



2002-2003 ANNUAL REPORT

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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 major programs in the district. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

REPORT/ASSIGNMENT

Fergus High School
Garfield Elementary School
Highland Park Elementary School
Lewis & Clark Elementary School
Lewistown Junior High School

Activities—Fergus High School Adult Ed./ABE/EOCM/Traffic Ed.

Assessment

Athletics—Lewistown Junior High School

Business Office

Curriculum

Drug/Alcohol

Food Service

Maintenance

Music

School Improvement

Special Education

Staff Development

Technology

Title I

Transportation

Scott Dubbs John Moffatt

Sharon Redfern

Tim Gillen

Pat Hould

Jerry Feller

Diane Oldenburg

Sharon Redfern

Pat Hould

Stacev Vestal

John Moffatt

Tim Gillen

Cindy Giese

Paul Stengel

Rich Garcia

Pat Hould

Dale Lambert

Pat Hould

Pat Weichel

Tim Gillen

Steve Klippenes

FERGUS HIGH SCHOOL

Scott Dubbs



FERGUS HIGH SCHOOL

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FERGUS HIGH ANNUAL REPORT 2002-03

The 2002-03 school year was a very good year; make that - a great school year! This year was as exciting a school year as we have had in our 103rd year of quality education. As a school, we have always strived to meet the needs of our students as we aim for outstanding individual and group achievement. We are very proud to have met or exceeded many expectations and long-term goals for our students, our school and our community. 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.

HIGHLIGHTS FOR THE 2002-2003 SCHOOL YEAR:

- ☑ STUDENT LEADERSHIP I am used to saying that the year really did "fly by" as our student body leaders did an outstanding job of bringing our students and staff together. However, I believe that the one thing that sets this year apart from others is that we were fortunate to find many students, regardless of grade, that stepped forward and provided leadership. There is no doubt in my mind that this group of seniors were very good leaders, however many leaders came from our Ms. Melanie Smith's Advanced Junior English class and many more came from Mr. Kelly Elder's student MASC committees. Student Body President Katy Derheim and Vice President Monique Moen were very good at sharing the load and were definitely along with many other class leaders providing leadership within our halls.
- ☑ GRADUATION 2003 As usual here at Fergus, our 103rd graduating class celebrated with an outstanding Commencement Ceremony. Our music performances and Mr. Ron Miller's Commencement Address were great compliments to what is always hoped to be a first class celebration. 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. Salutatorian for the Class of 2003 was Justi Crofutt and the Valedictorian was Emily Roche.
- ☑ SCHOOL IMPROVEMENT PROCESS The school improvement process as it has evolved over the last six years at Fergus High School gained steam on its second time through the cycle and many positive changes are starting to come to fruition. One of the most obvious improvements was the inclusion of much more student input into the process. From student projects in our Advanced English 11 class to student council committees to volunteers for the steering committee, and to strong student leadership; school improvement at FHS can only get better. In addition, FHS has totally revamped its vision, mission and belief statements and has taken the lead on promoting the District's mission statement of "Excellence Today, Success Tomorrow." Our new vision, mission and belief statements can be found in the back page of this annual report.
- ☑ ONE HUNDRED THREE YEARS, AND COUNTING As mentioned before we are in our second century at Fergus High School. Originally called Fergus County High School, our school formally opened its doors in 1899. The graduating Class of 2002 was the 103rd class to graduate and call Fergus (County) High School home. While no one can adequately address the 100-year history of this school in a paragraph, I would be remiss not to mention that this community has every right to be extremely proud of the job our school has played in educating the youth of Central Montana over the years. Additionally, I can say with great self-satisfaction that the school is also very proud of the special people our alumni become. From donations and

- scholarship funds, to their extraordinary support, our 9,650 graduates have established themselves as outstanding citizens for our city, our state and our nation. Lewistown and Fergus High School should be extremely proud of its last 103 years of our history.
- NEW STAFF We have been very fortunate, over the years, to have a very stable staff. Last school year was somewhat of an exception to that rule as we did have six new teachers and eight new classified staff members come to Fergus High. The new teachers for this school year were: Karen Durbin, our new Family and Consumer Sciences teacher, replacing Sue Foster; Sherall Rafter, a third-time Art instructor who replaced Cheryl Bannes; Ed Vandenburg who replaced LeAnn Fox in the Agriculture department; Sanna Halverson who replaced long-term teacher Ron Miller in the Math department; and Marie Anderson who replaced another long-term staff member, Lynne Wise in the Library Media Center. Additionally, we hired teacher Jonathan Fox in the Industrial Technology area when we were forced to replace Dan Bartel during the middle of the school year. Classified staff members hired this year included: June Krausz, our new Attendance Secretary; Joe Kenser, our new custodian; Terry Klippenes, our new resource assistant; Dale Meader, a new noon-duty aide and our new job coach is Michelle Bass. Assistants coming over to the high school at the beginning of the year were Shari Tindall, our study hall monitor; Tracy Thompson and Jean Rogan in the Resource Department; and Transportation Aide Joan D'Hooge.
- FERGUS HIGH ACCREDITATION In November we were notified that the high school would again receive regular accreditation through the Northwest Association of Schools, Colleges and Universities. We were our own worst enemy in the office as the only real problem in earning another Exemplary Approved Status was our misplacing the paper work in the office. As a leader in the state Fergus High School has worked to maintain high standards, with the NASC recognition indicating a high quality of program. Fergus High School (Fergus County High School) has been accredited by the Northwest Association of Schools and Colleges since 1920.
- ☑ SCHOOL-TO-WORK Fergus High and School District No. 1 quietly continued to emphasize School-to-Work (STW) goals. Under the direction of Newell Roche, our Vocational Coordinator, we were able to continue our fundamental goal of improving the focus of our educational work toward one of preparing students to become successful workers, not just successful students. We continued to train school staff on contextual learning issues. This was an off year for the Central Montana Career Day but we have already started planning to have a very successful Career Day in February. New job coach Michelle Bass did an outstanding job transitioning special needs students and helping Mr. Roche with the many different tasks associated with the STW and vocational program. Other successes in this area include our student internship and teacher externship programs, especially the work of the participating employers. An additional positive as we head into next year came in the form of grants. With Mr. Roche's hard work, he was able to procure funding from the state for a transitions grant, which will help with our special needs student transitions; and a Perkins reserve grant will be funding additional technology and a "Soft Skills Institute" for our vocational teachers. The institute will be held in the middle of August this summer and will include funding training opportunities for approximately 30 teachers from Fergus High and the outlying schools.

The loss of state funding for a formal STW program continues to be a challenge for Mr. Roche and the STW Steering Committee, but by using our existing Perkins and Special Education funding and some logical resources within the community, we feel the program will continue to shine as the school continues to keep this model program moving forward. School to Work Steering Committee members included Ted Hawn, Pam Higgins, Pat Hould, Dave Phillips, Debra Slagel, Karen Durbin, Sharon Redfern, Linda Robinson, and Scott Dubbs.

☑ COMMITMENT TO TECH PREP - For the past several years, Fergus High has participated in the Central Montana Tech Prep Consortium through MSU-College of Technology, Great Falls. Many of our efforts have led to articulation agreements with the College of Technology and MSU-

- Northern for several of our vocational and academic courses. Additionally, there has been much work with teachers and counselors in promoting and supporting Tech Prep and its goals.
- "BLUE-GOLD" LEADERSHIP BREAKFAST This spring's sixteenth annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. United States District Attorney, Bill Mercer, was our honored guest and speaker. Along with honoring the 23 award winners, his speech on finding leadership was well received. As I mentioned earlier, this event continues to be a major highlight for the school each spring. Student Council Advisor Mr. Kelly Elder, Student Body President Katy Derheim, Vice-President Monique Moen, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- BUSINESS PROFESSIONALS OF AMERICA A few years ago the FHS Business Department initiated a local BPA Club here at Fergus High. Since the clubs inception our students have done very well in regional and state competitions. However this year, by all standards, has been exceptional. We had more participants and more success stories than we can list in the annual report, but the biggest success story of all came in the form of a group of three young men that were able to create a marketing vision for WorldFreeze, a hypothetical ice cream company which won the National Global Marketing Competition during the National Business Professionals of America convention in Dallas this spring. WorldFreeze creators Dylan Whitcraft, Daryl Koncilya and John Lucotch took top honors in the Global Marketing contest, after competing against 24 national teams.
- ▼ FERGUS HIGH SCIENCE TEAMS Fergus High science teacher Frank Hallett and FHS science students kept up their outstanding work in science competitions during the 2002-03 school year. Unfortunately, we did not win a state championship during the year but our overall successes are hard to beat. Our Science Bowl teams (both of them) placed in the Big Sky Regions top five which is the first time ANY school has ever had more than one team in the finals, much less having two top five teams. Our "A" team with members, Dan Hould, Jessica Miller, Allen Rice, Carson Perkins and Ben Troop placed 2nd overall. In the Science Olympiad competition our students placed second overall and in the State Envirothon competition, we placed fourth.
- MATH COMPETITIONS In the lone team competition associated with Math, our students competed very well, placing first in our regional Montana Council of Teachers of Math (MCTM) competition. Typically our team either wins or takes second annually in this competition hosted by the Grass Range School District. Additionally, our students excelled in several individual competitions in the Math and Science areas. In Math, we also scored well on the American Mathematics Competition and Trig-Star (sponsored by the Society of Professional Surveyors) exams. Seniors level math students receiving high scores in the American Mathematics Exam were Allen Rice (who moved to the next level of competition), Nathan Evans and Kyle Moline. Junior level math students receiving high scores were Ben Troop, Michael Richter and Michael Hamling.
- TECHNOLOGY Like a new swimmer, we have been able to keep our heads above the technology water line for some time now. As you are aware we made huge improvements in the realm of technology through the hard work of our NetDay efforts several years ago, but the past couple of years we have really made advances in how we use technology in the classroom. Technology Director Pat Weichel is primarily responsible for our gains but with the efforts of people like Lynne Wise and the technology literacy grant that funded our instructional specialist we have been able to take advantage of many opportunities technology can provide. Our students are more capable and confident in using technology, which is a huge step in the right direction as success in their future will definitely require its usage for the next generation of workers. In fact, our focus is really no longer our level of technology but how we use it as a tool to improve what we do instructionally. Not that having an appropriate level of technology isn't important; it is just that we need to refocus on its purpose.

In terms of our actual computing power we have a majority of our machines beyond the Pentium II level, but still halve many machines that are five-year-old machines or older. On a positive note we can confidently say that we are in good shape with our level of useable software and we will have almost all staff on excellent machines next fall. As we head to next year we are excited to be in a position to move further ahead with the CISCO Academies more engrained in our computer curriculum, and with the passage of the technology levy a year ago will make it possible to keep additional focus on the instructional improvements our students need as we move further into the 21st Century.

☑ ATHLETIC ACCOMPLISHMENTS – After the accomplishments of the 2001-02 school year, this year was somewhat pedestrian. However there were many special happenings this year. The volleyball team, playing in the fall for the first time, dominated almost everyone they played this year winning another Central A Championship. Only two narrow losses to Libby in the state tournament slowed them down. New head coach Tara Taylor and the spikers ended the season with a third place finish at state to cap off a fantastic year. The football program also seemed to be in great position as the season closed but losing its last two games, one to eventual state champion Laurel and the other to playoff team Belgrade prevented the eagles from reaching the state playoffs. The team, under the direction of Gary Gebert, rebuilt both lines successfully and enjoyed a rousing win over the state runners-up, Havre, here at home. New fall head coach number two was Suzy Flentie who initiated a new era in our cross country program as she took over for Eadie Schultz, our former National Coach of the Year (for 2000) and the only coach Fergus previously had ever had. Mrs. Flentie and her girls started slowly but provided harriers across the state reason to believe they have not missed a beat when the girls provided their best individual performances of the year in bringing home the third place trophy. Golf, also playing in the fall for the first time, struggled after losing almost all of their talent to graduation, was lead by our third new head coach of the season, Walt Scotson.

During the winter sports season, the boy's basketball team continued its magic under head coach Dick Brosseau as they quickly became a force early in the season. However with some chemistry problems and training violations the Golden Eagles limped into divisionals. However the boys found themselves playing some of their best basketball of the season as they gave two-time defending champion Browning a push in the semifinals and finished third, narrowly being defeated in the challenge game with Beaverhead Co. Our girls' team, under the direction of new head coach Troy Hudson had a great season finishing fourth at divisional and Mike Mangold's wrestlers were just out of the money at divisionals. However, they finished strong at state as we had four members place.

In the spring our tennis players were the talk of the town, literally. Coach Diane Lewis put together the most successful tennis season in school history as both the girls and boys teams placed second at divisionals and third at state, which was hosted by Fergus High and Lewistown. Singles player Krista Brand became the first FHS tennis player to make a bid in a championship match and Jon Byerly and Vince Bride placed third after running the table in the consolation round. They too are the highest place-winners for our boys team in school history. Track and field teams were down just a little this year. The girls had several successes at state but the boys were awful young. Both were led by head coach Dick Brosseau

- ☑ EAGLE RENAISSANCE The theme for the 2002-03 Eagle Renaissance program was "Excellence Planning for Success." Primarily due to the outstanding work of new Renaissance Advisor Shari Tindall and the usual outstanding support and incentive the program gives our students, it has continued to be a top-notch model within the state and the northwest region. This year we incorporated our Renaissance Handbook into a new, improved student planning book and handbook. Our on-going goals for the program include:
 - > Setting an expectation for achievement while stressing good attitudes.

- > Providing incentives and rewards that build self-esteem and satisfaction with self and school.
- > Spotlighting scholastic merit and improvement while emphasizing appropriate student behavior and responsibility.
- > Recognizing and rewarding students, teachers and community members for positive performance.
- Incorporating Renaissance in the development of a high quality, positive student handbook, designed to promote students and staff while developing school pride.
- ☑ ADVANCED PLACEMENT COURSES During the past 9 years Fergus High has worked hard to move from an English only program to a strong, relatively diverse, A.P. program. Initially developed under the direction of Sid Wilson and other department heads we now have the following courses:
 - A.P. English 12 The first advanced placement course offered at FHS is filled annually from a priority list of students developed as they progress through our English courses.
 - A.P. Physics (B & C) and A.P. Chemistry Offered on an alternating year basis these courses meet the needs of our math and science oriented students. A.P. Physics B is taught as a regular trigonometry based class while A.P. Physics C is calculus based. When needed, all three courses are offered on an independent basis.
 - A.P. Biology Another science A. P. class offered on an alternating year basis unless student enrollment dictates one each year (which has been the case the past few years).
 - A.P. Calculus This past school year we offered two different levels of calculus. H.S. Calculus and Advanced Placement Calculus. The original H.S. Calculus was a logical addition initiated a year after the A.P. Sciences started when our first group of eighth grade Algebra I students became seniors. With the high numbers over the next few years we felt it was more appropriate to provide a non-A.P. oriented calculus class to free up our best students so they may adequately prepare for the A.P. exam.
 - > Studio Art An advanced placement class initiated for the third year based on the needs of students intending to submit work for college credit.
 - ➤ A.P. Government This is a new course Kelly Elder will teach for the 2003-2004 school year. We had needed an A.P course in the Social Studies area for some time and this will be quickly accepted by the students.
- ☑ POSITIVE LEARNING ENVIRONMENT Fergus High continues to remain committed to the development and maintenance of a positive school climate. We hope to continue to emphasize high academic and attendance expectations, shared discipline, time-on-task, as well as a strong community bond. With continued commitment to our MBI team (Montana Behavior Initiative), our Eagle Renaissance Program, and our School Improvement Process, Fergus High will continue to work hard to improve while maintaining a positive school climate.
- THE OTHER SIDE OF THE COIN As you know, not everything ends up rosy. One of our stated goals for the 2001-02 school year became reality when the Fergus High Alternative School started. However, it was one of the first things to go the way of the dinosaurs in 2002-03. With the inability to find a teacher we were forced to start the year without the program, which predictably helped lead to a lack of interest on the part of potential students. While it can be assumed that the lack of a teacher was the problem, it is probably not a fair assumption. Numbers of students the program was geared to handle never did become a reality in its initial year and it can be argued that our graduates would have come back to the regular high school

setting. While it seems all was lost on this proposal, we do hope that other offshoots of the program become a part of how we do business.

Outside of the alternative school the most obvious negatives included the mistreatment of a student and ultimate termination of Mr. Bartel and the corresponding problems in the Ag. classroom. While we were happy with the work of our substitute for 30 days in the shop itself, there is nothing like having a good teacher in our classes. With the hiring of Jonathan Fox we were able to pretty much resolve any problems that we had created with the loss of Mr. Bartel. On the other side of the shop, things were promising early but were just not to be. There ended up being too little organization and too short on expectations which led to problems. Both problems could not be overcome.

Due the quality work from a great staff, our anxieties over budget woes were minimal during the course of the school year. As we look back at the 2002-03 school year the FHS staff was short three teachers on paper and an extra one-half when you count the alternative school position. With more staff cuts for next year it is hoped that we can maintain positive attitudes as we continue to deal with less staff and less budget authority due to continued declining enrollment.

