles

We have been in contact with SchoolPointe over the last year. We are working on bringing our website up to ADA compliance, with the goal of having 100% compliance in the next year. The site is still easily navigated by the community and will continue to be a valuable source of information and communication tool.

**Infinite Campus:** The software continues to be used as the District Student Information System. With Terry Lankutis' retirement we have been working with Campus support and the new Lewistown IC support tech, Kim Wiegert. The transition has been smooth to date and with Kim's tech background should continue to be uneventful. The system is completely web-based, and the site is secured through the use of an ID and PIN number. Students have individual accounts; parents may request an account that allows them to view information on all of their children from one login. Staff, parent, and student access is available from any internet connected computer. In addition to student records information, parents are able to pay for School Food fees online.

In May of this school year we updated all Point of Sale machines in the district. The old machines were still running

Windows XP and Infinite Campus was going to stop support for those machines in the next few months. The new machines are running well and we have not seen any major problems to date.

**ConnectWise Automate, formerly Lab Tech:** We renewed our contract with ConnectWise. We will continue to utilize ConnectWise to update and track devices, and also as a ticketing system for all things technology in local schools and many of the Co-Op schools as well. This suite of software allows the Tech department to access and work with computers remotely saving time and money in travel.

**Email / Google Apps:** We are still utilizing Google Apps for Education with what seems to be great success. Since the switch-over in January 2010, the system has run smoothly. The greatest increase in functional use for the District has been the widespread adoption of web-enabled calendars. While we could have done many of the same things with the old system, use of electronic calendars has skyrocketed. The calendars integrate easily with the District website and allow for easy sharing of information with the public. The Google docs component that also comes with the package has also been a benefit. Several District forms, such as travel requests have been migrated to Google docs, and a number of teachers are now using Google docs with their students. Students from grades 5-12 have accounts for use with Google Apps. Chromebooks are being implemented throughout the district and are providing cost effective and easy to manage hardware for student access to the service.

**Content Filtering:** As required by the FCC for participation in E-rate, our District complies with CIPA, the Children's Internet Protection Act. We continue to filter and are implementing a more stringent SSL filter to further the efforts of protecting our students from harmful internet content.

**Technology Levy:** The majority of these funds were used this year to purchase two new Nexsan ISCSI SANs(Internet Small Computer System Interface and Storage Area Network). These devices were needed to help with the VMWare backups on our local area network or LAN. Over the last couple of years we have had inconsistent backups which lead to the loss of a server and all the files associated with it. Since the installation of these new devices we have had consistent and functional backups. We have even used one of the backups to restore some corrupted files on one of our primary domain controllers.

**Staff Training:** This year we continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsoft online. Skillsoft has helped us to build our knowledge base and greatly improve what we can contribute to the school system. These classes are all technology oriented and include many that are directly related to the hardware and software used throughout the school district.

#### **Regional Technology Coordinator - John Jensen**

As with Scott, this is my first year into this newly created position. We had a bit of a rough start with some of our outlying schools, but have resolved those issues and look for a good working relationship into the future.

Our technology cooperative has grown. We currently serve 14 separate school districts plus Head Start. We have a total of 27 different locations. The area we cover is approximately 90 miles East to West and 95 miles North to South.

We have implemented a new schedule that is more conducive to our work day. The new schedule takes into consideration our drive time for the rural schools by having the those techs to work 4-10 hour days. The schedule is also a rotating schedule. Each of our technical support staff rotate through each school, including Lewistown every two weeks. The idea is to ensure that each school receives the best service as each individual tech will see different issues and have different areas of expertise.

We are ramping up for our summer work schedule. Since seven of our schools were rewired last summer using the E-rate program, we will be updating network configurations and providing better web filtering services for compliance with the Child Internet Protection Act. We will be tackling pulling old cable in the schools, upgrading select computers to Windows 10, re-organizing network subnets, and renaming the domain networks. This will provide a more uniform experience for the teachers, staff and students. This will also march us closer to making management of the schools easier.

### **Highlights from the Region - Logan Smith**

**Rotation Schedule** - I spent the majority of 2017 in the outlying schools, so the new rotation schedule has been a reprieve, and a relished learning experience, as I get to know the “ins and outs” of more local schools. I attended Lewistown Public Schools my entire K-12 experience, so it’s been a lot of fun walking through the same halls I did then. I had always remembered Lewis and Clark being bigger than it seems to be now...

**Windows Versions** - We have spent a good amount of time this year going through and updating Windows on all the computers in our schools. Windows XP stopped receiving security upgrades in 2014, and we have few holdouts on those old devices. Windows 7’s final updates have been scheduled for 2020, so we are getting a head start on that project as well, making sure to update all of those devices to Windows 10.

**Website Development** - One of the new duties I’ve recently started to tackle is the [www.lewistown.k12.mt.us](http://www.lewistown.k12.mt.us) website. We have a good website here in Lewistown, but there are always improvements to make, regulations to comply with, and updates to start. Through Skillsets Online and other training resources I have been really ramping up my website creation and maintenance knowledge, and expect to enjoy the time I get to spend working with the LPS School’s website.

**Summer Support** - Yellowstone E-waste & Recycling, a company based out of the Billings area, is again providing free e-waste pickup, so, though they came through last year, we are again giving them the old devices that have been cycled out of our schools. We’ve also found more old devices in the few closets and back rooms that I didn’t know existed last summer. Now that our office is fully staffed I will spend this summer working as part of a team as we go out to the co-op schools on our rotation schedule. We can tackle much bigger projects, like the aforementioned networking/WiFi updates (see John’s notes on that), and the removal of old, outdated infrastructure.

**Skillsets Online** - The training provided by Skillsets online has been a benefit beyond words. Being able to access relevant classes online anytime has allowed me to improve my knowledge and skills faster than I could have expected. There is no comparison to quality online education while working a full-time job, and I am deeply appreciative.

