LEWISTOWN PUBLIC SCHOOLS

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2001 - 2002

ANNUAL REPORT

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

REPORT/ASSIGNMENT

Garfield Elementary School

Highland Park Elementary School

Lewis & Clark Elementary School

Lewistown Junior High School

Fergus High School

Activities

Lewistown Junior High School Athletics

Music

Staff Development

Title I

Special Education

Adult Ed./ABE/EOCM/Traffic Ed.

Curriculum

Drug/Alcohol

Food Service

Transportation

Maintenance

Business Office

Technology

John Moffatt

Sharon Redfern

Tim Gillen

Pat Hould

Scott Dubbs

Jerry Feller

Jerry Feller

Rich Garcia

Pat Hould

Tim Gillen

Dale Lambert

Diane Oldenburg

John Moffatt

Tim Gillen

Cindy Giese

Steve Klippenes

Paul Stengel

Stacey Vestal

Patrick Weichel

GARFIELD ELEMENTARY SCHOOL

John Moffatt

To: Supt. Charles Brown; Board of Trustees

From: John Moffatt

Re: Annual Report—Garfield School

School Instructional Goals:

1) Teach from an interdisciplinary approach.

2) Use research-based strategies

3) Emphasize "hands on" experiences and active learning

4) Maximize use of technology

Obviously, at the elementary level, the big news this year was the move to grade level schools. Over 90 years of tradition as a neighborhood school ended at Garfield, and, predictably, the change was not without its ups and downs.

The transition was assisted by a great deal of effort during the previous school year to pave the way. Public meetings were held in every building. Newsletters were sent to parents outlining the process. Extensive work was done to assure transportation issues were addressed. Students and teachers visited and were welcomed to their new buildings. At Garfield, our PTSG marked the transition with a picnic honoring teachers and alumni from years past. In short, much work was done to involve the community in the move. I believe all of these things contributed to a relatively smooth changeover.

Perhaps our biggest priority throughout the year was to create a feeling of "family" for our students, parents, and staff. There is no question this is a difficult and ongoing challenge, given that we are assured a turnover rate of almost 70% every year. I did feel that our students for the most part did feel very positive about their school. This feeling seems to be borne out in the results of the surveys we gave as part of our school improvement efforts. There is also no question in my mind that our staff made great strides in terms of coming together as a team, and I look for this to continue. Parent surveys also indicated a strong level of satisfaction with our efforts—though the surveys were given so early in the year that I'm not sure they had really gotten to know us. I see a bit of a "catch-22" with parents at this point. While they seem to be very supportive and positive, there is no question that it is more difficult to get that direct involvement we had in the past. (e.g.—classroom volunteers and PTSG members) I feel this is easily explained by the fact that they may now feel equal commitments to other schools as well, and there simply isn't time to do it all. Despite this, our turnouts at Open House and Parent-Teacher Conferences continued to remain excellent.

Our next challenge had to do with large classes. Each section at Garfield this year had 28 or 29 students most of the year. This was most difficult in the physically smaller 3rd grade classrooms where space is at a premium. Again, I believe teachers, students, and parents accepted the challenge and made the best of the situation. I am extremely pleased that we will be able to offer an additional section of both 3rd and 4th grade next year. This will reduce our class sizes to approximately 22-23 and will allow teachers to more effectively address the school instructional goals listed above.

As we moved through the process of assimilating students from throughout the district, we wanted to maintain our commitment to service—a hallmark of Garfield for many years. Our emphasis has always been on true volunteerism which carries the caveat of personal sacrifice. Our "Make a Difference Day" efforts included the three great projects we have been doing for years—a cleanup of Spring Creek, a food drive for the Community Cupboard, and a cleanup of Symmes and Hawthorne Parks. These tasks were accomplished on a chilly Saturday morning in the fall. Later in the year our "Reading—It's Monumental" efforts during I Love to Read month raised funds for the "Keeper of Dreams" statue in Frank Day Park and for restoration of the replica of the Statue of Liberty in Symmes Park. (The "Keeper of Dreams" was named by Mrs. Shields' 4th grade class in a city-wide contest open to all elementary students.)

More evidence of our belief in the value of service was the continuation of the Julia Hurley Volunteer Program at Central Montana Hospital. For the 14th year Garfield students gave up their Friday afternoons following dismissal from school to join residents of the hospital nursing home for fun and fellowship. We very much appreciate the cooperation of hospital administrator David Faulkner and activities director Helen Jenni in making this opportunity available to our students. As has been the case in the past, several of our students indicated an interest in continuing their volunteer efforts through the summer.

In the building, students were able to sign up for meaningful work jobs through our Garfield Work Incentive Network (WIN). A variety of job opportunities were made available, and the response from students to most of them was excellent. We will definitely continue the WIN program next year. We also were heartened by the desire of several of our students to volunteer time as a buddy to a student with disabilities. Because we no longer have the special needs program at Garfield, we want to pay special attention to developing empathy in our children, something that always seemed to be a strong point for our school in the past.