OTHER VALUABLE FERGUS HIGH STATS:

- ☑ STRONG EDUCATIONAL COMMITTMENT 24 of 38 Certified Staff and a few of our Classified Staff have attained an advanced educational degree (a Master's Degree or higher). Other staff members are working toward attaining their Master's Degrees in the near future. The average tenure of the FHS teaching staff was 18.7 years with 12.3 years commitment to the Lewistown Schools.
- ☑ ATTENDANCE & ENROLLMENT Student attendance is excellent with figures showing an overall attendance rate of 95.71%. Our October 7 enrollment was 484 while the February 1 enrollment was 476. Last year those numbers were 501 and 490 respectively. October 7, 2002 enrollment by class included 115 freshmen, 134 sophomores, 118 juniors, and 117 seniors. Next years currently enrolled population is 465, with the classes expected to include 114 freshmen, 122 sophomores, 113 juniors, and 116 seniors. As is usually the case, an additional 5-10 students will probably enter in the fall.
- ☑ AVERAGE 2002-03 GPA FOR FHS STUDENTS The average GPA earned for a FHS student this past year was 3.073 for the first semester and 3.030 for the second. Last year those numbers were 3.034 first semester and 3.028 for the second. By class, the average GPA's were: 3.250 and 3.222 for the seniors, 3.104 and 3.135 for the juniors, 2.926 and 2.867 for the sophomores, along with 3.053 and 2.897 for the freshman.
- ☑ CUMULATIVE GPA FOR FHS STUDENTS The average cumulative GPA at the end of the year for a ranked FHS student was 3.099, with the average last year being 3.023. By class, those average cumulative GPA's were: 3.142 for the seniors, 3.221 for the juniors, 2.979 for the sophomores, and 3.054 for the freshmen.
- ACTIVITY PARTICIPATION Overall numbers of participants fluctuated some during the year, however, on a percentage basis the numbers did change somewhat for the better as 51% of the students participated in athletics, 49% participated in music, while 51% participated in clubs and other activities. Last years percentages where 46%, 45% and 49% respectively. Of concern is the decline in the overall rate of female athletics participation and especially the growing gap in participation of males and females. Female athletes accounted for only 39.2% of the athletic opportunities for participation this year (who also account for 49% of the population). Another big concern comes with the 22% of the students who do not participate in any school activities (22% last year).

- ACT SCORES ACT scores this year again appear to be significantly above state and national averages, unlike last year's totals. Final figures will come later this summer; however, the Class of 2002's overall average was 22.3, compared to the state and national averages of 21.7 and 21.0. The eight-year average scores are: FHS 22.1; State 21.7; National 20.7.
- ☑ CLASS SIZE As expected class sizes this school year were down a little. During this year average class sizes were: English 20.7; Math 20.5; Science 17.8; Social Studies 22.9; Health Enhancement 19.5; Foreign Language/Art/Drama 16.9; Music 60.0; Vocational 11.2; and Title/Resource 6.4. Some numbers are a bit deceiving as some classes have very small class limits along with several fluctuations due to population variations in each grade.
- ☑ TRANSFER AND DROPOUT INFORMATION Fergus High School had 26 students transfer in or re-enroll during the school year (compared with 24 students in 2001-02. Of those 26 new students: 7 transferred out later while 6 dropped out-of-school, 0 were expelled and 0 transfer students enrolled in home school. We also had 19 FHS students transfer to another school, 1 student transferred to home schools and 1 student was expelled during the year. In terms of dropout totals: we had 1 freshman, 8 sophomores, 1 junior, and 2 seniors who chose to leave school without enrolling in another school (including the 6 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2003:

The Class of 2003 and its original 125 members entered Fergus High in August 1999, with many high expectations and goals. By the time their tenure was completed, class size was smaller with 114 members graduating.

Of the original 125 class members:

- > 114 members graduated this spring with 96 members spending all four years at Fergus. 3 more students were original class members who spent part of their high school years at another school before transferring back to FHS.
- > Of the 18 other graduates, all 18 started and transferred in from other schools.
- > 26 members of the original 125 did not graduate locally. 12 members dropped out of school locally and 13 transferred elsewhere. Of the 13 that transferred, 6 were known to have graduated at other schools, while the other 7 transfer members have lost contact with the school. The Class of 2003 had 1 student leave to attend home school and 1 more is a probable fifth year student.

Other Class of 2003 Information:

- > 70 members of the Class of 2003 are graduating as honor roll students with 24 members of the Class of 2003 belonging to the "Claws" Chapter of the National Honor Society.
- ➤ 21 members of the Class of 2003 completed the Fergus High Honors Curriculum, which requires students to successfully complete our college prep curriculum and four years of math, science, and English, along with 2 years of foreign language, and 2 advanced placement classes.
- > The mean average GPA for the Class of 2003 is 3.059 and the median average GPA is 3.123.
- ➤ In order to be considered a student in the "Top 30," a member of the Class of 2003 needed to have earned an overall GPA of 3.703, while a "Top 10" student required a 3.906 GPA.

- > Over the past four years, our seniors (athletes and students) have been participants in programs that have earned sixteen (16) state trophies, seven (7) of which were state championships.
- > Of the sixty-six (66) seniors currently planning on attending a four-year college or university next fall forty-six (46) will attend in-state institutions; with eight (8) going to Montana State University in Bozeman, eight (8) going to Montana State University Billings, and eighteen (17) attending the University of Montana in Missoula. Twenty (20) more seniors plan on attending four-year out-of-state colleges or universities.
- Eleven (11) members of the Class of 2003 plan on attending two-year colleges or trade schools, with six (6) attending a school in state and five (5) attending an out-of-state school. Nine (9) students plan on joining the military, 10 plan on working, and 18 are undecided at this time about their immediate future.
- Fifty-five of our 115 members of the Class of 2003 received scholarships (48% of our graduating seniors). As of May 20th, the Class of 2003 (as a whole) earned over \$192,000 in scholarships for their first year of college.
- Also on May 20th, the Class of 2003 had already earned an additional \$355,000 for their sophomore, junior, and senior years in college. That brings the grand total to over \$548,000 in potential scholarship moneys. With military scholarship the totals grow to over \$917,000 in potential scholarship dollars.

Class of 2003 - Summary Information

Numbers of Graduates Planning on:

Attending Colleges or Universities (4 year)	66/114 - 57.9%
In~State	46/66 - 69.7%
Out-of-State	20/66 - 30.3%
Attending a Trade School or College (2 Year)	11/114 - 9.7%
In~State	6/11 - 54.5%
Out-of-State	5/11-45.5%
Serving in the Military	9/114 - 7.9%
Moving Directly into the Work Force	10/114 - 8.8%
Undecided or Unknown	18/114 – 15.8%



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.

GARFIELD ELEMENTARY SCHOOL

John Moffatt

To: Supt. Charles Brown; Board of Trustees

From: John Moffatt

Re: Annual Report—Garfield School

Garfield's second year as a grade-level school saw us continue to progress as a staff in terms of feeling comfortable working together. Part of this can be attributed to simply having one year "under our belts", but another very significant factor was the School Board's commitment to smaller class sizes. Our average class size dropped by almost 25%, and the feeling of relief from staff was perceptible. Our School Board has been faced with many difficult funding decisions over the past few years, and they deserve credit for this child-centered and teacher-friendly stand.

Teachers have definitely moved forward in terms of working as grade-level teams. This was touted as a great advantage when we made the school transformation, and we are beginning to see the possibilities such collaboration has to offer.

Parents, too, seemed more at ease this year. The transportation worries that had bothered them as we began the grade-level process seemed to subside. To give credit where it is due, I believe Steve Klippenes and Stacey Vestal have worked hard with all parties to ensure safe, reliable, and timely transportation throughout the district.

Parent involvement is very strong (as it always has been) in terms of major events such as Open House and Parent-Teacher Conferences. However, there is no question that our present configuration presents challenges in terms of day-to-day parent involvement. I don't have a good answer to that challenge as parents often have children at several different sites.

Perhaps the single biggest focus of our year has been school improvement. Our SIDD team was active, and the entire staff participated in developing beliefs and goals for Garfield. These are outlined in the District's Five Year Plan, and will provide the framework for continued efforts next year. The work accomplished through the school improvement process has in large part been made possible by another School Board decision—the establishment of a regular early release program. Though there have been issues such as day care concerns for some parents and some conflict with Wednesday Church activities, I believe the early release program is the only way to involve our district's 100+ teachers in a meaningful and consistent process.

One of the proactive steps we took this year in terms of early releases was to offer after school activity programs. This was made possible through a WIN in the Rockies grant, and proved highly successful. A total of 45 students participated on an alternating basis. This basically eliminated day care problems for the parents of those students on early release days.

Expanding on this notion, we began a series of "Arts Edge" after school activities which also proved very popular. Yoga was taught by Judy Kellogg, and between 45 and 50 students took part. Classes were offered once a week for 7 weeks. Later in the year we

began a chess club, and membership ran at about 30 students. Next year, I plan to continue these two programs and add a drumming class. We are also exploring the possibility of using Cheryl Bannes to teach art lessons. However, I do not want to compete with programs at the Art Center.

Fourth grade students enjoyed a unique science opportunity this year as Garfield participated for the first time in the JASON Project. Founded by Robert Goddard, the scientist who discovered the remains of the Titanic, JASON offers teachers and students the chance to work hand-in-hand online with some of the world's top scientists. The Channel Islands off the coast of California was the setting for this year's study. We have already signed up for the 2003-04 year and are excited about the prospect of moving to the rain forests of Central America.

Service to others remains a hallmark of Garfield School. We continued our "Make a Difference" Day activities of cleaning neighborhood parks, collecting food for the Community Cupboard, and removing trash from a ½ mile section of Spring Creek. Our school-wide reading project, "Here's to Our Heroes" raised approximately \$500 for the Veterans' Memorial Park and exposed our young readers to some great books detailing the lives of heroic figures. Interest remained high for our Garfield WINS program which provides students with service jobs at school. For the 15th consecutive year our 4th graders took part in the Julia Hurley Volunteer Project at the Central Montana Nursing Home. Many of our students sent letters and emails to servicemen and women during the conflict in the Middle East. This year's Service Council was exemplary in their dedication to their classmates and to our School.

We have continued to look for school-wide projects to build the sense of community within the building. In addition to the reading project mentioned earlier, our 4th graders participated in a wonderful science fair, presenting their projects to a huge audience which included the 3rd graders and 2nd grade guests from Highland Park. GNN, under the direction of Mrs. Miller, completed another successful season of bringing the news from around the school to our classrooms.

Garfield students had a fantastic year with the AR program. One of our students became the first 4th grader in Lewistown to reach the 1000 point level. I noticed that each week different classes and individuals would top the list, so I believe that the impact of the program is being felt throughout the school. There is no question that <u>Harry Potter</u> has altered the structure of AR!!

This year we tried a unique program of serving title and resource students in a regular 3rd grade classroom. By keeping numbers down and supporting the class with an excellent teacher and an assistant, we were able to note outstanding progress on the part of each student. Unfortunately, funding shortages will mean the end of this program next year.

Our 4th graders took part in a quarter-long keyboarding program under the direction of Kim Rapkoch. My only regret is that we could not make this a little longer program as

the kids were definitely learning good keyboarding technique. More practice would only solidify their skills.

Our PTSG support was once again wonderful. The two district-wide fundraisers were extremely successful, and all three elementary schools will benefit equally. PTSG remains our only buffer against the loss of regular budget dollars. Virtually all of the "extras" and many of the necessities we have in our buildings are the result of PTSG efforts.

One of the most important areas of PTSG assistance is the wonderful assembly programs we are able to offer our students. This year, in collaboration with the Public Library, author Ben Mikaelsen presented his story and the story of Petey to the student body. Singer/songwriter Jack Gladstone was a timely guest during our "Heroes" project. Pianist Steven Hesla presented a fabulous 4 day residency in Lewistown centered around Garfield School. PTSG funding also made possible the 4th grade field trips to the Lewis and Clark Interpretive Center in Great Falls.

The future? Probably my top priority in terms of the physical plant is the creation of a nicer playspace on the bottom level of our playground. The City has agreed to let us remove the pavement on the street. We would need to put in a sprinkler system, plant grass, and consider replacing some of the older equipment. I believe we could really have something that would be great for kids.

I believe the year at Garfield has been very positive, and I look forward to an even better 2003-04.

HIGHLAND PARK ELEMENTARY SCHOOL

Sharon Redfern

Annual Report 2002-2003 Sharon Redfern, Principal

School improvement, both at the district and the school level, influenced much of our school year at Highland Park. Lewistown Schools began to examine our programs through new eyes in order to refine existing practices in ways that would promote student successes. Highland Park's focus has continued to be that of providing a nurturing, rich, and developmentally-appropriate educational program for the district's youngest children.

Highland Park 2002-2003 Goals:

- 1. Build connectedness with other grade levels: Kindergarten, First, and Second Grades.
- 2. Teach and assess the curriculum.
- 3. Demonstrate an appreciation of self and others while working and learning in a safe environment.

Following are highlights from this school year:

<u>Reading volunteers</u> came to Highland Park throughout the school year. Twenty-six volunteers read with our children on a weekly basis, working with each student one-on-one. A wonderful addition to our volunteer program was <u>America Reads</u>. Sponsored by Fergus County Retired and Senior Volunteer Program, the program matched a community member as a reading tutor with a student who needed an extra boost in reading. Highland Park and Garfield's principals have received training in the <u>America Reads</u> program so that we can train volunteers in literacy strategies for children, and our first training was held in March. At Highland Park, eight committed adults have worked with the same first grade child each week for thirty minutes, helping build confidence and enthusiasm for reading. We hope to continue and expand the <u>America Reads</u> program in the future at Highland Park.

This year's <u>Make a Difference Day</u> theme for Highland Park was "Walk for Health." Our goal was to walk one mile around the FHS track, pledging twenty-five cents per lap or one can of food, with all monies being donated to the Lewistown Boys' and Girls' Club. We presented Jennifer Pfau, director, with a check for \$175.22. Our project was chosen as a third place winner by First National Bank.

Our <u>Title 1 Extended-Day Kindergarten</u> program continued and expanded to include more students who could use extra time in Reading and Math readiness activities. With staff members Dan Melick, Melanie Hallett, and Diana Faulkner, the program has been beneficial in increasing skills.

Our <u>Parent-Teacher Support Group</u> is a vital force within our school. Without their support as volunteers and room parents, as well as their financial gifts, it would be difficult to offer our children the resources that we do. This year, our PTSG, along with the Central Montana Foundation, helped us to purchase eight sound-field systems for our classrooms. These systems have been proven to help reduce early learning failure, and we are grateful to have one for each room. Also this year, the PTSG funded the Lewistown Art Center's Artist in Residence program for Highland Park. Cheryl Bannes visited our students three times over the course of the school year to provide enriching art experiences. PTSG Officers include Barb Thomas, President; Lorena Spoja, Vice-President; Kaylene Patten, Secretary; and Diana Faulkner, Treasurer.

February's <u>"I Love to Read"</u> month was again a highlight as numerous activities throughout the month encouraged children to spend more time in reading. Guest readers from the community shared their favorite reading materials with our children, modeling their passion and enjoyment of reading. In addition, numerous school-wide activities provided the opportunity for children to delve into reading.

Darcy Zanto, first grade teacher, was recognized as <u>"A Class Act"</u> in the News Argus in 2002-03.

Highland Park's <u>Montana Behavioral Initiative</u> team continues to meet monthly to help provide management strategies for our school. This year's Meaningful Work Program, *Highland Park's Helping Hands* (HHH), involved 160 students who learned about the world of work while providing service to Highland Park. Students had the opportunity to help while being Playground Scanners, Library Assistants, Computer Technicians, Office Assistants, or Recycling Team members. A new job added this year was that of Music Assistant. Students were proud of their helpful efforts at Highland Park.

<u>Student Interns</u> Justi Croffutt and Seena Begin were a part of our school community this year, learning more about child development and education in preparation for future careers. Teachers Germaine Stivers and Ann Ruddy provided this classroom experience for the interns.

<u>Early releases for staff development</u> continued with School Improvement efforts at the heart of programming. The curriculum/assessment teams are meeting to determine Essential Learnings and design accompanying assessments, and two of our early releases afforded teachers time to discuss this process. In addition, early releases provided time for school improvement efforts, technology inservice, a building-level planning meeting, and School-to-Work activities. The early releases are a vital component of the school improvement process.

A community concentration upon <u>healthy lifestyles</u> was also a Highland Park focus. We continued the *Recess Before Lunch* program and were awarded a state grant of \$1000 as one of three pilot schools. Plate waste studies conducted at Highland Park by OPI have validated this program in reducing the amount of food that is thrown away. In coordination with the *Win in the Rockies* program, Highland Park offered an after-school "Snackercize" class for parents and children together. At this class, families made healthy snacks and learned different games and activities that could be played together.

A full-day "<u>Healthy Living" immersion</u> continued the health theme. Students and staff immersed themselves in a study of this topic. In the morning, community members presented classes, including nutritious snack-making (Denise Sielstad and Cindy Giese), creative movement (Judy Kellogg and Abby and Megan Majerus), healthy habits (nurses Debbie Smith and Nikki Patton), storytelling (Marilyn Fouslier and Debbie Shobe, Pat Carroll), creative play with beanbags (Rachel Stansberry and Heather Olson). The afternoon found our students participating in physical activities during our annual Play Day.