### **Adventures in Technology - Tahan Wichman**

We added Geyser to the Regional Co-Op Schools. I have started the process of improving Geyser’s network and technology infrastructure. This consisted of replacing an Intel NUC that was running as VM Host for two Windows Servers and one Windows Workstation with a New Dell 1U Server. I also changed all the consumer grade routers to operate in bridge mode to clean up some of the networking. To make Geyser more like the other schools I installed a pfSense box. Turned on their Lightspeed Bottle Rocket Web filter and we are learning how to operate it. I have also begun the process of cleaning up their Active Directory Structure. Just recently I have built another VM Host running Windows Server 2016 and FOG Server.



In Roy, I started to deploy Google native printing to the Chromebooks.

In Winifred, changed all permissions for the student and staff folders as they were exclusive and were not able to be transferred from the old server to the new server. Installed Veyon in their business lab for monitoring the student activities and instruction.

In Harlowton, I was able to configure a cache server to reduce the network traffic from the iPad at the elementary. I also built two VM Host at Harlowton High School, one with a Windows 2012 R2 VM and one with a Window 2016 VM. I also built a FOG Server to help with the deployment of Windows 10.

In Grass Range, I started to deploy Google native printing to the Chromebooks along with deploying printers with Group Policies to all Windows computers. John and I also fixed a problem with Windows 10 retaining the Wifi passphrase. Assisted Grass Range with upgrading all of their Ubiquity access points with pro versions.

At CM Headstart, I have been writing an automated script to upload their fiscal data to Google Drive to create an off-site backup.

In Lewistown, created a number of images on the FOG Server to deploy Windows 10. Installed Veyon in Diane Lewis' room so she can monitor and instruct her students. I have also assisted Scott in fixing issues that have arisen both in VM's VCenter and Unitrends backups. I have also been writing scripts in ConnectWise Automate to assist in making tasks easier.

I have also completed 3 tiers of training in continuing education with SkillSets Online.

Looking forward to a busy summer, another school year and building more relationships.

### **Highlights from the Region - Zabrea Fiscus**

I am the newest tech to the department. I started in November with little experience and have surprised myself with how far I have come. I am so thankful for the opportunity to learn on the job and work with great people in the Lewistown Public School district.

I have taken the role as the "Apple Queen", learning everything from device management to volume purchase programs. We are looking to expand our device management in a way that is more convenient for everyone. This will allow us to keep track of devices, upload apps from our desk and update devices without having to track each device down.

I have learned so much in the 7 months I have been here, and love working in this department. Everyday is a new learning experience and challenge. I also have recently went to a rotation schedule, meaning I spend 2 weeks in Lewistown and the next 4 weeks traveling to all schools in county including colonies. I am new to this area, so it has been neat to learn the area I live in. Each school has its own different setups and challenges. Meeting new people in all the schools has been great too.

Working in Lewistown keeps you very busy. Most days I am running to all the different schools fixing printer problems, or helping teachers with individual problems they may be having. Very rarely am I at my desk all day. I love that I get to be busy and active all day long. Another thing I love to do is tear laptops apart and replace parts, or rebuild computers. Nothing better then taking an old computer and making it new again.

I have been working on courses offered through Skillsets. These are tools and classes to help you understand the technical world of computers and programs. I have also been working directly under John and Scott learning all the

different programs we use as a department such as Labtech, Sophos, Meraki, Infinite Campus, Google Admin Console, PFSense, Fog, Powershell, RDP, and so many more that I didn't even know existed.

Again, thank you for letting me be a part of this awesome school district.

# **TITLE I**

**Scott Dubbs**

# **TRANSPORTATION**

**Steve Klippenes**

Annual School Report  
Transportation Department 2017-2018

June 5, 2018

During the 2017-2018 school year we traveled **89,972** miles in yellow buses and **66,095** miles in our activity buses. This is a total of **156,067** student transport miles.

We provided transportation for a total of **218** out-of-town activity trips during 2017-2018. These trips included sports activities, various club activities, community education trips, Special Olympics competitions and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **245** vehicle/bus requests. These requests included in-town bus activity trips as well as request for use of school district vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective and minimized errors.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two Drivers Education vehicles, seven Maintenance vehicles, the Hot Lunch Van, one Transportation pickup and snowplow, two tech department vehicles and five fleet vehicles. We continued doing the Maintenance on the Council of Aging buses and ten CMLRCC vehicles.

In April this year we purchased a 2014 56 passenger MCI J-series bus which replaces Eagle 2. It is a very nice bus and has seatbelts in each seat.

With our purchase of the replacement bus for Route #4 in November of 2016, and each subsequent replacement bus, we will be integrating seatbelts into the bus fleet.

Kathleen Schaeffer has retired as of the end of June and Rob Odermann has been hired to fill that position.

Our group of drivers continues to focus on the mission statement of the transportation department, which is, being **dedicated to the safe transportation of students in a responsible and professional manner.**

We had a safe and successful year, last year in the Transportation Department and look forward to the 2018-2019 school year.

Respectfully,

Steve Klippenes,  
Transportation Director



**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

5

**ITEM TITLE:** REPORT—COMMITTEES OF THE BOARD

**Requested By:** Board of Trustees **Prepared By:** Committee

**SUMMARY:**

The Board of Trustees has the opportunity to provide updates on their various committees.

Attached is the list for Standing Committees of the Board for the 2018-2019 School Year.

**SUGGESTED ACTION:** Informational

☒ **Additional Information Attached**

**NOTES:**

**STANDING COMMITTEES OF THE BOARD**  
**2018-2019 School Year**

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Phil Koterba	Jeff Southworth	Jennifer Thompson	Stephen Vantassel	Monte Weeden
Building & Grounds	3	X		X				X
Insurance Risk Committee	2		X			X		
Transportation	3		X		X			X

**OTHER COMMITTEES WITH BOARD REPRESENTATION**  
**2018-2019 School Year**

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Phil Koterba	Jeff Southworth	Jennifer Thompson	Stephen Vantassel	Monte Weeden
Activities	2	X			X			
Curriculum Committees:								
Fine Arts, Library, Technology, Guidance, Health Enhancement	2		X			X		
Health Insurance Program	2			X		X		
School Calendar	1	X						
Vocational Advisory Council	1						X	
Gaining	3		X			X	X	



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

6

**ITEM TITLE:** CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

**Requested By:** Board of Trustees **Prepared By:** \_\_\_\_\_

**SUMMARY:**

Time is provided on the agenda for the Board to discuss calendar items, concerns, correspondence, future agenda items, and comments for the good of the district.