We again are grateful for the educational offerings afforded Highland Park by many <u>community members</u> who continue to enhance our children's education. In addition to reading volunteers, programs were presented by Nancy Bostrom, city librarian; Heather Rathburn, Miss Montana; Ben Mikelson, author; Kathy Burkenbill, Montana Power Demonstrator; Jack Gladstone, songwriter; Corey Birdwell, School Resource Officer; Lewistown Fire Department; and many individual classroom demonstrations by parents and other community members.

Last summer, the first annual <u>Highland Park Summer Reading Mini-Camp</u> was offered to first and second graders. Taught by Virginia Ross, Melanie Hallett, Pattie Plovanic, and Sharon Redfern, students came back to school in July for three days to spend time in reading. The theme, Ants, was carried out in vocabulary, comprehension, listening, and writing activities. A Reading Mini-Camp will again be held in July of this year.

At our spring Awards Ceremony, twenty students were recognized for <u>Perfect or Outstanding Attendance</u>. Fifteen students, including Mary Birdwell, Karianna Lyons, Johnny Maier, Carlee Ward, Andrea Nielsen, Dustin Eades, Chad Leven, Joel Odermann, Josie Walters, Billy Fischer, Kaitlyn Kindzerski, Jessica Seal, Jimmy Malone, MacKinzie Tilleman, and Leah Wright, were honored with the <u>Principal's Award</u> for excellence in citizenship.

We have explored possibilities for <u>cross-age experiences</u> with older children in the district. This year, our second graders attended the Science Fair at Garfield School and the first graders visited the Wax Museum at Lewis and Clark School. In addition, Mrs. Koch and Mr. Ross's *Read and Lead* eighth graders have again tutored Mrs. Ross's second grade students in reading once each week during the second semester. Junior High flannelboard stories have continued to enrich our students' experiences with literature. This year, Mrs. Dunn's sixth graders were wonderful in leading our Play Day activities.

For the first time, <u>Summer School</u> is being offered to first grade students who need extra help in mastering reading skills. Taught by Pattie Plovanic and Gina Armstrong with Heather Olson as paraprofessional, twelve students will receive intense, research-based instruction to help prepare them for second grade skills. The summer school will be for three hours each day, four days a week, for six weeks.

The <u>staff at Highland Park</u> continues use opportunities to grow professionally, both on their summer hiatus as well as through the school district. This past year and summer, workshops and number of teachers attended included: *Montana Behavior Initiative* (3); *Time to Teach* (3); *S'cool Moves* (3); *Using Music and Movement to Enhance Literacy Skills* (1); *Laughter in the Classroom* (3); *Art and Artists* (1); *Garbage Can Science* (1); *Recognizing Childhood Disorders in the School Setting* (1); *Measured Progress* (1); *Physical Essentials Curriculum Training* (1); *Adaptive PE* (1); state *Title 1 Conference* (2); *CPI: Setting Limits* (1); *Investigating Sexual Abuse and Interviewing Techniques* (1); *OPI testing* workshops (1); *Engaging Fathers with Their Children* (1).

One of our school goals is to <u>involve parents in our school</u> a minimum of three times yearly. The first grade brought parents in during October for their *Family at School Night*, in which school procedures are outlined; new this year was the *Family Fun Night* in March, celebrating Dr. Suess's birthday. Second grade parents were invited to a *Pumpkin Math* activity, a *Christmas Gingerbread Play*, and a *Guardians and Goodies* breakfast in May. Parents are welcome and often visit Highland Park.

Highland Park teachers had the opportunity to be involved in a *peer coaching* program as part of their annual evaluations. Ten teachers chose to observe each other throughout the year and discuss helpful input together. The program was well-accepted by staff members, who felt the process provided meaningful dialogue and feedback with other colleagues.

A partnership with Head Start continues as the district's <u>Preschool Special</u> <u>Education</u> program is located there. Teacher Paula Drissell and paraprofessional Darlene Beaudry work with the district's youngest children, bringing the students to Highland Park once each week for adaptive Physical Education classes in our gym. In addition, students who are eligible for Kindergarten for the next school year are provided several transition visits to Highland Park each spring.

Highland Park staff members are committed and caring in their work with students. It has been a great year!

LEWIS & CLARK ELEMENTARY SCHOOL

Tim Gillen



Lewistown Public Schools

School District Number One 215 7th Avenue South Lewistown, Montana 59457 Phone (406) 538-8777 Fax (406) 538-7292

TO:

Charles Brown

FROM:

Tim Gillen

RE:

Annual Report 2002-2003

DATE:

June 10, 2003

OUR MISSION STATEMENT:

"We are here to Achieve, Believe, and Care"

LEWIS AND CLARK VISION STATEMENT:

Students attend Lewis and Clark to become life long learners, equipped with skills promoting best effort, appropriate choices, critical & creative thinking, positive attitudes, pride, and respect for self & others. Success comes through cooperative involvement between parents and school, creating a supportive community with high expectations and quality education. Development of focused, responsible students promotes productive citizenship, academic success, and a positive, caring school environment.

HIGHLIGHTS OF THE YEAR:

Our enrollment at the end of the 2002-03 school year was 235. This is an increase of 4 from the beginning of the year.

Title I is served by 1.0 FTE Title I teacher, Mrs.Jackie Rickl. This program is designed to help Title students remediate deficient skill areas in reading and math primarily. It is both inclusion and a pullout program depending upon the needs of the students and the discretion of the classroom teacher. We are currently serving 32 students. She was assisted by Mrs. Shelley Kerkvliet, Title I Assistant.

Our Special Education Program highlights individual students needs and classroom accommodations. Individual Education Plans are developed for each student from input provided by parents, specialists, teachers, and other professionals. Ms Lynn Wickens and Ms Kelly Webb are the case manager for 31 students serving their needs in reading, language, math or any combination with a total of over 350 student contact hours. They also provide assistance as needed in the areas of social studies and science. They are assisted by Special Education Assistant, Mrs. Natalie Malone.

The Accelerated Reader Program was a great success this year. We have increased student participation and broadened the age range of the student population using the program.

Our PTSG Executive Board met monthly to address its business. A successful fundraiser was held in October and April. Profits of over \$13,000 were raised through the sale of wrapping paper and gifts. The profits will be used to purchase a variety of products used at Lewis and Clark to enhance the education of our students.

Parent Teacher Conferences were well attended with 98% of our students being represented.

Our Service Council was made up of 1 representative from each classroom in grades 5 and 6. Through fundraisers of lollipop sales, money was raised to purchase a picnic table for the playground.

Red Ribbon Week was a success with students participating in many class and group activities.

The D.A.R.E. Program with Officer Troy Eades was a successful curriculum venture with our fifth graders. All of them graduated from the program on January 20.

Our computer lab (9 week session) was again a successful curriculum. Students in grades 5 - 6 were served. We have a lab setup of 15 PC type computers. Mrs. Kim Rapkoch was the teacher.

Our after school activities programs were well attended this year. Fifth and sixth grade students participated in basketball, volleyball, wrestling, track, and flag football. The volunteer coaches at Lewis and Clark did a great job.

The staff at Lewis and Clark has worked hard to implement the MBI philosophy. The MBI team met on a regular basis to continue to develop discipline procedures to improve Lewis and Clark. Seven staff members will attend the MBI Conference in June 2003.

Our Band and Choir programs are well attended. 76 sixth grade students and 75 fifth grade students participate in Band. 50 fifth and sixth grade students participate in Choir.

35 sixth graders received the Presidential Award for Academic Excellence. 13 sixth graders were awarded the Presidential Award for Academic Improvement.

LEWISTOWN JUNIOR HIGH SCHOOL

Pat Hould

The Lewistown Junior High School PROUDLY PRESENTS: "The 2002 – 2003 School Year in Review"

The 2002 - 2003 school year at the Lewistown Junior High once again demonstrated that an amazing middle level school does indeed exist at 914 West Main! The following information is a sampling of the many exciting events, programs, adventures and educational opportunities in which students and staff were fortunate to engage during this school year.

This report begins with accolades and praise for the **awesome staff** of this remarkable school. The LJHS staff represents a truly unique blend of energetic, enthusiastic, caring, extremely talented, and highly motivated people, a group that consistently brings innovative and creative ideas to bear. These marvelous folks, on a daily basis, create an environment rich with academic excellence, service to the community, respect for self and others, and a sense of pride. The staff of the Lewistown Junior High School for the 2002 – 2003 school year was comprised of the following people.

\mathcal{O}_1			
Joy Baumann	Judy Kellogg	Denise Nelson	Katherine Spraggins
Bob Brown	Gordon Klasna	Steve Paulson	Lauri Tognetti
Tracy Conner	Brenda Koch	Chris Rice	Michelle Trafton
Trissy Durbin	Mary Kynett	Frank Ross	Bob Waite
Suzy Flentie	Clint Loomis	Darrell Sauer	JoAnne Ward
Diane Galahan	Greg Luctoch	Val Snapp	Roger Woltermann
Jim Hamling	Bev Mayernik	Lorena Spoja	

Though it is not possible to list each member of the student body, it should be said that LJHS is richly blessed with **extraordinary young people**. These energized and spirited students make coming to work every day a pleasure and an adventure in every sense of the word.

The staff and students of LJHS have been served once again by a group of **amazing guest** (substitute) **teachers**. These fine folks do not receive the tribute that they are due, but suffice it to say that our school could not function without their diligence, hard work, positive attitude and willingness to serve. It is important to the junior high school community that our guest teachers are treated with courtesy and respect, for it is obvious that their job is challenging and essential at the same time.

Service-Learning Grants continued to be an incredibly positive presence in our school. The Northwest Rural Project and the Digital Divide Grants were the two most notable, both coming to their conclusion at the end of this year. It is important to note that these grants have infused more than \$70,000.00 into LJHS during the past 3 school years!

The **Digital Divide Grant**, sponsored by Michelle Trafton and Suzy Flentie, provided the impetus for our After School Service- Learning Computer Club. This group of 7th and 8th grade students learned a great deal about video technology and other pertinent computer related skills. The clubs activities included students working as tutors through the adult education program, students creating the marvelous slide show that was shared on the last day of school during the LJHS talent show and students working in conjunction with the Central Montana Chamber of Commerce to begin creating a CD of the historical places of Lewistown.

The Northwest Rural Project Grant concluded its second year of operation at LJHS. The monies made available through this grant have enabled our school to sustain a Service-Learning coordinator in the person of Lorena Spoja. Staff and students continue to marvel at her energy, enthusiasm and willingness to work diligently to provide the support necessary to sustain many of our Service-Learning projects. Lorena has built a strong student voice for Service-Learning through the Fergus Youth Initiative (FYI).

Service-Learning projects and activities have continued to be an incredibly positive mainstay of the junior high school learning environment and have established our school as a model for others to emulate. Service is truly an integral part of the extraordinary LJHS culture! The following activities are a mere sample of the many projects in which our school was so very fortunate to participate during this school year.

Read and Lead, in its second year, is the brainchild of Brenda Koch, and co-sponsored by Frank Ross and Virginia Ross at the Highland Park Elementary School. During the last half of the year, this program enabled the second period 8th grade English students the golden opportunity to mentor second graders. Our students partnered with their 2nd grade reading buddy and together they read, laughed and enthusiastically learned! So impressive and noteworthy was this program that Brenda, Frank and Ginny were selected to present this project at the National Service-Learning Conference in Minneapolis, Minnesota during the month of April.

The Pre-School Art Project was a perfect example of collaboration, as children from the Jungle Gym, Carm's Kids, Small Wonder and Connie's Day Care facilities ventured onto the LJHS campus for a memorable art project with junior high students. The project began with our students tracing the pre-schoolers bodies onto a huge piece of construction paper. Then, working in harmony, our students and their pre-school partners filled in the outline with ripped construction paper. What an awesome display of cooperation, as the finished product was the creation of construction paper people! Our students were so kind and patient that the collaboration alone was truly a work of art! The pre-school children arrived at LJHS a bit nervous, but in the end they didn't want to leave. This extraordinary project, celebrating the Month of the Young Child, was made possible through the efforts of Lorena Spoja, Clint Loomis and the various folks from the daycare facilities.

The **Veteran's Day Assembly** enjoyed its 3rd year providing much deserved recognition to area Veteran's. Supported by the local chapter of the Veteran's of Foreign Wars (VFW) and the American Legion, this program is truly an emotional experience as members of the audience are moved by the powerful stories of these brave men and women. The LJHS Student Council and Builders Club once again organized this assembly under the guidance of Brenda Koch and JoAnne Ward respectively. Both of these clubs have helped create a permanent veteran's display in the LJHS trophy case to remind us all of the significance and importance of those that have fought so bravely for the many freedoms we enjoy today.

Improvement Goals

- 1. Encourage Regular Attendance
- 2. Decrease Cheating
- 3. Connect with students
- 4. Reinforce Emergency Procedures
- 5. Expand Vocational Education
- 6. Improve Reading Skills
- 7. Improve Math Skills

The Parent Teacher Support Group (PTSG) of LJHS proved once again just how wonderful they are in supporting our school. Specific support came in the form of treats, lots and lots of treats during Teacher Appreciation Week, organizing the annual 8th grade dance, and funding two 8th grade trips: a CM Russell exploratory to Great Falls and the year-end Big Timber Waterslide adventure. However, the biggest financial contribution made by our marvelous PTSG this year will come in June of 2003, when a new sound system will be installed in our auditorium.

Simply stated, it was another extraordinary year at the Lewistown Junior High School and it can not be understated that this was an amazing year because of the people of LJHS community. From the students to the staff to the parents to the district personnel and school board, our entire "team" continues to be a supportive, caring, nurturing, enthusiastic, and energized crew. And so let this report serve as a reminder to those in the "viewing audience" that a wonderful learning environment exists at 914 West Main Street. BRAVO, BRAVO, BRAVO to everyone who helps make LJHS such a special place!

This report faithfully submitted this day, by Pat Hould, the proud principal of LJHS! ©

ACTIVITIES — FERGUS HIGH SCHOOL

Jerry Feller

Fergus High School
Activities
201 Casino Creek Drive
Lewistown, Montana 59457
(406) – 538 – 2321

2002-2003

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 the "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 2002-2003 school year include:

In August we received information regarding Fergus High academic success from our activities. We just missed placing in the top two places in the Montana High School Association's (MHSA) Class "A" Academic Excellence Award. This is the first time in the past twelve years that Fergus High School has not received the honor of placing in the top two spots for Class 'A' schools. The Academic Excellence Award is the top academic award given by the MHSA and its member schools. It is a reflection of the grade point averages of all letter-winning student participants in athletics, speech-drama, and music. From our perspective, the award has become a yearly indicator of our success as we support the philosophy that academics must come before activities.

A very comparable indicator is reflected in the total number of Academic All-State selections our Golden Eagles earned for the 2002-2003 school year. The awards sponsored by the Montana Coaches Association (MCA) again 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 2002 – 2003 school year we had a grand total of 102 individual Academic All-State awards. Listing the awards by each individual sport are as

follows: Girls Basketball - 9; Football - 11; Cross Country - 12; Wrestling - 2; Volleyball - 9; Boys Basketball - 6; Cheerleading - 8; Track and Field - 10; Tennis-21; and Golf - 14.

The **Fergus High School Band** is "The Thunder of Montana!" No organization has ever achieved real success without the full cooperation of all its members. This is certainly true of the Fergus High School bands. The members are united and work in accord toward a definite goal—that being to have superior performing ensembles.

- 1. The FHS Symphonic Band consists of 108 talented students. The Symphonic Band performs a wide range of orchestral transcriptions and original band compositions representing various musical styles and periods. Emphasis, however, is placed on the standard band literature of the nineteenth and twentieth centuries. The FHS Symphonic Band has been recognized for its long legacy of outstanding musical accomplishments. This year under the baton of Richard O. Garcia, the Symphonic Band performed many well-known traditional band pieces. Thus, their sound has become very well known throughout the state of Montana. As the cornerstone of the Fergus Band program, the Symphonic Band is known for its outstanding musicianship, beautiful sonority, resonance of ensemble tone, and musical expression.
- 2. The Concert Band is organized at the beginning of the school year and works hard to overcome overwhelming odds such as instrumentation and scarcity of operational costs. The Concert Band is the training band for the Symphonic Band and enjoys much success in the more light-hearted band literature.
- 3. The Pep Band and Marching Band are made up of students from the Symphonic Band and the Concert Band. A high level of musical and marching execution is emphasized in this group. The Marching Band provides support for the high school Homecoming events. The Pep Band is organized at the beginning of the fall semester to provide spirited music at basketball and football games. The Pep Band began performing for games during the second week of classes during the fall semester.
- 4. Jazz Band I and Jazz Band II. A very high level of musical execution is emphasized in these groups. Jazz Band I received Superior ratings at both the district level and the state level.
- 5. All State was attended by Emily Sweeney trombone.
- 6. Casey Jenni was awarded the prestigious John Philip Sousa Award and Jon Byerly received the Louis Armstrong Jazz Award.
- 7. WHAT A BAND!

The Fergus High School **Choral** Department finished a great year once again. Evan Sweeney was a second year member of the Montana All-State Chorus and Tyler Morris was a member of the All-Northwest Chorus.

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The Symphonic Choir earned a Superior rating at District Music Festival and the Concert Choir earned an Excellent rating. At the State Music Festival 16 of 20 entries received a Superior rating.

Krista Brand and Evan Sweeney received the National School Choral Award and Josh Roane was given the Director's Award for Chorus.

Our **Speech, Drama, and Debate** team had 31 different competitors this year. Coaches this year were Janet Mann and LaRae Acker. We attended meets in Great Falls, Blue Sky (Rudyard), Hardin, Fairfield, Shelby, Fergus, and Malta. We also held the Central Montana Showcase. The Northern Division meet was in Browning, and the State tournament in Miles City.

At the Northern Division meet 26 students competed. Fergus finished 2nd in Speech and 1st in Drama for the North Division. Twenty-two students qualified to compete at the State meet. Attending State were Seena Begin (4th place Pantomime), Jared Denton, Terry Elfering, Michael Fox, Tertia Gillett (Semi-Finalist Extemp), Jessica Granger (Semi-Finalist Ser Duo), Courtney Hecht, Lindsey Hogg, Daniel Hould (2nd place Hum Duo), Mary Hould, Sam Lambert (Semi-Finalist Impromptu), Andrew Mahlen, Kelsey Mann, Mathea Moline, Logan Quinsey (2nd place Hum Duo), Stephanie Spika, Faron Steele, Aaron Sullivan (Semi-Finalist Impromptu), Kristen Stout, Yengeniya Volkova (Semi Finalist Ser Duo), Krista Woods, and Scott Youngbauer. Matthew Webb, as an alternate who attended Fergus, finished 2nd in Drama in the State meet.

Twenty-six students earned enough individual and team points to letter this year. Daniel Hould was recognized as a four-year letterman for Speech, Drama, and Debate this year. One student was awarded a participation award.

The Fergus High School **Cheerleaders**, featuring nine Varsity cheerleaders, seven Junior Varsity cheerleaders, and four Freshman cheerleaders, had an exciting season during the 2002-2003 school year. Highlights of their year included cheering for the girls volleyball team during the State Championship match, hosting a record 94 young girls at Junior Cheer Camp, and having 18 of the cheerleaders participate at a cheerleading competition in Bozeman. Despite an injury only minutes before their performance at competition, which caused them to have to perform without one of their star cheerleaders, the girls went on to take 3rd place (out of four teams) and finish the season on a high note.

At the annual award night and potluck at the end of the season, the "Most Improved Cheerleader" award was presented to Sherri Gruber, the "Outstanding Cheerleader" award as presented to Kristen Mantooth, and the cheerleaders voted Erin Bielen as "Most Valuable Cheerleader." Erin will go on to cheer her freshman year in college as a Bobcat cheerleader at MSU in Bozeman.

Student Council at Fergus High reached all new levels during 2002-03. In fact, an attempt to summarize our activities within this space is a daunting task. Student Body President Katy Derheim led the way, supported by advisors Kelly Elder and LaVonne Simonfy. In addition to helping with projects like Homecoming and the state convention, Ms. Simonfy coordinated the Triple A and Student of the Month programs. Further, Asst. Principal Jerry Feller assisted by administering the school's pop machines for student council.

Our student council hosted the state convention (MASC) for the first time ever. Over 800 people participated in the three-day event (most of whom needed placed in Lewistown-area home-stay situations), which included four national motivation speakers, a number of Montana business leaders, a ride on the Charlie Russell Chew-Choo, and three days of workshops and team building activities. There were dozens of Stuco members who volunteered well over 100 hours during the week of the conference alone to insure its success – impressive!

Student Body Vice President Monique Moen traveled with Head Advisor Kelly Elder to Virginia Beach, VA for the national student council convention. Monique said it was the time of her life, and we had a record number of juniors (14) compete for a chance to go to the 2003 convention.

Homecoming 2002 was a huge success. Student Council voted for a second year to unite and build one float to represent their classes, the school, and the community as a whole – this year's design was a large Golden Eagle. Coronation, Spirit Week, the Student BBQ and dunking booth, as well as the Halftime Show were all excellent. The pep assembly had a face-painting contest in order to involve as many of the student body as possible. The Homecoming Dance was a huge success with over 350 students attending.

This was the 2nd year students improved promotion and coverage of FHS events through digital video editing. The 5th Annual MORP dance was a tremendous success, promoted through a video spearheaded by Dan Hould. Hould and Evan Sweeney also took care of DJ-ing the dance. We added a new addition this year – a live band. *Insufficient*, a band with four members from Fergus High (Dan Boyce, Colt Gill, Orry Boettger, and Jon Byerly) opened up with original songs for the first 20 minutes of the dance. There were over 325 students that attended the MORP dance this year!

The 16th Annual Blue-Gold Leadership Breakfast was held May 20, 2003. Over 200 people attended to see 25 students receive leadership awards and hear a brief keynote on leadership by the US Attorney for the District of Montana, Mr. Bill Mercer. Katy Derheim and Monique Moen emceed the program, held at the Yogo Inn.

Student Body and Class Officer Elections were held in May; we hope to hold them earlier next year. To that end, student council voted to suspend the Constitution, and a committee is looking at what types of changes our group would like to implement. These changes are being driven by student desires to make our group more responsive to student concerns in the school and ties in with our school improvement initiative. Finally, Mrs. Brenda Koch at LJHS ran freshman class elections, helping us hit the ground running next fall.

Dan Hould was the student school board rep for the fall. Then, with input from Supt. Brown, Principal Dubbs, Mr. Elder, and students at the high school, we decided to revamp the student rep position. There was greater interest than ever before in the post, and Jamey Stogsdill was selected as the representative. She has agreed to serve through next fall semester.

The year ended with a BBQ at Elder's home, where student council members were congratulated on the best year in recent history. The Student Council also put on a graduation slideshow and senior picture presentation that surpassed the quality of previous years.

The Fergus Varsity **Football** Team, under the direction of Head Coach Gary Gebert, First Assistant Vic Feller, and Defensive Coordinator Rick Wright, finished the 2002 season 4-4. The 2002-2003 version of the Golden Eagle Football team provided very exciting football action to the fans of Lewistown athletics and were very close to earning yet another playoff slot for the school-as the team tied for third in the conference. Certainly a highlight for the season was the convincing Golden Eagle defeat of a strong Havre High Blue Pony team. The Blue Ponies eventually placed second in the state behind fellow conference foe Laurel. Coach Gebert believed that the emphasis on weights and plyos helped us to compete at the top levels of Class A and is stressing weights and plyos next year. Fergus High looks for good things to come as the JV team, under the direction of Troy Hudson and Steve Paulson, finished the season 6-2. The Frosh finished the season 8-1, under the direction of Steve Paulson and Steve Olson, and are working hard right now to continue their success in the coming years in Junior Varsity and Varsity football.

The 2002-2003 Golden Eagles **Girls Basketball** season was a successful one. The team went 14-8 and finished fourth in a very strong Central A Divisional Tournament. Some highlights along the way included opening the season with two convincing wins in the Tip-Off Tournament in Butte, surviving two exciting victories on the road in Laurel and Malta, and overcoming a good Livingston team at home without the services of All State Junior, Shaylynn Conroy.

At the divisional tournament, the Golden Eagles opened with a 57-45 victory over Belgrade. This set up a semi-final match against tournament favorite Dillon, where we were defeated 44-31 in a hard fought contest. The Golden Eagles played in a Saturday morning loser-out contest against Anaconda, defeating the Copperheads in a convincing 57-41 win. A game against Livingston and an opportunity to make it to State Tournament now existed. Unable to overcome a slow start, we were defeated 52-44. Our goal to go to State fell short.

Shaylynn Conroy, a junior, was named 1st Team All Conference and All State. Dani Buehler, a senior, and Lesly Richter, a junior, were named Honorable Mention All-Conference. Members of the varsity team included: Seniors: Dani Buehler, Monique Moen, and Emily Roche; Juniors: Brenda Bassett, Kelli Berg, Shaylynn Conroy, Kayla Rettig, Lesly Richter, and Lauren Tognetti; Sophomore: Alira Carpenter.

The sub-varsity teams also had an outstanding year. The Junior Varsity, coached by Nancy Hudson, went 16-0. The B-team, coached by Melanie Smith, finished 11-1. The Frosh team was coached by Jim Daniels and finished the year with 10-6.

The 2002 Fergus Eagle **Cross Country** team was coached by Suzie Flentie. The team consisted of seven varsity runners and sixteen junior varsity runners. Individual team positions changed often, and ten girls earned the opportunity to run in the seven varsity positions at some point during the season. Our team placed 3rd at Divisional and also placed 3rd at State. Two girls finished in the top 30 at the State meet. Candice Rodriguez just missed a state medal, finishing 16th overall. Kristen Mantooth finished 25th. All seven of the girls ran amazingly well, improving their times by anywhere from 15-45 seconds, which is just what we needed to jump in front of some teams that had been beating us throughout the season. Our third place finish at State was very exciting. Everybody goes into the state race knowing full well that they are going to run hard and push themselves to the limit, but it takes heart to push beyond the limit. All of the girls used that inner drive to create some real magic for our team. With most of our runners returning, we look forward to another successful season in 2003.

The Varsity Boys Basketball season started a core group of eight seniors that were experienced from the previous year. The Eagles got off to a quick start and were 5 and 0 before losing to the Falcons from AA Billings Skyview. The Eagles put together another winning streak that ended with a loss to Billings Central, which gave the Eagles an 11-2 record. They came up with a big win over Belgrade at Belgrade and Browning at Browning. The Golden Eagles regular season ended with a respectable 11-7 record and a second place finish in the Central A Conference. The Eagles were victorious over a scrappy Butte Central team in their first game of the divisional tournament. In the semi game, the Eagles faced Browning in what might have been tagged the championship game. The Eagles lost and played their way back to the consolation game by beating Havre easily in a morning game. The Eagles faced Butte Central again Saturday night. The Eagles won the game making their record 3 and 0 versus Butte Central. This set up a challenge game with Dillon. The Eagles got home on Sunday and had to go back to Belgrade on Monday for the challenge game. It was a hard fought game and could have ended either way, but Dillon was victorious by two points. The Eagles finished the season with a 14-9 record. The team's goal of a state championship was not achieved, but the team held together at the end under a lot of adversity and some younger players received valuable playing time.

The **Volleyball** program under the direction of first year Head Coach Tara Taylor had a very successful year. The varsity finished the season with a 24-4 record (the best record ever for a Fergus Varsity Volleyball team) winning the Central "A" Divisional Tournament. Earning All-Conference and All-State honors were seniors Dani Buehler and Alicia Mannin. Earning 2nd Team All-Conference honors were juniors Shaylynn Conroy and Lauren Tognetti. All-Conference Honorable Mention honors went to junior

Lesly Richter. In addition, Shaylynn Conroy earned 1st Team State Tournament honors while Dani Buehler and Alicia Mannin received 2nd Team State

Tournament honors.

Our sub-varsity teams had outstanding seasons as well. Our Frosh team, under first year Coach Nancy Hudson, finished the season 20-0, tying the best record for a Fergus freshman volleyball team. The JV team, under Coach Brenda Koch, finished the year 20-0, posting the best record ever for a Fergus JV volleyball team.

Our team will again earn the American Volleyball Coaches Association Team Academic Award and most of our players earned Academic All-State honors.

The Fergus **Wrestling** season for the 2002-2003 year was an adventurous one. The team was hindered slightly by some key injuries, but under 4th year Head Coach Mike Mangold and assistants Brad Yaeger and Chad Armstrong, the Fergus wrestlers managed a winning dual record of 8-6. The dual record consisted of strong opening wins over Dillon and Belgrade and a superb showing against Billings Skyview in a losing cause. Fergus won the Forsyth Tournament and was in the team running at the Cut Bank Tourney by placing six wrestlers. Fergus took 17 wrestlers to Divisional with 13 wrestlers placing in the top six, and the team placing 4th. There were three Divisional Champions in Phil Rinaldi, James Irish, and Matt Humphries. Fergus had its best opening round at State in a long time, as 6 of nine wrestlers won. Capturing 4th place finishes at State were Phil Rinaldi, James Irish, and Matt Humphries. James Irish broke three longstanding records in total wins, team points, and pins in a season. There were only two seniors on a team of 28, so we are very optimistic about the future.

The 2002-2003 **Tennis** team, under the direction of Diane Lewis, was led by eleven seniors, five juniors, three sophomores, and one freshman on the Divisional team. Fifty-seven players finished the tennis season this year. Highlighting the year was the play of nine players that advanced from Divisional to State. They were: Krista Brand taking 1st place in Girls Singles, Erin Butler and Shaylynn Conroy placing 3rd in Girls Doubles, Brady Ernst placing 3rd in Boys Singles, Jeff Ernst placing 4th in Boys Singles, Carson Sweeney and Casey Jenni placing 3rd in Boys Doubles, and Vince Bride and Jon Byerly placing 4th in Boys Doubles. As a team, the Boys placed 2nd in Divisional and the Girls team placed 3rd at Divisional. Alira Carpenter and Devin Nelson missed a state birth by only one game.

Also highlighting this year was a tremendous Class A State Tennis Tournament held in Lewistown. Our teams as a whole did an awesome job at the State Tournament. Krista Brand placed 2nd in Girls Singles and Vince Bride and Jon Byerly placed 3rd in Boys Doubles. Jeff Ernst and the doubles team of Erin Butler and Shaylynn Conroy won two games at State. All other players that competed at State won at least one of their matches. As teams, the Boys Team brought home the 3rd Place State trophy and the Girls brought home the 3rd Place State trophy. This was the first time we have taken nine players to State, the first time we have placed two individual teams at State in one season, the first time we have had a player play in a championship match, the first time we have placed a player 2nd at State, the first time we have ever taken home team trophies from

State, and we were the only Class A team to take both a girls and boys trophy home this year. What a weekend!

A strong group of juniors and seniors returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and Assistant Coach Linda Rinaldi look forward to hosting teams during the season as well as the Class "A" State tournament for the next year. We also look forward again to talented participants for the 2003-2004 tennis season.

The 2002 boys and girls **Golf** season was the second season for 2002 with last school years season being in the spring and the 2002-2003 season being held in the fall. The first fall season for golf was very good. We had exceptionally good weather except for the last day of the state tournament. This years coaching staff included Head Coach Walt Scotson, Assistant Coach Ryan Connelly and the always faithful Bob Oldenburg. The enthusiasm for golf is growing. We had 33 boys and 7 girls out this year. These are excellent total numbers, however, we are looking for more girls next fall. We had several new golfers and a young team overall. For the boys, Mike Gruener and Justin Shobe were the strongest individual golfers with Justin qualifying for the state meet. Caitlin Flament was the strongest player on the ladies squad and not only qualified for the state meet but also took the 8th place medal. We are looking forward to a great 2003 golf season.

Track began this year on March 13, with the same coaching staff from the previous season (Head Coach Brosseau, Assistant Coaches Olson, Flentie, and Paulson). Thirty six track and field participants finished the entire track season. The girls team consisted of a core of returnees from last year's team that placed 5th at State. Expectations and excitement ran high for the girls team at the start of the season. We were hoping to place in the top three at divisional and state. We did not quite reach those goals at divisional as we had some key injuries and illness that affected how we placed. Lauren Tognetti did set a divisional record in the pole vault with a jump of 9'7". Almost everyone ran personal best times for the year but the competition was very strong this year. The girls finished with 20 points at the state meet. The boys' team is still in the rebuilding phase and building for the next couple of years. The boys did well at divisional and many ran personal best times or distances. The boys scored only one point at state as Ben Rickl capped off a four year career with a 6th place finish in the 110 hurdles.

These athletes were an enjoyable group of young ladies and gentlemen to coach. We will miss our seniors: Katie Derheim, Alicia Mannin, Ben Rickl, and Todd Stowasser. Katie, Ben and Alicia participated in track all four years of high school and Todd participated three years.

We still need to find ways to get more people out for track. I would like to see other athletic programs encourage their athletes to use track as a way to improve overall athletic ability. We need to find ways to promote track in the community and school. I feel the value of track and field for students in other sports needs to be emphasized.

At the Elementary level, in grades five and six, programs were run in volleyball, basketball, and wrestling. Once again, due to budget restraints, volunteer coaches were used and the length of the programs was shortened. Wrestling combined with the Junior High to help increase participation. With the start of grade level schools there were changes within the program, most of these were for the positive. 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-63, Girls Basketball-58, Wrestling-12, Boys Basketball-64, and Track-68.

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, 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 program. 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, in School District No. One and Fergus High, look forward for good things to come.

Respectfully submitted,

Jerry Feller Assistant Principal/Activities Director

ADULT EDUCATION ABE/EOCM/TRAFFIC EDUCATION

Diane Oldenburg

COMMUNITY EDUCATION, 2002-2003

Diane Oldenburg, Director

The office of Community Education continues to serve Central Montanans with varied and diverse offerings from each of four departments. Please note the attached report for specific enrollment figures.