**SUGGESTED ACTION:**

☐ Additional Information Attached

**NOTES:**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

7

☐ Minutes/Claims    ☒ Board of Trustees    ☐ Superintendent's Report    ☐ Action – Consent  
☐ Action – Indiv.

ITEM TITLE: REPORT—BUDGET UPDATE

Requested By: Superintendent Prepared By: Rebekah Rhoades

**SUMMARY:**

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board of Trustees regarding some preliminary information regarding the 2018-2019 General Fund Budgets.

**SUGGESTED ACTION:** Informational

☒ Additional Information Attached

**NOTES:**

# **2018-2019 PROPOSED BUDGET**

## **As of 6/27/2018**

### **ELEMENTARY**

<b>2018-2019 Projected Budgets</b>	<b>\$6,281,294.57</b>
<b>2018-2019 Projected Expenses</b>	<b>\$6,264,448.63</b>
<b>Over/Under Budget</b>	<b>\$16,845.94</b>

---

### **HIGH SCHOOL**

<b>2018-2019 Projected Budgets</b>	<b>\$3,273,592.13</b>
<b>2018-2019 Projected Expenses</b>	<b>\$3,288,287.31</b>
<b>Over/Under Budget</b>	<b>(\$14,695.18)</b>

---

**The elementary budget uses the Current Year ANB and the high school budget uses the 3-Year Average ANB.**

**Major Reductions Include: Elimination of Silverback, Maintenance Supplies, Curriculum Supply Reductions, 1 fte Certified Music, FHS Secretarial Staff, Elimination of Curriculum Director**

**Increases Include: 1.5% Salary, 10% Health Insurance, Cut in Medicaid Funding (PET), .5 fte Certified Staffing at JHS, Work Comp, Additional Paras at GF, HP & FHS**

**Unknowns: Replacement of Staff, SRSA Grant, Title I Funding**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

8

**ITEM TITLE:** REPORT—INVESTMENT

**Requested By:** Superintendent **Prepared By:** Rebekah Rhoades

**SUMMARY:**

May 2018 Interest:

Elementary = \$2,255.63

High School = \$1,991.64

Total = \$4,247.27

Interest amounts for June 2018 were not available at the time of this posting.

**SUGGESTED ACTION:** Informational

☐ **Additional Information Attached**

**NOTES:**

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

9

**ITEM TITLE:** REPORT— END OF YEAR TRANSFERS

**Requested By:** Superintendent **Prepared By:** Rebekah Rhoades

**SUMMARY:**

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the various end of year transfers for the 2017-2018 School Year.

**SUGGESTED ACTION:** Informational

☐ **Additional Information Attached**

**NOTES:**

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

10

**ITEM TITLE:** REPORT—SUPERINTENDENT

**Requested By:** Superintendent **Prepared By:** Superintendent

---

**SUMMARY:**

Time is provided on the agenda for the Superintendent to discuss with the Board any calendar items, concerns, correspondence, future agenda items, and announcements.

- ❖ Superintendent Goals
- ❖ Needs Assessment from Architecture Firms
- ❖ Staffing Update
- ❖ Regional Safety Meeting June 11
- ❖ Port Authority Visit to Helena
- ❖ Indian Ed For All grant
- ❖ Capacity Building Grant consideration
- ❖ MBI Conference and MAPT Conference

**SUGGESTED ACTION:** Informational

---

☐ **Additional Information Attached**

---

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

11

**ITEM TITLE:** RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS  
THE BOARD ON NON-AGENDA ITEMS

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_

---

**SUMMARY:**

Time is provided on the agenda for anyone who wishes to address the Board on non-agenda items.

**SUGGESTED ACTION:**

---

☐ **Additional Information Attached**

---

**NOTES:**

---

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

12

**ITEM TITLE:** MINUTES

**Requested By:** Board of Trustees **Prepared By:** Rebekah Rhoades

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the June 11, 2018, Regular Board Meeting

**SUGGESTED ACTION:** Approve Minutes as Presented

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
<b>Bailey</b>						
<b>Birdwell</b>						
<b>Koterba</b>						
<b>Southworth</b>						
<b>Thompson</b>						
<b>Vantassel</b>						
<b>Weeden</b>						



**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LINCOLN BOARD ROOM**

215 7<sup>th</sup> Avenue South  
Lewistown, Montana 59457

**MONDAY, June 11, 2018**

**REGULAR BOARD MEETING**

**CALL TO ORDER (6:10 p.m.)**

1. ROLL CALL  
TRUSTEES PRESENT:  
CJ Bailey, Kris Birdwell, Phil Koterba, Jennifer Thompson (arrived at 6:15pm)  
TRUSTEES ABSENT:  
Jeff Southworth, Stephen Vantassel, Monte Weeden  
STAFF PRESENT:  
Superintendent Thom Peck, Business Manager/District Clerk Rebekah Rhoades, Luke Brandon—LEA President, Tim Majerus, Scott Dubbs, Karl Ortman, Bobbie Atchison  
OTHERS PRESENT:  
Doreen Heintz—Lewistown News-Argus, Tom Wojtowick, and other interested parties.
2. PLEDGE OF ALLEGIANCE  
The group recited the Pledge of Allegiance.
3. MOTION TO SET AGENDA—No motion made, quorum not met
4. REPORT—COMMITTEES OF THE BOARD (6:15pm)  
The Trustees signed up for the following Committees of the Board for the 2018-2019 School Year (same assignments as 2017-2018): Building & Grounds – Phil Koterba, CJ Bailey, Monte Weeden; Insurance Risk Committee – Kris Birdwell, Jennifer Thompson; Transportation – Kris Birdwell, Jeff Southworth, Monte Weeden; Activities – Jeff Southworth, CJ Bailey; Curriculum Committees: Social Studies – Kris Birdwell, Science – Jennifer Thompson; Health Insurance Program – Phil Koterba, Jennifer Thompson; School Calendar – CJ Bailey; Vocational Advisory Council – Stephen Vantassel
5. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.  
Superintendent Peck shared a request for data with the Board of Trustees. MTSBA was contact in regards to the request and a response with the data was mandatory.
6. REPORT—INVESTMENT  
Interest earned and distributed for May 2018 was not available by the time of the meeting. Amounts will be presented in July.
7. REPORT—SUPERINTENDENT  
Superintendent Thom Peck updated the Board of Trustees on staffing. Mr. Peck shared the Administrative Assignments in the District with the elimination of the Curriculum Director position going into effect in 2018-2019. The FHS Student Body Officers were listed for the Board, as well as the overall average