ADULT EDUCATION

A comprehensive program of 105 educational, social, recreational and cultural opportunities for adults was offered during the 2002-2003 term. Advertising efforts included distributing 8,000 adult education flyers to area households three times per year, as well as advertising through the Community Education column in the Lewistown News-Argus and on KXLO-KLCM Radio.

Classes were held in conjunction with the Tri-County American Red Cross, Fergus County Council on Aging, District 6 H.R.D.C., MSU-Fergus County Extension Service, Central MT Medical Center, the Church of Latter Day Saints, the Family Planning Office, Edward Jones, Alpine Greenhouse, Riverside Floral, and the Pine Meadows Golf Course.

Our enrollment numbers have decreased by several hundred this year due to the increase in competition for adult audiences. The Public Library has depleted our formerly high computer enrollments by offering free classes on varying computer techniques and software applications. We are also seeing direct competition from the Senior Citizen's Center, the Art Center, the Fergus County Extension Service, and several Class "C" school districts. The amount of information and teaching of techniques on websites has also affected our numbers. We continue to seek new ways and coursework that will appeal to adults in this area.

During the school year, I attended the state MAACE Conference in Great Falls and COABE, the national Adult Education Association conference in Portland, Oregon.

DRIVER EDUCATION

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

All students were given a vision screening prior to any behind-the-wheel experience. We also offered private tutoring in manual shift operation upon payment of an additional fee.

Two after-school class sessions were held in the winter and spring quarters, and two class sessions were held during the summer months.

We continue to offer installment plans to parents who are unable to pay the \$200 fee in one payment. Approximately four to six families exercise the time payment option each session.

The amount of state reimbursement has continued to plummet and will provide about \$60 per student for the 2002-2003 program year. 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 rising fuel and insurance costs.

Due to the lack of availability of certified instructors who will teach after-school sessions, and Gordon Russell's retirement after 37 years of teaching Driver's Education, we will possibly experience a drastic change next year and offer summer sessions only in the future.

ADULT BASIC EDUCATION / GED PROGRAM

This program provides basic academic skills, GED preparation, computer literacy, workplace skills, citizenship training, commercial and Montana drivers license assistance, and more to eligible adults, sixteen years of age or older, who are not enrolled in a traditional school setting. Students work at their own pace and may start anytime. Instruction is free of charge.

We employ three part-time instructors who prepare students individually with one-to-one instruction in a classroom setting. The two instructors at the Lewistown Public Library offer classes three days per week and the instructor in Roundup teaches two days per week, year around. Recruitment of the general population, as well as a strong referral system between area human service agencies, provides a steady stream of clients. We have experienced some downturn in enrollment since people on welfare are no longer mandated to upgrade their basic academic skills, or get a GED, as part of their job search requirements.

My office is responsible for literacy instruction, adult basic education, GED preparation, and job skills training in Fergus, Wheatland, Petroleum, Judith Basin, Golden Valley and Musselshell Counties. Our local lead instructor travels to spend two days a month in Roundup assisting students and the instructor for Musselshell County. The remaining four outlying counties are served as needs arise. The program will hopefully continue to be available through the renewal of our state and federal grant from the Office of Public Instruction.

I attended several ABE Program Directors' meetings and GED Examiner training workshops. I also wrote a grant to provide ten GED Exam scholarships for students in need of that assistance.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

A wide variety of college courses were taught by adjunct faculty at Fergus High School along with offerings delivered from campus via interactive-TV to our classroom site at the Central Montana Medical Center. In all, 101 courses were offered locally. Course work to complete general education core requirements, an associates or bachelors degree in business, an associates or bachelors degree in nursing, as well as Masters level courses for educators were provided locally by MSU-Northern and other units of the Montana university system. Financial aid was available to assist qualified students.

Many hours were spent working on funding resources for the Central Montana Education Center, which will be built in 2003-2004 and will facilitate the college and professional training offerings. A partnership between CMMC, EOCM, and MSU-Northern will allow us to operate the Center, as well as expand and enhance our coursework offerings in the area. Additional coursework will include elementary education, agricultural science, and transferable associates degrees. A community fund-drive for the Center began in May of 2003 with a \$500,000 goal. At of this writing on June 11, \$303,000 has been obtained in the form of five-year pledges from individuals and businesses in Central Montana.

We graduated eleven Registered Nurses this May, for a total of 82 since 1997. That program continues to be popular and draws students from six counties. Many of our Nursing students received generous scholarships from various entities this spring to assist them with their education expenses.

To compliment our college course offerings, an adult-student guidance counselor is available, as well as a library of catalogs from most post-secondary institutions in Montana that the students may check out and peruse.

In addition to our post-secondary offerings, EOCM provided a nine-class series EMT/First Responder continuing education unit that allowed many area people to re-certify locally. This program was held in cooperation with the Central Montana Medical Center and Deaconess Hospital in Billings.

In my role as EOCM director, I also worked with local financial institutions to maintain time payment plans for our college students, administered the EOCM loan program, and met with various representatives of the Montana university system throughout the year.

OTHER

Representing the Community Education office, I served on the Human Services Coalition, the Central Montana Workforce System Committee, the PIR Committee, the Regional University Center Taskforce, and the Adult Basic Education Advisory Board.

OFFICE OF COMMUNITY EDUCATION 2002-2003

FALL Classes offered 34 Classes held 29 Enrollment 364	ADULT EDUCATI WINTER Classes offered 3 Classes held 3 Enrollment 40	SPRING	36 29 26
TOTAL ADULT EDUCATION PAR	RTICIPANTS: 1094		
	ŧ		w.**
Summer 2002 _1 session 36	DRIVER EDUCAT School Year 2 sessions	3	0
TOTAL DRIVER EDUCATION PA	ARTICIPANTS: 84		
ABE/GED Class Enrollment TOTAL ABE/GED PARTICIPANT			34
TOTAL ABE/GED PARTICIPANT	rs: <u>184</u>		
	AL OPPORTUNITIES FO	OR CENTRAL MONTANA	
SUMMER SESSION, 2002Classes offered26Classes held13Enrollment121	FALL SEMESTER, 2 Classes offered Classes held Enrollment	DR CENTRAL MONTANA 2002 SPRING SEMESTER, 20 33 Classes offered 24 Classes held 221 Enrollment 2	42 26 06
Number of classes offered	d: 101 Total e	enrollment, college: 5	48
Number of classes held:	63 EOCM Lo	oans given: 1 for \$188.	40
COMP	5 CNSL		*
Math Placement Exams		I Continuing Education _	81
Counseling Services		ams Proctored _	13
TOTAL EOCM PARTICIPANTS:	700		

TOTAL PARTICIPANTS SERVED BY COMMUNITY EDUCATION, 2002-2003: 2,062

ASSESSMENT

Sharon Redfern

Lewistown Public Schools - Assessment Annual Report 2002-2003

Sharon Redfern, Assessment Coordinator

Assessment has taken on a new focus at the district, state, and national levels. Several mandates have been delivered to schools through the *No Child Left Behind* section of the Title 1 Law, including increased accountability regarding student progress on norm-referenced tests. We continue to utilize informational data from the *Iowa Test of Basic Skills* at grades 4 and 8 and the *Iowa Test of Educational Development* at grade 11. At the state level, the Office of Public Instruction has contracted with *Measured Progress* to develop an achievement test more specific to Montana. This test will be given to students in grades 3-8 and grade 10 beginning next year and will likely replace the Iowa Tests. Lewistown Public Schools' goal will be to academically prepare our students so that they can be successful at each grade and course, and as a result, to be prepared for state-wide achievement testing.

In addition to new testing requirements, school districts will be expected to implement multiple assessment measures in determining student progress, not just to rely heavily upon the summative information generated by norm-referenced testing at these specified grade levels. Lewistown Schools are aligning curriculum, assessment, and staff development as a three-pronged model for school improvement. Local assessments FOR learning are being designed in order to help students achieve at expected levels rather than to provide a grade of learning.

Our curriculum teams have met to review and revise existing documents for some time. Through assessment work, we are now in the process of mapping the curriculum in order to identify Essential Learnings (mastery expectations) for each grade and course. The Essential Learnings are then vertically aligned so that our curricula are relevant from grade to grade and course to course and so that Montana Standards are mastered.

Our goal is not just to align curricula by skill, but also to align curricula by time. Therefore, our Pacing Guides are established on a quarterly basis. Quarterly assessments are being developed to determine progress towards meeting the Essential Learnings and state standards. The Math Assessment team has nearly completed their work in alignment and in developing assessments, and these should be implemented during the 2003-04 school year.

In July of this year, the Communication Arts and Science Teams will meet to finalize their Essential Learnings and vertically align their curricular area. Throughout the next school year, assessments for learning will be developed, with full implementation occurring in 2004-05. The information gleaned from assessments in all curricular areas should be used to drive instruction and increase student successes in learning.

LPS Assessment 2002-2003 Page 2

In addition, the Writing Assessment Team, as a subcommittee of the full Communication Arts Committee, has met throughout the 2002-03 school year and has completed vertical alignment of skills, K-12, in writing. Writing portfolios have been developed and a district-wide writing assessment plan completed. These materials will be implemented during the 2003-04 school term.

Currently, the district utilizes two early releases each month for staff development and school improvement. This past year, we were able to discuss curriculum and assessment twice in the early release setting. In order for our assessments to be meaningful and utilized, time is needed for teachers to meet and discuss assessment results. During the 2003-04 school year, we will designate one early release at the end of each quarter to provide time for staff discussion and decision-making regarding group and individual student progress on the quarterly assessments.

Professional Development plans include inservice for staff on designing assessments FOR rather than OF learning, and the use of data-driven decision making for instruction, corrective teaching, and enrichment.

The Social Studies curriculum team will implement their new series and will identify Essential Learnings during the 2003-04 school year. This team will meet next summer to vertically align between grades and courses and then begin developing assessments.

A timeline for the completion of curricular vertical alignment and assessments follows.

LEWISTOWN PUBLIC SCHOOLS ASSESSMENT TIMELINE FOR CURRICULA VERTICAL ALIGNMENT January 28, 2003

CURRICULA	ASSESSMENT MEETIN <i>G</i>	ESSENTIAL LEARNINGS	VERTICAL	QUARTERLY ASSESSMENT	ASSESSMENT IMPLEMENTATION
Mathematics	Summer, 2002	Fall, 2002	11/02	2002-03	Fall, 2003
Communication	Nov. '02	2002-03	June '03	June '03	Field test: Fall, 2003
Arts ~Writing	2002-03	Feb. '03	March '03	May '03	Fall, 2003
Science	Nov. '02	2002-03	June '03	June '03	Field test: Fall, 2003 Implement: Fall, 2004
Social Studies	Sept. '03	2003-04	June '04	June '04	Fall, 2004

ATHLETICS

LEWISTOWN JUNIOR HIGH SCHOOL

Pat Hould

Announcing the Annual Report For the LEWISTOWN JUNIOR HIGH SCHOOL Athletic Programs ~ 2002 - 2003

At the helm of the LJHS athletic program were veteran coordinators Lauri Tognetti and Roger Woltermann. As the year progressed it was obvious that this alliance was a positive endeavor for our school and for the entire coaching staff. Having Lauri as a contact in the office continues makes communication very effective and the organization of facility usage consistent. She does a great job! Roger was fantastic in his organization of our athletic storage area and assisting the coaches with their individual needs.

The following is a listing of the activities offered at LJHS and the names of the coaches for each sport. The participation numbers are included within each program area description as well as listed in a separate table that is included at the end of this report.

Boys football – Mike Mangold provided the leadership once again for our our football program as the head coach, with coaches Paul Granot, Steve Foy and Chad Armstrong at his side. A total of 51 strong, ready, willing and able men took to the gridiron for the 2002 - 2003 campaign.

Girls Cross Country - Under the guidance of first year coach Debbie Hill, our girls cross-country team continued to be a real powerhouse! The success of this team is measured one contest at a time as they continued their competitive winning tradition, this year with 16 runners participating.

Girls Basketball – Katherine Spraggins assumed the reins as head coach of our girls basketball program with Patti Bayless joining her as an 8th grade coaching assistant. After an unfortunate injury to first year LJHS teacher Mary Kynett, Melissa Deschemaeker guided the 7th grade girls with FHS Junior Brenda Bassett by her side. Both of our girl's squads, with sixteen 7th grade and twenty-one 8th grade girls participating, enjoyed exceptional seasons.

Boys Basketball – Steve Mattheis provided the leadership for our 8th grade boys team this year, with Frank Burns volunteering his time to assist. New comers Keith Baker and Doug Pollard joined the boy's basketball ranks a

s coaches at the 7th grade level. Both teams showed continuous improvement and maturity with seventeen 7^{th} grade and sixteen 8^{th} grade boys participating.

Girls Volleyball - There was once again a strong and energized contingent of girls vying for spots on this year's volleyball team. This positive participation was a reflection of the outstanding corps of coaches that we have assembled within our program and the growing interest in this exciting sport. Newcomers Debbie Hill, Gina Armstrong, and Kami Hill assisted veteran coaches Katherine Spraggins and Lori Smith, as they led our group of 42 young ladies into action.

Track and Field - Our athletic activities calendar came to a close with a cold and wet spring, forcing the cancellation of three of our scheduled meets. A host of new coaches led our tracksters this year. We were very fortunate to have first year head coach Mary Kynett at the controls and Roger Woltermann, Debbie Hill and Melissa Deschemaeker tackling the assistant coaching duties. Our home meet ran very smoothly once again this year, to the accolades of many of the visiting coaches and fans, but unfortunately our third annual LJHS hosted Central Montana Twilight meet was cancelled due to bad weather. Fifty-six junior high runners, throwers, and sprinters participated in the track program this year.

Wrestling - Our "mat men" enjoyed another great wrestling season under the guidance of fourth year coach Mike Mangold. The only disappointment this year was the small attendance of other schools at our home meet due to scheduling conflicts. What our wrestling team lacked in numbers, eleven wrestler's suited up this year, they more than made up for it with hard work, enthusiasm and energy!

As you can see from reading this report, several new coaches participated in the athletic programs at LJHS during the 2002 - 2003 school year and our students directly benefited from their outstanding leadership and guidance. While our athletic teams may not have won every contest, they did not lack for desire, enthusiasm, dedication or determination. Truly it was a most excellent adventure! We look forward to continued success and positive student participation in all of our programs as a direct result of the outstanding contributions made by our entire coaching staff and the enthusiastic involvement of our awesome young people!

Number of student participants for LJHS athletics during the 2002-2003 school year.

GIRLS	7^{th}	8 th	TOTAL
Basketball	23	13	36
Volleyball	18	17	35
Cross Country	9	13	22
Cheerleading	17	9	26
Track	21	12	33

BOYS	7^{th}	8 th	TOTAL
Basketball	18	14	32
Wrestling	6	5	11
Football	34	26	60
Track	13	8	21

7 th & 8 th Clubs	7 th	8 th	TOTAL
Service-Learning	5	4	9
Computer Club			
MATHCOUNTS	9	6	15
Student Council	11	13	24
Builders Club	17	13	30
Jazz Bands	16	21	37
Select Choir	6	8	14
Fergus Youth	0	15	15
Initiative		9	
Ski Club	28	30	58
Photo Club	5	0	5
Running Club	2	10	12

BUSINESS OFFICE

Stacey Vestal

BUSINESS OFFICE - 2003

The Business Office had another busy year serving the staff, students, and public. The office serves as a clearinghouse for all purchases – issuing 4,100 purchase orders and 3,150 payments to vendors, staff travel, payroll, personnel, accounting, school food accountability, mailings, IMC requests, financial reporting, maintenance of federal program files, clerical duties, general information services, conducting elections, and preparing data for an excess of 100 meetings.

Central Office staff continues to have weekly staff meetings. The group feels this helps with communication and staff moral.

There continues to be increased demands on this office and more rules and regulations to adhere to. The employees continue to rise to the challenge as the district received another "clean audit" for the 2001-2002 fiscal year. When audited, the district is checked closely to determine if the procedures adhere to the standards set by the Governmental Accounting Office. The Business Office works hard to provide the necessary checks and balances for accounting and because of these, employees are sometimes asked to shoulder new responsibilities. Internal controls is one of the areas auditors always check to insure proper accountability. Internal controls provide that more than one employee is involved in all business transactions for the district.

Staff development and training for this office has been cut due to budget constraints.

The Business Office continues to do online reporting for monthly school food reports, the Annual Fall Report, and also ANB, budget, and Trustee Reports. The accounting software package used by the office has allowed the district to have onsite requisitioning which has cut down on the paperwork shuffle.

As another school year winds down, the office is not only completing the year, but also preparing for the new year on July 1.

CURRICULUM

John Moffatt

To: Charlie Brown, Supt.; Board or Trustees

From: John Moffatt

Re: End of Year Report—Curriculum

We recently talked in our Administrators' meeting about the concept of learning teams. I believe that idea is represented in our curriculum development. This year, our focus was social studies, and we had a wonderful group to work with. Many excellent discussions followed up on reading assignments as we learned what the trends in the social studies were.

Our efforts revolved around the 10 themes articulated by the National Council for the Social Studies. Every modification we made fit one or more of the 10 themes. These themes are the basis for the National and Montana Standards.

We also carefully studied the work of other districts in the State, trying to pick and choose the best ideas they had to offer. In the end, I believe our group has come up with a document which will be a great resource to district teachers. Next year the social studies team will move into the development of essential skills and assessment.

The format for our work this year was primarily a series of late afternoon meetings. Teachers were paid a small stipend for attendance. Participation was very good, and each member of the team made valuable contributions.

Because the School Board had increased the budget amounts for both the elementary and high school curriculum areas, we were able to stay within their parameters when we adopted new materials. In fact, in the elementary we came in under budget because we were unable to find new materials for our Montana history courses in 4th and 8th grades. We are monitoring the expected publication within the next couple of years of a quality Montana history text.

The K-6 team this year picked Scott Foresman for their text needs. Teachers were impressed with the richness of the program and the quality of the text. The company will offer in-service training for our staff next year, and included a generous complimentary package with their materials.

Grades 7-12 chose a combination of materials from Glencoe-McGraw Hill and McDougal-Littlell. Again, exceptional complimentary packages supplemented our purchase.

We are excited that Fergus High School will offer Advanced Placement American Government next year. Our group discussed the fact that social studies offerings are very limited (in fact none exist for freshmen), so I believe this is a step in the right direction.

I believe we have made considerable progress in blending the curriculum development and assessment process in the district. I know the social studies team will continue their good work next year.

I would like to thank the Board for allowing the purchase of the Curriculum Handbook from ASCD. This proved a wonderful resource for me in working with the team this year. It will also provide some of the material for our curriculum document including websites and addresses for social studies resources.

Next year we will work on technology and vocational programs. The budget crunch this year forced us to cut \$60,000 from the elementary curriculum budget and \$20,000 from the high school. While I believe we can get by next year, a huge challenge for the Board will be to replace that money in those respective budgets. Indeed, that may be the central challenge the Board faces for the 2004-05 school year.

Special thanks to all the members of the social studies curriculum team. It really was a pleasure to work with them. Kudos to Greg Lucotch for his efforts and advocacy throughout the process in his role as committee chairman.

DRUG/ALCOHOL

Tim Gillen

Your public schools... There's no better place to learn.

Lewistown Public Schools

School District Number One 215 7th Avenue South Lewistown, Montana 59457 Phone (406) 538-8777 Fax (406) 538-7292

TO: Charles Brown

FROM: Tim Gillen

RE: Drug/Alcohol Report

DATE: June 11, 2003

The drug/alcohol committee, which is made up of staff from each school, began the year with a focus on Red Ribbon Week. The committee worked hard to plan and develop activities for each school. A real important percent Red Ribbon Week activities is the interaction between high school students and junior high and elementary students. It is hoped that we can continue to expand and develop the "no use" theme in the future.

The Health Enhancement Life Performance Skills curriculum committee made a special effort to include in the curriculum additional substance abuse instruction. During Red Ribbon Week classroom teachers used portions of "The Body Shop" material for drug/alcohol information presented to students.

School District # 1 worked with Youth Probation, Judge Wayne Phillips and Drug and Alcohol Services of Montana to provide a Community program on Drug and Alcohol. Michael Nerney, a nationally recognized speaker with excellent success in working with youth regarding the alcohol consumption culture, spoke to members of our community.

The drug/alcohol program again received a grant for the 2002-2003 school year. As in the past, the majority of the grant money was used to provide a home school coordinator. Maggie Moffatt and Steve Gillett continued to provide this service. Both of these people are professional counselors who are a resource for students and parents in the Lewistown school system. The home school coordinator focuses on at risk students in grades 6-9.

The D.A.R.E. program which stands for Drug Abuse Resistance Education was provided to all fifth grade students in our district. This program is sponsored by the Fergus County Sheriff's Office and private donations. D.A.R.E. Officer Troy Eades instructed the D.A.R.E. classes for 16 weeks during the year.

FOOD SERVICE

Cindy Giese

School Food Service

School District #1 215 7th Avenue South Lewistown, MT 59457 (406) 538-5261

ANNUAL REPORT 2002-2003

The 2002-2003 school year presented a variety of challenges for School Food Service along with some very definite successes. Our committed staff, contracted and substitute, faced these challenges with determination and a positive attitude and made it the best possible situation for staff and students. Working as we do within all six of the district buildings, communication and cooperation are essential to the success of Food Service and we try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

PARTICIPATION

Our successes in feeding students and staff are reported in the summaries for both lunch and breakfast for the 2002-2003 school year. District-wide we are feeding 51% of our students through the hot lunch line serving an average of 726 lunches (student and adult) each day. We are feeding 15% of our elementary students and 5% of our Junior High at breakfast with the participation numbers increasing each month. Our actual number of lunches served was 1009 more than last year and our student participation rate increased 1% even with an average of 36 fewer enrolled students district-wide. By offering students healthier foods of their choice, such as a peanut butter/jelly option for sixth graders, we are relentless in our goal to accommodate the ever-changing palates of our students. By using the OPI Cooperative Bid, the USDA Commodities Program and the USDA Fresh Fruit/Vegetable Program, we will economically try to keep our student customers eating healthy by improving our menus, trying new foods, serving the food in a safe and appetizing manner and teaching them good nutrition.

At Garfield and Lewis & Clark we have the assistance of student helpers that help our program by working in the lunchroom scraping trays and wiping tables. In total we provided 141Q earned student lunches at no cost to the student and an opportunity for them to perform a service to others. At Highland Park, we hired an HRDC person who assists our youngest students with trays and also helped out for two hours at the Central Kitchen.

Earned adult lunches increased in number to 2661 amounting to \$6652.50 of support to district operation. We especially appreciate those staff members who can spend their duty time in the cafeteria to help with student management and behavior concerns. We increased our number of earned adult lunches by one per day at the Junior High to have consistent help with supervision and as a deterrent for an increasing problem with theft. Paid adult lunches increased by 737 to a level of 3360. We appreciate those staff members who make us their lunch choice—they are great advertisement by being good role models for the students.

Our daily participation numbers at breakfast grew from a daily average of 75 (the 3 elementary schools and the Junior High combined) in August/September to 128 in May. School Food Service believes that these numbers show an increased need for this meal provided at school and, based on the ratio of free/reduced/paid students that participate, we are committed to continuing this program. We hope to see increased numbers next year due to the promotion of this service to families, encouragement by the staff, and the commitment our staff at School Food Service.

A LA CARTE

The a la carte lines at the junior and senior schools continue to be a popular alternative to the hot lunch line. Students can choose a wide variety of foods and beverages in a range of prices. We continually strive to offer healthy choices including some of our own "homemade" items and fresh fruits and vegetables along with packaged foods from vendors and downtown merchants. Our average income is \$403.35 per day from this line, an increase from last year. We are hoping through our continued promotion of "healthy choices at reasonable prices" that students are discovering that eating at school can be a good investment, both for the body and the pocketbook.

The a la carte breakfast line at both the junior and senior high schools has proven to be a success. Food is available for sale to students for a half hour before school begins each day. At the Junior High we serve our reimbursable breakfast meal right alongside the ala carte line. This has proven to be a good choice of alternatives for students. At Fergus High we are able to set up in the Concession Area, a convenient site for students entering the building. The program again gained in popularity as the school year progressed and was beneficial to a wide range of students and their families.

CATERING

The School Food Service does catering on various levels throughout the district during the school year as a means of assisting the district with functions and boosting our income dollars. We provided food and supplies for staff, students, and the public at various events. Each school year brings new and different challenges to compliment the regularly scheduled events. We are always looking for more and different ways to show off our culinary talents, increase our revenue and enhance the functions of the district.

EQUIPMENT

The care, upkeep and replacement of equipment are 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. Our major expenditure, however, came when the motor/compressor unit for the walk-in freezer at the Central Kitchen needed to be replaced this spring after several repairs during the school year. At this point in our operation, that kind of expenditure is not planned for in the budget process so we will be starting the new school year with a deficit.

We did upgrade some of our mobile serving units at the Junior and Senior High schools this past year. These pieces are primarily used in the ala carte lines and, I believe, had some impact on the successful promotion and usage of this portion of our program. We hope to add another piece at Fergus sometime next year, as repairs are no longer an option.

The changeover to a server-based computer-operated accounting system for Junior and Senior High Schools had the largest impact on our operation. We are now able to provide students and

parents with a fast, reliable method of accounting for deposits and purchases while saving time and frustration for our employees. With the acquisition of used district equipment and the services of our computer technician, we were up and running on Day 1. Throughout the year, we worked out the software bugs and developed a set of procedures and reports that meet the district's accounting needs. This new system has proven to be so successful that we will incorporate the elementary buildings into the system for the 2003-04 school year.

EDUCATION

A vital part of the School Food Service entails nutrition education to coincide with the food that we serve. Regular opportunities for reaching students and parents come in the form of the monthly menus, the quarterly newsletters, posters, and classroom visits. Our servers continually promote healthy eating to our "customers", the students as they come through the line.

Another issue that is currently in the media is the "Healthy School Nutrition Environment". Working with administrators and staff, primarily through the district MBI team, we will promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could work far better to improve performance and behavior than dealing with poor results in both areas.

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

Personal and food safety are headline issues in our industry today. We stress personal safety in all work areas and continually work toward upgrading our methods, procedures and equipment to meet standards.

Food safety has to be one of our top priorities. Our new employees attended an 8-hour ServSafe class as a job requirement. Several employees have attended adult education classes throughout the year and are willing to share their information at staff meetings.

PERSONNEL

We experienced several unforeseen long-term health issues with staff this year that showed us just how valuable our substitute staff people are. Our existing staff is quick to assist new people with learning the job and sharing valuable knowledge acquired over their years of experience. By job sharing, cross training, staff meetings and idea sharing, we are able to keep our operation in smooth running order. We ended the year with two open positions due to personnel relocating from the area and a deficit in our substitute wage budget. We certainly have qualified applicants in our substitute staff that could fill those positions.

Facing declining enrollment, increasing food costs, unstable commodities, depreciating equipment, and things unforeseen, 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.

SCHOOL FOOD SERVICE BREAKFAST PARTICIPATION DATA 2002-2008

SITE: DISTRICT

									ADULT			TOTAL # DAYS	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	412	0	0	10	10	1318	142	1727	0	13	13	1740	23
October	521	0	0	10	10	1549	177	2257	0	10	10		20
November	368	0	0	8	8	1388	148	1912	0	10	10		17
December	361	0	0	2	2	1208	115	1686	0	5	5	1691	Ť
January	546	0	0	80	80	1851	204	2609	0	4	4	2613	22
February	422	0	0	0	0	1494	163	2079	0	14	14		18
March	537	0	0	0	0	1854		2607	0	6			21
April	546	0	0	0	0	1703				0			19
May/June	712	0	0	0	0	2265	219	3196	0	2	2	3198	25
TOTALS	4425	0	0	38	38	14630	1582	20520	0	67	67	20587	180
MONTH	AVE.	AV DAILY " PAID PART STUDE	% DAILY	Į	% RED	% FREE STUDENT			Breakf	ast Parti	Breakfast Participation		
Aug/Sept		75	8%	24%	8%	77%	,						
October	806	113	12%										
November	912	112	12%		8%					21%	9	TINEGLITS CIVE WE	
December	917	112							$\left(\right)$		2 3	IN STODE	<u> </u>
January	916					71%					0 8	E SED STUDENT	
February	918									%8	2		
March	917		14%						/	_	1 % L	IN FREE STUDENT	L
April	919	129		22%	8%			71%					
May/June	917	2				71%		¥					
AVERAGES	914	114	12%	22%	%8	72%					enteres de la companya de la company		
Participation		at individual schools	T .	Highland F	Dark	14%		*This grap	h reflects	the perce	ntage cate	*This graph reflects the percentage categories for only	nly
				Garfield		19%		those stu	dents parti	cipating i	n the break	those students participating in the breakfast program-	m-
				Lewis & C	lark	13%		not the pe	rcentages	of the tot	al student	not the percentages of the total student enrollment.	
				.Innior Hig	2	2%							

SCHOOL FOOD SERVICE LUNCH PARTICIPATION DATA 2002-2008

SITE: District Summary

Aug/Sept	A STATE OF THE STA		White the state of the second	Berral Christian Berral Server Christian				100		4000		T	
Aug/Sept	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUE	EAKNED	PAID	SUBIOI	n	
	8550	137	0	44	181	5062			299	427	726		23
October	7824	136	0	31	167	4382				449	773		20
November	6840	95	0	42	137	3695	1241	11913	231	380			17
December	6163	91	0	38	129	3422		10790	215	290	505		15
January	8663	137	0	32	169	4992		15442	325	424	749	16191	22
February	7123	117	0	23	140	4049	1334	12646		321	582		18
March	7991	106	0	45	151	4854		14545	314	386	700		21
April	7353	117	0	33	150	4360	1437	13300	277	306	583		
May/June	8930	127	0	59	186	5625	1743	16484	415	377	792	17276	25
TOTALS	69437	1063	0	347	1410	40441	13357	124645	2661	3360	6021	130666	180
MONTH	AVE. ENROLL	AV DAILY % DAILY PART, PART.	ACS 1.5.	% PAID %	% RED	% FREE STUDENT							
Aug/Sept	1352	679	20%			33%	11 -		DISTRICT	Lunch	District Lunch Participation	uol	
October	1354	695	51%		11%	32%							
November	1366		51%										
December	1367	719	53%						(%	■% PAID STUDENT	DENT
January	1364	702	51%		10%	33%	2.6	ર્ભ	33%/				
February	1366	703	51%				.0				%	M & RED STUDENT	ENT
March	1361	693	51%	26%	11%		.0			%9 5 /			
April	1361	700	51%	26%	11%		.0	•			2	TINENIT	TNENT
May/June	1356	628	49%	25%	11%	34%	9	•	11%		3	LINEE OIL	- NOCIA
AVERAGES	1361	695	51%	57%	11%	33%						en e	
Oprticinatio	n at individ	Participation at individual schools:	· ·	Highland Par	Park	82%							
al distribution in				Garfield		82%	.0	*This gra	oh reflects	the perce	ntage cate	*This graph reflects the percentage categories for only	yluc
				Lewis & Clark	lark	72%	9	those stu	dents parti	icipating i	n the luncl	those students participating in the lunch program-not the	-not the
and the second s				Junior High	J.	41%	9	percentag	percentages of the total student enrollment.	otal stude	ent enrollm	ent.	
				Fergus High	ah	17%	9						

2002-2003 SCHOOL YEAR

A LA CARTE INCOME - Lunch

		-	5000	2000	2000	2000	1000	999	·	-		
DAILY	AVERAGE	DISTRICT	414.84	424.85	391.50	414.27	409.47	437.66	431.41	382.63	323.57	403.35
TOTAL	SALES	DISTRICT	9541.25	9541.25	6655.50	6214.00	9008.30	7877.95	9059.55	7270.05	8089.15	\$ 72,212.70 \$
ALES	JOL	FH	4972.65	4819.55	3805.65	3463.60	4816.90	4192.35	4812.05	3651.00	3894.90	\$ 38,428.65
TOTAL SALES	SCHOOL	프	4568.60	3677.40	2849.85	2750.40	4191.40	3685.60	4247.50	3619.05	4194.25	\$ 33,784.05
	MONTH		Aug/Sept	October	November	December	January	February	March	April	May/June	TOTAL

6000.00 4000.00 3000.00 2000.00 100
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A LA CARTE INCOME - Breakfast

L													
DAILY	AVERAGE	DISTRICT	61.62	88.00	97.00	110.77	106.09	104.03	126.89	116.92	112.57		\$ 102.65
TOTAL	SALES	DISTRICT	1417.30	1759.95	1649.00	1661.55	2334.05	1872.45	2664.60	2221.50	2814.20	-	\$ 18,394.60
TAL SALES SCHOOL		FH	1041.90	1336.05	1260.05	1299.95	1850.10	1399.30	2081.25	1780.75	2209.55		\$14,258.90
TOTAL SALES	どうか	프 목	375.40	423.90	388.95	361.60	483.95	473.15	583.35	440.75	604.65		\$ 4,135.70
	MONIE	ja (Aug/Sept	October	November	December	January	February	March	April	May/June		TOTAL

DJH ■FH	OU.00 OU	**************************************
	2500.00 2000.00 1500.00 1000.00 500.00	&

MAINTENANCE

Paul Stengel

Maintenance Program Summary

2002 - 2003

The School District No. 1 Maintenance Department has had another productive year. We have continued our preventive maintenance program. Several minor improvement projects were completed by the maintenance staff. These included remodeling classrooms, moving furniture, grounds work, plumbing, and fencing associated with the Highland Park playground resurfacing, field repairs and improvements @ Fergus, and wiring/cabling associated with the HVAC project at the Jr. High School.

Custodial operations have continued without any changes in scope or procedures. We experienced some extended medical absences of maintenance staff which limited our summer productivity considerably.