GPA for Spring Sports. Summer Maintenance schedules and cost estimates were shared with the Board, along with the status of the lighting upgrades throughout the District. A draft Technology Plan was developed and given to the Board. Mr. Peck spoke about his vision for running a Bond in approximately 2 years and the architects/construction companies he has spoken with to start this process. The Profile of a Graduate was briefly discussed with the Board and how it ties in with the 2015-2020 Goals and Strategic Objectives that will be discussed in July. The Board was updated on various dates and events throughout the District. Mr. Peck also reflected on graduation and what went well and ideas he has for future graduations. The Superintendent Evaluation will take place at the end of the meeting in Executive Session.

## **PUBLIC PARTICIPATION**

8. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD ON NON-AGENDA ITEMS

There was no public participation.

## **ACTION ITEMS**

### **MINUTES**

9. MINUTES OF THE MAY 14, 2018, REGULAR BOARD MEETING – approved unanimously (Birdwell/Bailey).

### **APPROVAL OF CLAIMS**

10. CLAIMS – the claims referenced in the 2017-2018 Bill Schedule and submitted through June 8, 2018, were approved unanimously (Bailey/Birdwell). The Finance Committee for April - June 2018 are Board Chair Phil Koterba, CJ Bailey, Jeff Southworth, and Monte Weeden. The new Finance Committee for July-September 2018 will be Board Chair Phil Koterba, Kris Birdwell, Jennifer Thompson, and Stephen Vantassel.

### **INDIVIDUAL ITEMS**

11. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Bailey/Thompson).
12. APPROVE EXTENSION OF LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Bailey/Thompson).
13. APPROVE EXTENSION OF MOORE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Thompson/Bailey).
14. APPROVE EXTENSION OF WINIFRED BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Thompson/Bailey).
15. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE RESPECTIVE COMPENSATED ABSENCES FUND(S) – approved unanimously (Bailey/Thompson).
16. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE INTERLOCAL FUND – approved unanimously (Thompson/Bailey).
17. APPROVE VOIDING OUTDATED STALE WARRANT CLAIMS – approved unanimously (Birdwell/Thompson).
18. APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR THE ELEMENTARY DISTRICT – approved unanimously (Bailey/Thompson).
19. APPROVE SECOND SEMESTER CLAIM FOR INDIVIDUAL CONTRACT BUS REIMBURSEMENT – approved unanimously (Bailey/Thompson).
20. APPROVE SECOND SEMESTER ELEMENTARY AND HIGH SCHOOL CLAIMS FOR BUS REIMBURSEMENT – approved unanimously (Thompson/Bailey).
21. APPROVE FERGUS HIGH SCHOOL STUDENT ACTIVITY ACCOUNT CHANGES – approved unanimously (Thompson/Birdwell)

22. SECOND READING—BOARD POLICY #3224 – STUDENT DRESS – approved unanimously (Bailey/Thompson).
23. FIRST READING—BOARD POLICY #2309 – LIBRARY MATERIALS – approved unanimously (Thompson/Birdwell).
24. FIRST READING—BOARD POLICY #2309P – PROCEDURES FOR RECONSIDERATION OF CHALLENGED MATERIALS AS AMENDED – approved unanimously (Birdwell/Bailey).

AMENDMENT REQUESTED TO DELETE THE SECOND “DID YOU READ THE ENTIRE PUBLICATION” STATEMENT – approved unanimously (Birdwell/Bailey).

25. FIRST READING—BOARD POLICY #2314 – LEARNING MATERIALS REVIEW – approved unanimously (Birdwell/Bailey).
26. APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2017-2018 SCHOOL YEAR – approved unanimously (Bailey/Thompson).
32. APPROVE PERSONNEL REPORT WITH THE ADDITION OF OUT OF STATE TRAVEL FOR WRESTLING AND DIANE OLDENBURG’S RESIGNATION – See Exhibit A – approved unanimously (Bailey/Thompson).

BOARD CHAIR, PHIL KOTERBA, CALLED FOR EXECUTIVE SESSION AT 7:23PM to conduct the Superintendent’s evaluation (discussed during Superintendent’s items) stating that the individual’s right to privacy clearly exceeds the public’s right to know.

#### **ADJOURNMENT**

The meeting was adjourned at 8:19 p.m. The next regular meeting will be held at 6:00 p.m. on Monday, July 9, 2018, at the Lincoln Board Room.

---

**PHILLIP R. KOTERBA**  
**BOARD CHAIR**

---

**REBEKAH RHOADES**  
**BUSINESS MANAGER/CLERK**

**EXHIBIT 'A'**

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**Monday June 11, 2018**

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>RECOMMENDED BY</i>	<i>COMMENTS</i>
<b>Barber, Randy</b>	Maintenance Director	Lincoln	Accept Letter of Resignation	8/31/2018		See attached letter.
<b>Heck, Andrew</b>	Elementary School Teacher	Highland Park	Approve appointment on schedule -BA Step 4 (Actual Step 0) 1.0 FTE	7/1/2018	Matt Ventresca	Replacing Beth Kirsch (Jayme Robins)
<b>Hersel, Yvette</b>	High School Secretary	Fergus High School	Approve appointment on schedule -SECRETARY Step 0 for 225 Days	8/1/2018	Tim Majerus	Replacing Robin Moline
<b>Hildebrant, Christopher</b>	High School Teacher	Fergus High School	Accept Letter of Resignation	7/1/2018		See attached letter.
<b>Kuhlman, Marie (Marcie)</b>	Elementary School Teacher	L & C	Approve appointment on schedule -BA Step 5 1.0 FTE	7/1/2018	Danny Wirtzberger	Replacing Chuck Cloud (Angela Archuletta)
<b>Louis, Emily</b>	Elementary School Teacher	Garfield	Approve appointment on schedule -BA Step 4 (Actual Step 0) 1.0 FTE	7/1/2018	Matt Lewis	Replacing Gina Armstrong (Lexi Udelhoven)
<b>Oldenburg, Diane</b>	CMEC Director	CMEC	Accept Letter of Resignation	6/30/2018		See attached letter.
<b>O'Dell, Fleeta</b>	Food Server	Garfield	Accept Letter of Resignation	6/30/2018		See attached letter.
<b>Peterson, Sara</b>	Jr. High School Secretary	Jr. High	Approve appointment on schedule -SECRETARY Step 0 for 225 Days	8/1/2018	Scott Dubbs	Replacing Christy Rogers
<b>Poser-Brown, Lora</b>	Paraprofessional	Fergus High School	Accept Letter of Resignation	6/30/2018		See attached letter.
<b>Schrauth, Amanda</b>	Paraprofessional	L & C	Accept Letter of Resignation	6/30/2018		See attached letter.

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

13

**ITEM TITLE:** CLAIMS

---

**Requested By:** Board of Trustees **Prepared By:** LuAnn Schrauth

---

**SUMMARY:**

Approve claims paid through July 1, 2018, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2018 include: Board Chair Phil Koterba, CJ Bailey, Stephen Vantassel, and Jennifer Thompson.

**SUGGESTED ACTION:** Approve Claims as Presented

---

☐ **Additional Information Attached**

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

14

**ITEM TITLE:** APPROVE CHANGES FOR THE 2018-2019 STUDENT HANDBOOKS

**Requested By:** Board of Trustees **Prepared By:** Principals

**SUMMARY:**

The Board of Trustees needs to approve the changes to the 2018-2019 Student Handbooks. Specific changes to the handbook will be handed out at the meeting.

All Board Policies referenced in the Student Handbooks will be updated to include any changes adopted by the Board over the last year.

A hard copy of the handbook will be available at the Board meeting.

**SUGGESTED ACTION:** Approve Changes to the 2018-2019 Student Handbooks

☐ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

15

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report    ☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:**    SECOND READING—BOARD POLICY #2309— LIBRARY MATERIALS

**Requested By:**    Board of Trustees    **Prepared By:** Thom Peck

---

**SUMMARY:**

The Board of Trustees needs to approve the second reading of Board Policy #2309 – Library Materials.

Information being deleted from this policy has been marked with a ~~strike through~~: information being added has been **highlighted**.

**SUGGESTED ACTION:**    Second Reading of Board Policy #2309 – Library Materials

---

☒ **Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

Library Materials

School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of non-resident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries. Any individual may challenge the selection of materials for the library/media center. The ~~Uniform Complaint Procedure~~ **Procedure for Reconsideration of Challenged Materials** shall be utilized to determine if the challenged material is properly located in the library.

Selection of Library Materials

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Although the Superintendent is responsible for the selection of library materials, the ultimate responsibility rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.



(NOTE: BY STATUTE, THE SUPERINTENDENT HAS AUTHORITY AND IS RESPONSIBLE FOR SELECTION OF LIBRARY MATERIALS SUBJECT TO THE APPROVAL OF THE BOARD. THE SUPERINTENDENT AND BOARD MAY NOT WANT TO DELEGATE THE RESPONSIBILITY.)

Cross Reference:	2314 2310P	Learning Materials Review Procedures for Reconsideration of Challenged Materials
------------------	---------------	---

Legal Reference:	20-4-402(5),  20-7-203, 20-7-204,	MCA Duties of District Superintendent or County High School Principal MCA Trustees policies for school library MCA School library book selection
------------------	--	--

Policy History:

Adopted on: June 28, 2004

Revised on: June 11, 2018

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

16

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report    ☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:    SECOND READING – BOART POLICY #2309P –PROCEDURES FOR RECONSIDERATION OF CHALLENGED MATERIALS.**

**Requested By:**    Board of Trustees    **Prepared By:**    Thom Peck

**SUMMARY:**

The Board of Trustees needs to approve the second reading of Board Policy #2309P – Procedures for Reconsideration of Challenged Materials.

Information being deleted from this policy has been marked with a ~~strike through~~: information being added has been **highlighted**.

**SUGGESTED ACTION:**    Second Reading Board Policy #2309P –Procedures for Reconsideration of Challenged Materials.

☒ Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

Procedures for Reconsideration of Challenged Library Materials

This is the procedure for handling reconsideration of challenged materials in response to questions concerning their appropriateness. This procedure should establish the framework for registering a complaint that provides for a hearing with appropriate action while defending the principles of freedom of information, the student's right to access of materials, and the professional responsibility and integrity of the certificated library/media personnel. Our district supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights adopted by the Council of the American Library Association, the School Library Bill of Rights, and the Freedom to Read. If a complaint is made, the following procedures should be followed:

Steps in the review of Learning or Library Materials:

1. Citizens objecting to specific materials used in the District are encouraged to discuss their concerns with the building principal prior to pursuing a formal complaint. If the discussion with the building principal does not resolve the concern, then the administrator will provide a Request for Review of Learning or Library Materials (see attachment A of Procedure 2309P).
2. A formal request to remove an item from the school or limit its use must be in writing using the District Request for Review of Learning or Library Materials and will be acted upon by the Superintendent.
  - a. The Superintendent may request a meeting with a spokesperson for each side of the issue.
  - b. The Superintendent will deliver a written decision to the complainant within forty (40) school days.
3. The Superintendent's decision may be appealed in writing, including specific responses to the Superintendent's decision to the Curriculum Committee within fourteen (14) calendar days.
  - a. The Curriculum Committee will deliver a written decision on the issue within forty (40) school days.
  - b. The review committee takes the following steps after receiving the challenged material:
    1. reads, views, or listens to the material in its entirety.
    2. checks general acceptance of the material by reading reviews and consulting recommended lists
    3. determines the extent to which the material supports the curriculum
    4. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material" judging the material for its strength and value as a whole and not in part.
4. The Curriculum Committee's decision may be appealed, in writing, to the School Board.
5. The School Board as a whole will make the final decision on whether to remove an item from the school or limit its use within forty (40) school days.