Contracted services continue to be used for numerous repair and maintenance activities, and for major improvement projects. Highlights this year have included:

Flooring replacement @ several buildings.		\$9,859
Misc. Painting.	8.0	\$4,700
Playspace resurfacing @ Highland Park.		\$137,685
Replaced cooling tower fill @ Fergus.		\$10,940
Installed HVAC system @ Jr. High.		\$414,337
Install phone/PA system @ Garfield.		\$7,350
Replaced roof over gym @ Jr. High.		\$38,400
Replace driveway @ Lewis & Clark.		\$3,000
Installed wheel chair lift @ Lewis & Clark.		\$17,000

Goals for the remainder of the year include:

Painting & flooring @ several buildings.

Re-roofing part of Jr High.

Replace boilers @ Jr. High. (Building Reserve \$s)

Install new bell system @ Jr. High.

Install cabinetry @ Fergus.

Install voice mail system @ Fergus.

Future goals include:

Maintain budget for maintenance and operations. (HS needs increase)

Maintain technology operation & maintenance budget.

Improve capacity & reliability of networks.

Continue planning process for District.

Continue yearly improvements at all school sites.

Continue Playspace improvements.

Run new Building Reserve issues.

MUSIC

Rich Garcia

Lewistown Public Schools

Music Department

Richard Garcia Music Coordinator

Date: June 5, 2003 To: Charlie Brown

School District #1 School Board Members

Fr: Richard Garcia, Music Coordinator

Re: Year End Report 2002-03

Below is a summary of the activities, accomplishments and recommendations of the Music Department for the past year.

Highlights

- Lewistown Public Schools sent Emily Sweeney and Evan Sweeney to the 2002-03 All-State Music Festival.
- Fergus High School sent 10 Choir students and 38 Band students to the District 8 Honor Band & Choir Festival held in Harlowton.
- The Fergus High School Symphonic Band has been selling CD's of all their Fall, Christmas, Winter and Spring Concerts. These CD's have been priced for cost only and no profit has been made. These CD's display the latest in computer technology available at Fergus High School.
- The Junior High sent 2 Jazz Bands to the Billings State Music Festival to listen to instrumental solos, ensembles and Jazz performances.

Activities

- 1. Major Concerts
- 10 Major concerts by the Music Department Bands and Choirs.
- 2 Eastern "A" Festivals
- 2 District Festivals
- 2 State Festivals
- 2. Programs
- Many elementary school programs were held at the Fergus Center For The Performing Arts. All programs were well attended.
- There were an innumerable amount of shows, productions, presentations, displays, programs, ceremonies, plays and concerts held in the Fergus Center For The Performing Arts.
- 5. Pep Band
- The Fergus High School Screaming Eagle Band continues to support the Fergus athletic teams. Performing at 18 equally divided boys and girls athletic events and 2 basketball tournaments.

Improvements

- Making of musical CD's
- Computers have been provided for the entire music staff

Recommendations

- Maintain the quality of music offerings in the school district.
- Emphasize recruitment and enrollment needs for the school district bands & choirs
- Put the "Finishing touches" to the Fergus Center for The Performing Arts
- Provide a maintenance and replacement program for the Fergus Center's electronic equipment.

Special Thanks

- To Lewistown News Argus and KXLO-KLCM for their support and publicity for our school music performances.
- Charlie Brown, who's leadership and guidance makes a difference in the Lewistown Music Department.
- District #1 School Board Members, your long hours of managing and your support is both treasured and appreciated.

SCHOOL IMPROVEMENT

Pat Hould

School District #1

Proudly Presents

A M.O.S.T. Excellent Adventure!

Making Our Schools even more Terrific!

A Significant Initiative Focusing on Improvement

The Year in Review $\sim 2002 - 2003$

For the second consecutive year the MOST team was an energized, focused and goal oriented group. The talented members of this team come from diverse backgrounds, but each person is to be commended for their incredible focus on improving our school system for the betterment of the children we are so very fortunate to serve. MOST team members included:

School Board Members

Dave Byerly and Mary Schelle

Community members

Sandy Fox and Phil Koterba

Superintendent

Charlie Brown

Building SIDD Team Leaders

Robert Rutledge, FHS Suzy Flentie, LJHS

Bruce Marsden, Lewis and Clark

Carol Brown, Garfield Vicky Begin, Highland Park Pat Hould, LJHS Principal

Chair

- 2003 school year.

The following items are the MOST Team and School Improvement highlights from the 2002

- 1. A **community meeting was held with key stakeholders** on Monday, October 14, 2002 for the purpose of gathering important information to create the district values and beliefs.
- 2. A sub-committee consisting of Mary Schelle, Sandy Fox, Wayne Phillips, Becky Jackson and Pat Hould met to translate the information collected at the October 14 community meeting. From this information the **district values and beliefs** were created. A formal presentation to the school board was made on November 11 and the values and beliefs statements were adopted. They are as follows:

School District #1 Values and Beliefs

We believe in striving for excellence, developing a passion for learning, and bringing students to their full potential as life-long learners

We believe in a safe, secure, respectful, and caring educational and social environment.

We believe students and staff must be challenged intellectually and academically, be accountable for all actions, and expect excellence.

We believe staff training, partnered with diverse opportunities and resources, is essential to meeting the individual needs of all students.

Values and Beliefs, cont.,

We believe the community, working hand in hand with our schools, plays a valuable role in educating our children.

3. A committee consisting of 10 volunteer staff members, two representing each of the 5 schools within the district, were asked to create a **district mission statement**. District staff members included Clint Loomis, Michelle Trafton, Newell Roche, Karen Durbin, Becky Woltermann, Starla Solberg, Kelly Webb, Gina Armstrong, Lynette Sallee and Carolyn Shields. After collecting and collating data from staff a vote was taken and a new district mission statement was born:

Excellence Today, Success Tomorrow

4. A sub-committee of MOST team members, consisting of Dave Byerly, Carol Brown, Pat Hould and Charlie Brown reviewed building level goals and created the **district goals**. These goals will play a huge role in the future direction of the district including driving decisions regarding staff development opportunities and fund expenditures. The goals, which were presented to the school board for approval on Monday, May 12, and which were also presented to entire district staff at the year end staff development opportunity on Wednesday, May 14 are as follows:

Goal #1:

We will take steps to improve relationships between students, between students and staff, and between staff, in order to create opportunities for everyone to feel safe and be successful. Every person within our learning community will treat each other in a positive, courteous and respectful manner.

Goal #2:

Students will demonstrate measurable improvements in mathematics performance.

Goal #3:

Students will demonstrate measurable improvements in communication art

Goal #4:

Students will demonstrate regular and punctual school attendance as a life skill worth cultivating to insure daily success.

5. The final and most laborious piece to the school improvement puzzle for this year was the compiling of information and the creation of the districts **5-year plan**. It is worthy to note that while this plan looks impressive in its finished format and does in fact meet the expectations of the Office of Public Instruction, it is the work of the MOST and SIDD teams that truly defines the magnificent work being done in the School Improvement arena in our school district. Working together with our key stakeholders we will in fact continue to **Make Our Schools** even more Terrific!

SPECIAL EDUCATION

Dale Lambert

ANNUAL REPORT SPECIAL EDUCATION PROGRAM JUNE 2003

Perhaps the best way to look at any program is to look at what is in place, the goals that were established for the current year and the performance relative to those goals, and then look at what the future holds.

The first task in considering Lewistown's special education programs is to look at the numbers being served. Currently, Lewistown Public Schools have 1470 students enrolled (June 1, 2003 count), of which more than 201 are special education students. At a minimum, 14% of Lewistown's students are receiving special education services. The phrase, "at a minimum", is used for a very basic reason; counts for special education are taken on December first. With over 48 referrals between December and the end of the school year it is safe to assume that 35 to 40 additional students are currently receiving special education services. If accurate, approximately 16% of Lewistown's students receive some form of special education services.

The following table lists the students served by disability:

Disability Category	2001/02	2002/03
Autism	3	2
Child with Disabilities (age 0 to 6)	2	2
Cognitive Delay	6	9
Deaf/Blind	0	0
Emotionally Disturbed	4	0
Hearing Impaired	4	9
Learning Disabled	79	82
Orthopedic Impaired	2	0
Other Health Impaired	16	13
Speech/Language Impaired	68	79
Traumatic Brain Injury	0	1
Visually Impaired	0	0
Multiple Disabilities (not included i	n totals)	54
TOTALS	184	201

While the number of students enrolled in Lewistown's schools is decreasing, the number of students enrolled in special education is increasing, a trend consistent throughout the last three years. However, in looking at the previous table, there is not a significant increase in any one type of disability, but a general increase in the students in most disability categories.

Another way to view the future of the district's special education programs is to look at the number of children served in each building. That information is as follows:

School Building	Number of Students	Average per grade
Preschool (in Head Start Building)	11	NA
Highland Park	41	14
Garfield	45	22.5
Lewis & Clark	32	16
Junior High	26	13
Fergus High School	46	11
TOTALS	201	15.3

This data may show a more accurate picture of students with disabilities in the district. A significant number of the students in Highland Park are served under the speech and language label. Early intervention usually remediates many of these problems. However, many Learning Disabilities are not identified until third or fourth grade. Research indicates that until third or fourth grade, most language acquisition is through spoken language, but sometime in third or fourth grade that changes. Instead of being spoken, with a focus on learning to read, the acquisition of vocabulary becomes text-based, with an expectation that children communicate by reading and written responses. This shift in performance means that Garfield will begin the identification on many children who will be labeled as children with learning disabilities, and will identify many of the children who will need long-term special education services.

In reviewing the 2002 annual report, there were several target areas which are listed below. Comments regarding the progress toward each goal follow.

Planned Pre-referral: Perhaps the area of greatest frustration, and one that comes out in much of the school improvement data, is the district's ability to deal with the special education population. In surveys most staff were frustrated with behavioral interventions. In looking at special education survey data, resource room teachers do not feel that there is a pre-referral process which attempts to determine whether or not regular education classes can serve students. In lieu thereof, students are referred, tested, and a Child Study Team meeting is held. While this screening of students may be a part of special education, a pre-referral process would eliminate a significant percentage of these referrals, allowing more time for resource teachers to teach.

Attached is an accommodations form. Accommodations are those actions taken either by classroom teachers or resource teachers to support the learning of children with disabilities in their regular education classes. An understating of the endless possibilities for accommodation, and how children may be accommodated is the beginning of a prereferral process. While this form does not list all the possible accommodations, it is intended to serve as a tool for initiating accommodations. In 2003-2004, all referrals must have the accommodation page attached. The intent is not to punish teachers, but to teach. Research indicates that teachers do not deny accommodations to students by intent, but because they do not know how to make accommodations. If resource teachers and classroom teachers could sit down prior to a special education referral and talk about

what accommodations might work, and how to implement those accommodations, we may be able to serve many children without additional supports. In addition, this form serves as a transitional tool. With transitions every two years, teachers find themselves reinventing the wheel as a new group of students comes to the their building. This form allows teachers to look at what has been tried, and what works for a particular child.

It is also intended to target how accommodations are made. In the past IEP meetings have simply indicated the accommodations children were to receive, but not who was to make those accommodations. The result was several special education students who were to receive accommodations but did not, and received failing grades on report cards. While a meeting may have concluded that the child should fail, failing to meet and discuss the child's possible failure is clearly failure to implement the IEP and potential grounds for a lawsuit.

This form should begin to address that issue, as well as improving special education and regular education services across the district.

Additional resource teachers in elementary buildings: In May of 2002 it was decided that, rather than hiring more and more resource room assistants, the district might be able to reduce costs and provide better services by adding an additional resource teacher and eliminating some aide positions. With the large numbers in each school this may have been the best possible move the district could make. Services have improved, and the immense paperwork demanded of each resource teacher has been diminished.

While it is not a perfect system, the only school without two resource teachers, Garfield Elementary, will also have two teachers for the 2003-2004 school year. There are still issues to be resolved as far as the implementation of services, but overall, the move to more certified support has seemed to be a positive one.

School to Work Activities at the High School: For the 2002-2003 school year, the school to work support position, originally held by Nancy Cauffman, became part of the resource program. When Nancy resigned in September, Michelle Bass took over this position and has done an outstanding job. This program serves as an extension of the resource program, assuring that students with disabilities receive not only classroom instruction, but also job exposure, and the job skills necessary to be successful after leaving the high school.

In March 2003 the School to work Program received a grant to pilot transitional programs for students with disabilities. This program will target 5 or 6 students and provide intensive job training skills. The intent is to not only provide effective transition for these students, but to improve the skills of the high school staff as they transition students.

The Coming Year: Perhaps what was most notable during the budget discussions of 2003 was the significant impact special education plays on district budgets, and how it will continue to impact school budgets. The special education cooperative was able to help with some of the budget shortfall but, much like the escalating number of special education aides, this is simply a short term, "band-aid" solution rather than a long-term solution.

To "fix" the problem the pre-referral and accommodations pages are a beginning, but the partnership between regular and special education must continue to grow. Resource teachers, despite their large teaching loads, must teach classroom teachers skills in differentiated instruction making accommodations. The most common response by classroom teachers is simply that they don't know how. The second response, although not common, is that they did not go to school to be special education teachers. However, to be a teacher there has to be learning. Good teachers teach the students placed in their classroom.

As the 2002-2003 school year ended this need began to play out at Fergus high school. With more than 50 students receiving special education services, there are a large number of parents of special education students. These parents have indicated, and continue to indicate a need for a differentiated English curriculum. While still in the planning stages, it appears that a combination of scheduling and curricular accommodations may better serve many Fergus High students.

Is is essential that Lewistown's schools move to this "we teach all" philosophy. Without it, the district will find more and more funds going to special education programs, necessitating increasing cuts in regular education programs.

Submitted by: Dale Lambert

CURRICULUM MODIFICATION LADDER

SUBJECT:
1. Can the student do the same activities as peers, e.g., paragraph writing?
2. Can the student do the <u>same</u> activities but with adapted expectations, e.g., write 5 sentences about a topic?
3. Can the student do the <u>same</u> activities but with adapted expectations, e.g., write 5 sentences about a picture?
4. Can the student do <u>similar</u> activities but with adapted expectations, e.g., select and rearrange words to make a sentence?
5. Can the student do <u>similar</u> activities but with adapted materials, e.g., arrange words on cards to make a sentence about a picture?
6. Can the student do <u>different, parallel</u> activities e.g., use a computer typing program or put pictures in a journal?
7. Can the student do <u>different</u> activities in a different activities in a different section of the <u>room</u> , e.g., do a computer game matching pictures to words?
8. Can the student do <u>functional</u> activities in a different section of the <u>school</u> , e.g., matching pictures to words with younger students, peer helper, or instructional aide?
NOTES:
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Classroom Modifications and Accommodations

Student Name			-							
Date:		G	rade):						
Categories-LD/ADD/ADHD						(n				
	5	ge	g		ę,	Social Studies				
	Reading	Language	Spelling	Math	Science	Stu	Art	Music	P.E.	ō
	Reg	-an	Spe	Σ	Sci	cial		Σ	ш	Testing
		_				So				Fee
Classroom Environment		推出	製みれ				數治	3		
seated close to teaching area										
seated next to peer buddy										
Alter physical room arrangement										
Reduce/minimize distractions										
visual, auditory, both										
Work to Resource Room										
Tronk to recognite recent										
Assignments										別條
Define Essential Learning Skills										
Label, highlight, underline text										
modify task & test length										
special projects in lieu of										
credit for participation										
Avoid penalizing for spelling errors										
Assignment notebook										
Supplementary materials										
Colored overlays										
Content Modification		DEED!			關小	Sit .	· ·	No. 18		100
Multiple choice tests										
True/False tests										
calculators, computers, word processor										
Taping content material										
List of misspelled words										
Read tests orally/Student oral responses										
Use of graph/lined paper										
Use study guides (tests)										
Modify weight of examinations										
Use of vocabulary note cards										
Omit timed assignments										L
Note taking assistance										

	w									
	Reading	Language	Spelling	Math	Science	Social Studies	Art	Music	P.E.	Testing
Categories-LD/ADD/ADHD						Sc				Te
Instructional Methods									最 公	
initial increased structure										
adjusted pacing of instruction								n e		
increase active participation										
decreased time on task										
increase physical activity										
directed participation										
Performance contract										
Repeat instructions 1:1										_
Teaching approach:										
Auditory, Visual, Tactile, Multiple		 								_
Reteach		<u> </u>								
Peer tutoring										
Before/After school tutoring										
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Behavior Modification	*	经发现	600020	102 ST 18			BE.		100	1000
	12 To 15 To	100000000000000000000000000000000000000	10 KUT 90	33000000	ARTE DE LA COLO		35/5/89/24	100000000000000000000000000000000000000	SECTION.	PRICE AND
classroom jobs		-	-							_
Use direct requests		-	-		-			-		-
Use positive requests Use specific requests		 	<u> </u>				-			
Give one request at a time			-		-		-			-
Give simple requests			-							
Use clearly stated rules		 	-				 			
Utilize 5 second rule		1								
Cooling off period		-					 			
Behavior contract			\vdash							
Defined limits										
Delinod limito										\vdash
			\vdash	\vdash				<u> </u>		\vdash
		\vdash								
Miscellaneous	(8)	T		<u> </u>						
Additional time to complete tasks		T								
		T								T
Frequent/immediate feedback		+	†							
Frequent/immediate feedback		1	1					-	-	1
Frequent/immediate feedback		-								
Frequent/immediate feedback								-		\vdash
Frequent/immediate feedback										
Frequent/immediate feedback										

BEHAVIORAL MODIFICATIONS / SUPPORTS

		Ж	, so	Ō		
Name:	_	2	₹ E	\leq	5	Ξ
Date:	MATH	SCIENCE	SOCIAL STUDIES	READING	ELECT	OTHER
	Ž)S	S S	~~	一山	Ö
BEHAVIOR MODIFICATIONS:	Market Sales				Sand Street	
S will be in line of sight of responsible staff member at all times						
Socially reward positive behavior using descriptive phrases.						
Post classroom rules in a prominent location.						
Explain and review rules frequently.						
Deal with misbehavior quickly, consistently, and respectfully						
Don't engage in debate when rules are broken						
State what S should do, instead of what S should not do						
Use eye contact.						
Preferential seating: closer to center of instruction, closer to T,						
away from friends, away from distracters						
Use cueing words (e.g. "Look up here, Listen please, etc.") prior to			-			
giving directions						
Use gestures (e.g. raised hand, etc.) to gain attention prior to giving directions.						
Use cueing to let S know when behavior is inappropriate.						
Provide cooling off period if S becomes agitated or angry					000	
Utilize daily behavior sheet (attached)						
Utilize weekly behavior sheet (attached)						
Utilize individualized behavior plan (attached)						
Give "bite size" directions; avoid a long series of directions						
Tape behavioral expectations on desk to encourage self-monitoring						
Tape organizational reminders on desk to encourage self-monitoring						
Tape classroom rules (or personal rules) on desk to encourage self-monitoring.						
Ignore inappropriate behaviors not drastically outside the norm.						
Utilize student contract (attached)						S 47
Alert S w/reminders, several minutes apart, before changing from one activity						
to another (classroom changes, lesson changes, recess, lunch, etc.)	-					
Arrange for S to voluntarily leave classroom and report to designated						
"safe place" when under high stress						
Make direct, rather than indirect, requests						
Indirect: "How about washing your hands"						
Direct: "Pick up the paper please"						
Make positively stated, rather than negatively stated, requests.						
Negative request: "Stop running."						
Positive request: "Come sit down next to me."						
Make specific, rather than vague, requests.						
Vague: "Be good."						
Specific: "Talk in a quiet voice."						