6. The specific material being reviewed shall remain in use and in circulation pending the completion of the review and any appeals.
7. Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.
8. Curriculum Committee for the purposes of this policy shall be an ad hoc committee chosen by the Superintendent for the purpose of reviewing the materials under question. The committee shall have at least one: building librarian, administrator, subject related teacher, other teacher, parent, student and community member.

## Request for Review of Learning or Library Materials

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Hardcover** ☐ **Paperback** ☐

**Complainant** \_\_\_\_\_ **Phone** \_\_\_\_\_

**Complainant's Address:** \_\_\_\_\_

**Did you read the entire publication?** Yes ☐ No ☐

**Do you feel it is age appropriate?** Yes ☐ No ☐

**What do you believe is the central idea of this publication?**

\_\_\_\_\_

**What do you object to in this publication (please be specific; cite pages)?**

\_\_\_\_\_

**What do you feel might be harmful as a result of reading this publication?**

\_\_\_\_\_

**Cite acceptable points of this publication**

\_\_\_\_\_

**Did you read the entire publication?**

\_\_\_\_\_

**What do reviews / critics say about this publication?**

\_\_\_\_\_

**What would you like your school to do about this publication?**

**Do not assign it to my child** ☐

**Withdraw it from the curriculum** ☐

**Send it back for committee re-evaluation** ☐

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## References

Anytown 2 Coll Dev Policy. (2009). Retrieved from <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtb250YW5hdGVhY2hlcmxpYnJhcmlhbnoxneDo4ZWNiOTQ5ZjE2ZjQzZDA>

CREW: A Weeding Manual for Modern Libraries. (2017, July 24). Retrieved from <https://www.tsl.texas.gov/ld/pubs/crew/index.html>

Montana State Library Collection Development Guidelines. (2017). Retrieved from <http://msl.mt.gov/slr/cmpolsch.html>

### Policy History:

Adopted on: June 11, 2018

Revised on:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

17

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report    ☐ Action - Consent  
☒ Action - Indiv.

ITEM TITLE: **SECOND READING – BOARD POLICY #2314 –LEARNING MATERIALS REVIEW**

Requested By: Board of Trustees Prepared By: Thom Peck

---

**SUMMARY:**

The Board of Trustees needs to approve the second reading of Board Policy # 2314 – Learning Materials Review and consider adoption of said policy.

Information being deleted from this policy has been marked with a ~~strike through~~:  
information being added has been **highlighted**.

**SUGGESTED ACTION:** Second Reading Board Policy #2314 –Learning Materials Review

---

☒ Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

## Lewistown School District

### INSTRUCTION

2314

#### Learning Materials Review

Citizens objecting to specific learning materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the ~~Uniform Complaint Procedure~~ **Procedures for Reconsideration of Challenged Materials.**

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Cross Reference: **Policy 2309P** **Procedures for Reconsideration of Challenged Materials**

#### Policy History:

Adopted on: June 28, 2004

Revised on: June 11, 2018



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

18

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report    ☐ Action - Consent  
☒ Action - Indiv.

ITEM TITLE:    **APPROVE MEMORANDUM OF UNDERSTANDING WITH CITY OF LEWISTOWN  
FOR SCHOOL RESOURCE OFFICER SERVICES**

Requested By:    Board of Trustees    Prepared By: Board of Trustees

---

**SUMMARY:**

The Board of Trustees needs to approve the 2018-2019 Memorandum of Understanding with City of Lewistown for School Resource Officer services.

**SUGGESTED ACTION:** Approve Memorandum of Understanding with City of Lewistown for School Resource Officer services.

---

☒ Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

**MEMORANDUM OF UNDERSTANDING**  
**FOR**  
**SCHOOL RESOURCE OFFICER PROGRAM**  
**BETWEEN**  
**CITY OF LEWISTOWN / POLICE DEPARTMENT AND**  
**LEWISTOWN SCHOOL DISTRICT #1**

We, the undersigned, do hereby agree that it is mutually beneficial to all parties for a Lewistown Police Officer to be assigned as a School Resource Officer to schools within the City of Lewistown. All parties understand that this officer is an employee of the City of Lewistown Police Department.

The purpose of this document is to facilitate a clear understanding of roles, duties, and responsibilities. This memorandum of understanding is set forth and effective as of the \_\_\_\_ day of \_\_\_\_\_, 2018 with full recognition that the agreement and document must be a living document to allow for program evolution and provide for some school district variances, needs, and future changes. It is recognized that the School Resource Officer program has enjoyed success in other cities in Montana and the country. This Memorandum of Understanding is being set forth to provide universal clarification of expectations, to minimize confusion, and to provide for consistency between officers, schools, principals, and directors.

The Lewistown Police Department recognizes and supports the need for safe schools and a safe learning environment for our youth. In furtherance of that goal, The Lewistown Police Department School Resource Officer shall work in partnership with school officials toward this end.

Program Objectives

1. Friendly contact between the Police Department and Lewistown's youth.
2. Assistance and realistic information during times of stress and crisis.
3. Education of children regarding the role of laws, courts and police in society.

4. Protection of children against assault, molestation, involvement with older law violators, and other harmful influences.
5. Investigation of crimes involving juveniles and the use of effective alternatives to court whenever possible. Some of these alternatives include the following:
  - ~ conflict resolution/ dispute resolution (without arrest)
  - ~ at-risk intervention-criminal- (if the SRO observes a certain pattern of behavior he/she initiates a meeting between the school officials, the parents of the student, and the juvenile authorities).
  - ~ at-risk intervention-truancy- (the SRO is in a unique position to observe and follow-up on truancy problems before they lead to possible suspension or the student dropping out).
6. Prevention of criminal or delinquent behavior by juveniles in their assigned areas.
7. Effective problem solving and liaison with the neighborhood surrounding the High School and Junior High School, which are negatively affected by the conduct of the students.

The school district will provide a private office, office furnishings, telephone, and a computer to the SRO for his/her use in the district. The SRO will use the Fergus High School for his/her main office and base of operations, but will be able to respond to requests from the Lewistown Junior High School and in appropriate circumstances, the three elementary schools in the district.

It should be recognized that the School Resource Officers: (SRO)

- are encouraged to be a part of Student Councils, student groups when requested, and High School staff, and to work as a team with other school officials for the betterment of students and the school environment as a whole;
- are encouraged to work extra-curricular activities as requested by the school administrator.
- All parties recognize that these assignments provide further opportunities for crime prevention and crime detection. Any work by the SRO in this capacity will be approved by the assigned Police Supervisor and will be consistent with FLSA and Police Union Contract. The SRO will not be used as a replacement officer for off-duty/special duty assignments. It will not relieve the school district of the need to provide adequate security at special events. All after hours work shall be approved by the SRO supervisor in advance:

- are expected to keep the school principal or his designee informed about law enforcement action which occurs on school property and/or which may involve a student. This, of course, will not occur if the information is inappropriate for release according to the applicable Privacy Act Law;
- are police officers assigned as Uniform Patrol Officers of the Lewistown Police Department. As such, their primary responsibilities are to investigate criminal cases involving youth, maintain order through the enforcement of local, state and federal laws, and to recover stolen property and bring perpetrators to justice;
- are governed by the rules, policies, shifts, schedules, procedures and practices of the Lewistown Police Department and the City of Lewistown. Direct supervision will be by the Chief of Police or his designee;
- are expected to attend training, meetings, and all appointments assigned by the Police Department. It is recognized that some of these will conflict with officer availability at the school during normal school hours. These conflicts will be minimized as much as possible but the potential exists that such requirements will take precedence over his/her presence in the school. The officer shall strive to keep the school principal or his representative informed about his/her absences and/or activities, as appropriate, on a need to know basis;
- are governed and covered by the current Collective Labor Agreement between the City of Lewistown and the American Federation of State, County and Municipal Employees. (Teachers contracts are not relevant to police officers);
- are considered by the City of Lewistown as "non-exempt" employees covered by the Fair Labor Standards Act and subject to it and the Police Union Contract for compensation and pay; (exempt or non-exempt status of school teachers and staff under existing labor agreements or rules are not relevant to police officers); Duty assignment in the summer months when school is not in session, will be under the direction of the Chief of Police or his designee. SROs may also be required to work regular police duty assignments, at other times when school is not in session, or when it is directed by the Chief of Police or his designee;
- are not security guards provided to the school district. They should not be viewed by school officials as a replacement for security, although it is recognized that the SRO could be the liaison officer between the school district and the police department in helping set up what

security is needed for dances, games, and tournaments.

- are police officers, not schoolteachers, school administrators, nor school counselors. The officers will assist teachers with classroom presentations on relative topics when requested and able. They will also work with families, individual students, and other school staff members with counseling and guidance efforts when requested and appropriate. We the undersigned encourage team work, partnerships, cooperation and coordination between the officers, their supervisors, and the school administrators and their staff;
- should not be relied upon or scheduled to serve as bus stop monitors, hallway monitors, or lunchroom monitors. Although, time permitting, SROs should assist school officials who are regularly assigned in these capacities since they provide excellent opportunities to achieve program objectives, including professional and friendly contact with youth, positive relationships and crime prevention.

School Resource Officers, School Administration and the Chief of Police or his designee will meet at the beginning of each school year or when necessary to determine the goals and objectives of the SRO. Quarterly and year-end meetings will also be held when needed to determine if the goals have been met and/or make adjustments as needed.

#### Program Funding

The School Resource Officer Program will be funded by both the School District and the City of Lewistown. Any grant funds and donations received for the SRO Program will be used to offset the annual costs of the program. All donations, unless otherwise designated, will be used to offset the payroll costs of the SRO. The School District will pay 75% of the cost of the SRO and the City will pay 25%. For purposes of this agreement, the "cost of the SRO" shall be the City's senior patrol officer base wage with benefits for the prior fiscal year, less any SRO donations received by the City. Any donations for the SRO program received by the City Financial Officer during a fiscal year will be applied to the next year's program payroll costs. The payroll costs of the program will be administrated by the City of Lewistown. The school district will be invoiced biannually in January and June.

This Memorandum of Understanding shall remain in effect until either party decides to alter the original agreement or end the agreement. In either case, the party initiating the change shall give sixty days advance written notice.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2018.

---

City of Lewistown, City Manager  
Holly Phelps

---

Superintendent of Schools,  
Lewistown School District

---

Lewistown Police Department  
Cory Birdwell, Chief of Police

**LEWISTOWN PUBLIC SCHOOLS**  
**Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

07/09/2018

**Agenda Item No.**

19

**ITEM TITLE:** APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2018-2019 SCHOOL YEAR

**Requested By:** Board of Trustees **Prepared By:** Christy Rogers

---

**SUMMARY:**

The Board of Trustees needs to approve the additions to the substitute list for the 2018-2019 School Year as listed below:

Substitute Teacher/Aide List:

Angie Tichelli

**SUGGESTED ACTION:** Approve Additions to the Substitute List for the 2018-2019 School Year

---

☐ **Additional Information Attached**

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/09/2018

Agenda Item No.

20

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

Attached is the Personnel Report for your review.

**SUGGESTED ACTION:** Approve All Items

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Koterba						
Southworth						
Thompson						
Vantassel						
Weeden						



**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**Monday July 9, 2018**

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>RECOMMENDED BY</i>	<i>COMMENTS</i>
<b>Bowen, Deanna</b>	Special Education Teacher	L & C	Accept Letter of Resignation	7/1/2018		See attached letter.
<b>Casale, Nikki</b>	Special Education Teacher	Garfield/Head Start	Approve appointment on schedule - BA Step 4 (Actual Step 0) 1.0 FTE	7/1/2018	Matt Lewis	Replacing Paula Drissell
<b>Gruener, Matthew</b>	Elementary Teacher	L & C	Approve appointment on schedule - BA Step 4 (Actual Step 2) 1.0 FTE	7/1/2018	Danny Wirtzberger	Replacing Lynn Lensing who replaced Deanna Bowen
<b>Matovich, April</b>	Paraprofessional	Jr. High	Accept Letter of Resignation	7/1/2018		See attached letter.