STAFF DEVELOPMENT

Pat Hould

Staff Development Report 2002 – 2003 School Year

The district staff development committee is truly an extraordinary group of people, dedicated to making district and building level staff development meaningful, purposeful and directed toward meeting the needs of staff as they strive to better serve our young people. This talented committee deserves applause and accolades for their outstanding efforts during the past two school years. Membership includes the following dedicated staff members.

Fergus High School Denise Nelson & Newell Roche

LJHS Brenda Koch
Lewis & Clark Dee Ann Buehler
Garfield Cindy Rutherford

Highland Park Darcy Zanto

Chair Pat Hould, LJHS Principal

The conversations held regarding staff development were interesting, intriguing, and absolutely thought provoking. As a result of this committees work, staff development is headed in a new and positive direction and the truth of the matter is any enhancement of the staff development opportunities for our workforce means our students will be better prepared for their future educational prospects.

The following items are district staff development committee highlights from the 2002 - 2003 school year. Please note that a packet of staff development materials, including the recommendations for revision, was previously shared with the board.

- 1. Renovations of the district staff development document were completed, including changes to the following sections:
 - a. Purpose and Objectives (the what of staff development)
 - b. Rationale (the why of staff development)
- 2. The district staff development document had the following sections added as part of the complete overhaul of this information.
 - a. The roles and responsibilities of the district staff development coordinator
 - b. The roles and responsibilities of the district staff development team
 - c. The roles and responsibilities of the building level staff development team
- 3. A staff survey was conducted in April. That data was reviewed, and in concert with the building level and district wide goals, the list of the staff development topics was developed for the 2003 3004 school year.
- 4. The calendar for staff development opportunities was created for the 2003 2004 school year. This document is attached to this report.

Many thanks to Superintendent Charlie Brown and the School District #1 Board of Trustees for their support and words of encouragement during this process. Working together we will in fact Make Our Schools even more Terrific!

Staff Development Topics for the 2003 – 2004 School Year

Prepared by the District Staff Development Committee

Staff Development Opportunity	School Improvement Topics
Early Dismissal Dates	
September 10, 2003	Transition or ITIP
September 24, 2003	Transition or ITIP
October 29, 2003	Assessment
* End of quarter #1 on Friday, October 31	
November 19, 2003	Curriculum
December 10, 2003	Building Level Issues
January 21, 2004	Assessment
* End of quarter #2 on Friday, January 23	
February 11, 2004	Transition
February 25, 2004	Curriculum
March 10, 2004	Wellness
March 24, 2004	Assessment
* End of quarter #3 on Friday, March 26	,
April 8, 2004	Technology
April 28, 2004	Transition
May12, 2004	Building Level Issues

^{**} It is important to note that these topics are based upon the district and building level goals, as well as the staff development survey conducted on April 30. **

TECHNOLOGY

Pat Weichel

Technology

2002-2003 Annual Report

Patrick Weichel, Technology Specialist June 16, 2003



• Early release training: Again this year there were two early release days dedicated to technology. The September early release training was dedicated to using the Schoolmaster student information system and group features of Microsoft Outlook. A decision was made in late August to pursue using Schoolmaster to create student report cards at the elementary buildings. Schoolmaster has been used for report cards at the Junior High and High schools for a number of years. Elementary teachers were trained on how to enter grades, keep attendance, create seating charts, and retrieve student information. 7-12 teachers were trained in the use of the Schoolmaster web posting system.

The March early release for technology was dedicated to integrating technology. During the afternoon 14 different workshops were held throughout the district. The menu of workshop choices rivaled selections available at regional technology conferences. Workshop presenters included district staff and three out-of district trainers. Workshop titles included: Easy Grade Pro, In's and Out's of Microsoft Windows, Outlook 2002 and Office XP, Lewis and Clark Online, Inspiration, KidPix, Video Editing, Schoolmaster, Geographic Information Systems, and Power Point. The workshops were very well received. Many thanks go to the presenters who put in the time to make the afternoon a success.

• Grants: While the district's technology efforts were not aided by grants over the past year, we actively pursued two different grant projects this spring. The first was from the Beaumont Foundation. The proposal seeks to improve reading schools through the use of technology in the primary grades at Highland Park. To be eligible the school was required to have 50% of students participating in Free and Reduced Lunch, therefore Highland Park was the only building to qualify. The proposal's focus was on second grade and if successful would award the district with two mobile computer labs of 24 laptops each along with related hardware. Award notifications are expected at the end of June, 2003.

The second grant pursued was OPI's Partnerships for Student Achievement through Technology grants. This project required that applicants form partnerships with at least one other school district and a University with the focus of improving teachers' technology ability and creating a regional technology network. Our proposal included Montana State University, Lockwood K-8, and Pryor Public schools. Unfortunately, we were notified in late May that we did not receive the grant.

We continue to pursue sources for grant funding to help improve the technology situation in Lewistown Public Schools. It is estimated that over two hundred hours were spent in preparing the two grant proposals we submitted this year a significant distraction from our regular responsibilities.

- Technology Plan: As a part of the OPI grant application and as a requirement for Title II part D funding (see below), the technology was updated for the years 2003-2005. The 35 page document outlines the current state of technology, historical and future directions for technology purchases, and the districts approach to technology integration in the classroom. Copies of the document are available on request.
- Title II Technology Funding: The federal Title II program provided funding that allowed the district to carry on some of the Technology Integration activities that were started with the TLCF grant over the last year. The funds were used to continue to employ Lynne Wise, who has retired from her position as Fergus Librarian, as Technology Integration Specialist. The majority of the funds are allocated for the elementary district. Having the position allowed the district to carry on the classroom integration projections and provide technical assistance.

- District Web Site: The District's web server continues to be a source of district-wide information including:
 - o Academic, activity, and lunch calendars
 - o General academic information
 - o School Board meeting minutes
 - Detailed course syllabi
 - o A variety of resources dealing with technology
 - Student created web projects
 - o Administrative features, including on-line forms for requesting the use of school vehicles
 - O The expanded use of Schoolmaster software this year led us to choose it to use as our interface for posting student academic information on the World Wide Web. The site is secured through the use of a student PIN number. At all buildings families have the ability to access attendance and report card data. At Fergus high, were nearly all of the teachers have adopted the Schoolmaster Gradebook, families are also able to retrieve progress reports showing scores received on tests and assignment that were completed as recently as the previous day. The system started out small with only a few teachers using it for their classes, but as students and their families discovered its value, they prompted nearly all of the Fergus staff to adopt the program.
- **E-rate funding:** The district again participated in the Federal Universal Services Fund or "E-rate." While continuing to benefit from the previous years funding, application for the 2003-2004 school year was made in January. \$21438 was awarded for discounts on our district Internet connection, long distance, and local telephone service for the 2003-2004 school year. 2002-2003 funding was \$20,851.
- Technology Levy: This was the first fiscal year in which Technology Levy funds were available for computer replacement in the district. These funds were used to purchase new computers for use in classrooms and labs in all buildings. The buildings received the following new computers:

Junior High	8
Garfield	4
Highland Park	5
Lewis and Clark	5
Fergus High	26

In addition, the Levy funds were used to replace one server at Fergus and at Lewis and Clark, as well as the purchase of three network switches. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use, unfortunately for the coming fiscal years, budget cuts in the elementary general fund, will necessitate the use of levy funds for part of the technology operating budget resulting in lower numbers of replacement computers for the K-8 buildings.

2002-2003 Student / Computer Ratio						
Highland Park	Garfield	Lewis and Clark	Junior High	Fergus High		
50	48	49	88	187		
285	219	233	223	476		
6	5	5	3	3		
	Highland Park 50	Highland Park Garfield 50 48	Highland Park Garfield Lewis and Clark 50 48 49	Highland Park Garfield Lewis and Clark 50 48 49 88		

The following table is an assessment of current technological equipment in the Lewistown School District.

Equipment	Garfield	Highland Park	Lewis & Clark	Junior High	Fergus High	Lincoln - Admin
Macintosh	7	17	2	2	1	1
Pentium	21	19	32	35	144	18
486	0	0	0	32	0	0
Personal Printers	13	17	21	21	54	11
High Capacity Laser Printers	2	2	1	2	7	4
File Servers	1	2	2	2	5	2
CD Tower	1	1	1	1	2	0
Analog Phone Lines	2	2	2	3	3	3
Satellite Dishes	1	1	1	1	1	0
LCD Panels	0	0	0	1	4	0
Projector Units	2	3	2	2	5	1
Overhead Projectors	14	16	16	14	20	2
Digital Camera	2	1	2	4	5	1
Flatbed Scanners	2	1	1	5	7	3
Laser Disc Players	1	1	1	1	2	0
Televisions	15	17	17	19	38	1
VCRs	15	17	17	10	21	1
DVD Players	0	0	0	0	1	0
Cellular Phones	1	1	1	2 .	4	3
Video Cameras	1	1	1	5	5	0
Digital Video Cameras	1	1	1	2	5	0
Interactive White Boards	0	1	0	0	0	0
Electrical Service	400A/240V	600A/240V	600A/240V	600A/240V	2500A/208V	600A/240V

Server Overview

Server Name	Location	Platform	Role
Janeaux	Fergus	Windows 2000	Domain controller for Lewistown domain. Primary WINS database server for entire district. Database server for Follett library collection software at Fergus,. Network file storage for keyboarding classes at Fergus.
Bigspring	Fergus	Windows 2000	Provides network file storage for all Fergus students.
Cottonwood	Fergus	Windows 2000	Domain controller for Lewistown domain. Database server for Fergus Schoolmaster, provides network file storage for all Fergus staff.
Golden	Fergus	Windows 2000	Microsoft Exchange Server, IIS 4 Web server, hosting all district web pages that are publicly accessible. File server storage for application installation files, primary DNS server for lewistown.k12.mt.us, backup DNS server for lewistown.local
Maiden	Fergus	Windows 2000	Active directory and File Server. ISA / Internet Filtering Server. Primary DNS server for lewistown.local. Network controller for Fortres security software.
Fred	Fergus	Multiple	7 bay CD tower. Provides CD sharing for Fergus High. Currently hosts the Newsbank system, which consists of indexed full text collection of periodicals and newspapers.
Wilma	Fergus	Multiple	7 bay CD tower. Currently hosts numerous research database titles including LRS, SIRS Research, SIRS Government Reporter, and Broadcast News.

Server Name	Location	Platform	Role
Metis	Junior High	Windows 2000	Domain controller for Lewistown domain. ISA / Internet Filtering Server for Junior High. Database server for Follett library collection software at Junior High. Controller for 7-bay CD tower offering Microsoft Encarta as well as numerous utility CDs including system CDs and Microsoft Office.
Danvers	Junior High	Windows 2000	Domain controller for Lewistown domain. Terminal services server for Junior High. Currently provides a central location for running the Accelerated Reader and Star Reading programs at the Junior High. The programs are run via Windows 2000 Terminal Services on machines throughout the building. File server for junior high students and staff documents, and for itinerant staff at the three elementaries. Database server for Junior High Schoolmaster.
Hoosac	Highland Park	Windows 2000	Domain controller for Lewistown domain. ISA / Internet Filtering Server for Junior High. Database server for Follett library collection software at Highland Park.
Hannover	Highland Park	Windows 2000	Database server for Highland Park Schoolmaster. Primary server for Accelerated Reader, and Star Reading data for the building. Provides network file storage for Highland Park staff.
HP Mac	Highland Park	Mac Os 8	File server for classroom Macintoshes. Storage is used for staff back- ups as well as a central location for utility programs.
Cheadle	Garfield	Windows 2000	Database server for Follett library collection software. ISA / Internet filtering server for Garfield
Giltedge	Garfield	Windows 2000	Primary server for Schoolmaster, Accelerated Reader, and Star Reading for the building. Building file server for both PC and Macintosh.
GF Tower	Garfield	Multiple	7 bay CD tower providing CD sharing for Garfield. Shared disks include Microsoft Office, Encarta and various educational software titles.
Heath	Lewis and Clark	Windows 2000	Domain controller for Lewistown domain. Primary server for Follett library collection software, Accelerated Reader, and Star Reading for the building. Database server for Schoolmaster. Also serves as a file server with storage for staff and student files
Piper	Lewis and Clark		Database server for Follett library collection software. ISA / Internet filtering server for Lewis and Clark.
LC Tower	Lewis and Clark	Multiple	7 bay CD tower providing CD sharing for Lewis and Clark. Shared disks include Microsoft Office, Encarta and various educational software titles.
Sipple	Lincoln	Windows 2000	File server for administration building staff. The server also acts as an "intranet" web server and test server for evaluating new network software.
LPS	Lincoln	SCO Unix	Provides accounting, payroll, inventory and central supply software for the district office. Also acts as a file sharing point on the network. This server is supported by Computer Software Associates of Billings.
Brooks	Lincoln	Windows 2000	Provides accounting, payroll, inventory and central supply software for entire district. Also supported by Computer Software Associates of Billings.

TITLE I

Tim Gillen



Lewistown Public Schools

School District Number One 215 7th Avenue South Lewistown, Montana 59457 Phone (406) 538-8777 Fax (406) 538-7292

The Lewistown Public Schools
Title I Program
2002-2003 The Year in Review
2002-2004

These dedicated, hard working and outstanding staff members graced our schools and enthusiastically served our students during the 2002-2003 school year.

Lewis and Clark Elementary
Jackie Rickl

Highland Park Elementary
Melanie Hallett
Dan Melick

Garfield Elementary
Nancy Barber

Fergus High School

Mary Jo Hamling LaRae Acker Sanna Halverson

BPU Manager - Tim Gillen

Authorized Representative - Charlie Brown

There were many highlights for the Title I program's during the 2002-03 school year. However, for the use of this program summary, special attention needs to be drawn to two specific items.

- 1. The assessment strategies previously created by the Title I staff, were utilized for the seventh consecutive school year. Use of these strategies continued to be a very self-evaluative and rewarding process. It is significant to note that these assessment procedures were reviewed and revised during the 2002-2003 school year and that students were recommended for the Title I placement as a result of these revised strategies. Several meaningful discussions can be effectively assessed and thus provided support. The caring and knowledgeable Title I staff was instrumental in this process.
- 2. Title I staff members were able to attend the State Title I conference on February 24-25 in Great Falls. Those attending were Dan Melick, Melanie Hallett, Mary Jo Hamling, LaRae Acker, Sanna Halverson, and Tim Gillen. We also had a family night Pizza Party for Tile I parents and students. Over one-hundred, thirty people attended.
- Finally, and perhaps most significantly, it is important to note that the students who receive Title I services in the Lewistown Public Schools are in very good hands. The fact remains that the entire staff is positively committed to serving the students of this school district in a caring, nurturing and productive fashion. It is their dedication and golden attitudes that make our Title I program a beneficial and rewarding endeavor for our students. And it is their willingness to serve that is cause for the Title I staff to be applauded.

TRANSPORTATION

Steve Klippenes