Deanna Bowen

914 West Idaho

Lewistown, MT 59457

Phone: (208) 661-9750

June 13, 2018

Lewistown Public Schools

215 7th Avenue South

Lewistown, MT 59457

Dear Mr. Thom Peck, Mr. Danny Wirtzberger, and Mrs. Chris Rice:

It is with a great deal of consideration that I submit this letter. I will not be returning to the position of special education teacher at Lewis and Clark Elementary for the 2018-2019 school year. I will be relocating to Idaho and have accepted a teaching position with a local school district.

I am grateful for having had the opportunity to teach for three years at Lewistown School District #1 and appreciate the support I have received throughout these years from administration and staff. If I can offer my support in any way during this transition I would be happy to assist.

Sincerely,

Deanna Bowen

Special Education Teacher

Lewis and Clark Elementary

April Matovich  
126 13<sup>th</sup> Ave. S  
Lewistown, MT 59457  
06-14-2018

Lewistown Junior High School  
Lewistown School District, pertaining to the Study Hall class at the Lewistown Junior High School.  
Lewistown, MT 59457

To whom it may concern:

I am submitting this letter as my formal resignation for my position as a paraprofessional with the Lewistown School District, pertaining to the Study Hall class at the Lewistown Junior High School. Thank you for the opportunities for professional and personal development that you have provided me these last few years.

I am providing notice of this resignation approximately 10 weeks in advance of the start of the 2018-2019 school year. I wanted to be able to allow ample time for this position to be filled by exceeding the required amount of time designated for this process. If there is any further information required on my part, please feel free to contact me at any time. My contact information will remain the same, which is as follows:

Email- [April\\_Matovich@hotmail.com](mailto:April_Matovich@hotmail.com)

Phone Number- 406-366-0246

I wish the Lewistown School District and their employees, as well as the students, the best of luck in the upcoming years. I truly will miss the once great team we had. I will undoubtedly miss and remember the many students that have impacted my life in so many positive forms. We have some great kids here in Lewistown!

Sincerely,

April Matovich

## **School District #1 Mission Statement:**

***Excellence Today, Success Tomorrow***

## **Core Values of the Lewistown Public Schools:**

1. **High Standards:** Lewistown Public Schools upholds high standards and expectations for the Board, staff and students of the district. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered:** The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices:** Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability:** Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration and the Board.
5. **Community Support:** Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools and we strive to earn and maintain that trust.
6. **Communication:** Lewistown Public Schools values effective and open communication with parents, students, staff, trustees and the community.

# LEWISTOWN PUBLIC SCHOOLS

## 2018-2019 SCHOOL CALENDAR

### A. Pupil Instruction

First Semester						90 Days	Second Semester						89 Days
FIRST QUARTER						DAYS	THIRD QUARTER						DAYS
First Week	Aug	23	--	Aug	24	2	First Week	Jan	21	--	Jan	25	5
Second Week	Aug	27	--	Aug	31	5	Second Week	Jan	28	--	Feb	1	5
Third Week	Sept	4	--	Sept	7	4	Third Week	Feb	4	--	Feb	8	5
Fourth Week	Sept	10	--	Sept	14	5	Fourth Week	Feb	11	--	Feb	15	5
Fifth Week	Sept	17	--	Sept	21	5	Fifth Week	Feb	18	--	Feb	21	4
Sixth Week	Sept	24	--	Sept	28	5	Sixth Week	Feb	25	--	Mar	1	5
Seventh Week	Oct	1	--	Oct	5	5	Seventh Week	Mar	4	--	Mar	8	5
Eighth Week	Oct	8	--	Oct	12	5	Eighth Week	Mar	11	--	Mar	15	5
Ninth Week	Oct	15	--	Oct	17	3	Ninth Week	Mar	18	--	Mar	22	5
Tenth Week	Oct	22	--	Oct	26	5							<b>44</b>
						<b>44</b>							
SECOND QUARTER						DAYS	FOURTH QUARTER						DAYS
First Week	Oct	29	--	Nov	2	5	First Week	Mar	25	--	Mar	28	4
Second Week	Nov	5	--	Nov	7	3	Second Week	Apr	1	--	Apr	5	5
Third Week	Nov	12	--	Nov	16	5	Third Week	Apr	8	--	Apr	12	5
Fourth Week	Nov	19	--	Nov	20	2	Fourth Week	Apr	15	--	Apr	17	3
Fifth Week	Nov	26	--	Nov	30	5	Fifth Week	Apr	23	--	Apr	26	4
Sixth Week	Dec	3	--	Dec	7	5	Sixth Week	Apr	29	--	May	3	5
Seventh Week	Dec	10	--	Dec	14	5	Seventh Week	May	6	--	May	10	5
Eighth Week	Dec	17	--	Dec	21	5	Eighth Week	May	13	--	May	17	5
Ninth Week	Jan	3	--	Jan	4	2	Ninth Week	May	20	--	May	24	5
Tenth Week	Jan	7	--	Jan	11	5	Tenth Week	May	28	--	May	31	4
Eleventh Week	Jan	15	--	Jan	18	4							<b>45</b>
						<b>46</b>							
													<b>Totals</b>
													179

### B. Pupil Instruction Related Days (PIR) - (Teachers ONLY - No School for Students)

August 21-22	PIR	2.00
October 18-19	Staff Development Days - Teachers Convention	2.00
November 7-8	Parent Teacher Conferences (Evening on Nov. 7 from 4:00-7:00 pm; All Day Nov. 8)	1.50
January 14	PIR	1.00
March 26	Parent Teacher Conferences - Evening <u>ONLY</u> (Regular Day for Students)	0.50
1 Floating PIR		1.00
		<b>8.00</b>

### C. Holidays / Vacations (Dates Inclusive)

September 3	Labor Day
October 18-19	Fall Vacation (Teachers - Convention)
November 9	Vacation Day
November 21-23	Thanksgiving Vacation
December 24 - January 2	Winter Break
January 14	PIR (Vacation day for Students)
February 22	Vacation Day
March 29	Vacation Day
April 18, 19 & 22	Spring Break
May 27	Memorial Day