Using a suggestion from one of our new teachers we picked our service council representatives from a drawing rather than through an election. Any student interested in serving could sign up. We had an excellent response, and our service council was made up of very dedicated youngsters both first and second semesters. This method eliminated the "popularity contest" aspect of service council and probably gave an opportunity to several young people who might not have been elected.

In addition to our school-wide service projects we looked for ways to bring the school together. One of those avenues was the continuation of the Garfield News Network (GNN). Thanks to the efforts of Mrs. Miller and Mrs. Otto, this program continued to thrive with monthly productions featuring students from each class. Somehow, these two ladies were also able to keep our latte business afloat—a feat greatly appreciated by our entire staff.

Another program that exemplifies the idea of a school-wide effort was the science fair. Thanks to the organizational efforts of Mrs. Shields, and the cooperation of all of our

other teachers, our 4th graders were able to experience and appreciate real science. Our gymnasium was packed during both days of the science fair with proud parents and inquisitive 3rd graders—many of whom were beginning the process of deciding what they will do for next year's fair.

A program that benefited all of the elementary schools this year was made possible through the district technology grant. Cindy Rutherford was invaluable working with students and teachers to integrate technology throughout the curriculum and in setting up an impressive computer lab. Though this was a one-year program, Cindy's influence and the new software packages purchased with grant monies will be a great boost for years to come.

We have been so fortunate over the years in terms of our PTSG support, and this year was no exception. Last spring, the Garfield PTSG authorized \$200 of supply money per teacher for the upcoming school year. What made this amazing was the fact that it not only included the teachers who would be at Garfield for the 2001-02 school year (including new teachers to the building), but it also went to all former Garfield teachers who would be working elsewhere in the district. I thought this was a fantastic gesture of support and a strong statement that we are indeed in this for the kids.

During the year the elementary schools collaborated on two major PTSG fundraisers, and both were hugely successful. As a result of the Sally Foster sales and the Carnival, all three buildings will receive about \$14,000. What a boost to all of us at a time when budget shortfalls are the norm throughout the State. When you look in our buildings, the effect of our PTSG support is immediately evident, and will be more so because of this year's successful fundraisers.

In summary, the 2001-02 school year was one marked by changes and transitions. For many of our teachers it marked the end of years of service in a building, working with the same colleagues. I know it wasn't easy. For students it also meant a journey outside the comfort zone—at least for a time. I'm hopeful that those growing pains are largely behind us and that we can capitolize on the strengths of the new system. For me personally, I think the most satisfying aspect of the entire year was the chance to get to know students from all over town. I truly enjoyed that, and hope the students felt the same about their association with new friends and with Garfield School.

HIGHLAND PARK ELEMENTARY SCHOOL

Sharon Redfern

Highland Park Elementary Annual Report 2001–2002 Sharon Redfern, Principal

2001-2002 marked the beginning of a new era for Highland Park Elementary. As a grade-specific rather than neighborhood school, Highland Park is a learning community of Kindergarten through Second Grade students. Certainly the greatest accomplishment of the school term was the successful melding of staff from three buildings who came together to provide a nurturing, rich, and developmentally appropriate educational program for young children.

2001-2002 GOALS:

- Teach and assess the curriculum.
- 2. Demonstrate an appreciation of self and others.
- 3. Transition from a neighborhood school to a grade-specific school that includes Kindergarten, First, and Second Grade children.

Following are highlights from this school year:

At our spring <u>Awards Ceremony</u>, ten students were honored for <u>Perfect or Outstanding Attendance</u>. Ten students, including Sydney Stivers, Andrew Bautista, Shannon McKinney, Clayton Sturgill, Amy Sweeney, Will Thompson, Jenna Wise, Jacob Singley, Sierra Satterfield, and Hunter Kalal-Thomas were honored with the <u>Principal's Award</u> for excellence in academics and citizenship.

Our <u>Parent-Teacher Support Group</u> tirelessly supports Lewistown's children through gifts of time, talents, and fund-raising. Officers included Kim Knab, President; Barb Thomas, Vice-President; Kaylene Patten, Secretary; and Diana Faulkner, Treasurer. This year, a district-wide PTSG was again organized with fundraising consolidated for all three elementary schools. Among other events, PTSG were reading volunteers, made each student an "I Love to Read" button, provided ice cream treats following Field Day, and purchased wonderful equipment for our school.

February found us focusing upon reading during "I Love to Read" month. Two programs encouraged at-home reading: The Bookworm Club for Kindergarten and First Grade students, and Reading Olympics, paralleling the Salt Lake City Winter Olympics, for Second Graders. Each classroom invited volunteer readers in during the month, and several schoolwide events, including a winter picnic in the lunchroom, helped to celebrate the joy and importance of reading.

A <u>volunteer readers</u> program was initiated this year with the goal that every classroom would be able to provide one-to-one oral reading for students on a weekly basis. Besides the First National Bank readers, all classrooms utilized this wonderful addition to our academic program. Teaming with eighth graders under the supervision of Mr. Frank Ross and Mrs. Brenda Koch, Mrs. Virginia Ross' second graders met with a reading tutor weekly for a semester of reading partnerships.

This year's <u>Make a Difference Day</u> found Highland Park's children walking the trails of Frog Pond Park. Our goal was that each person would bring a monetary contribution of any amount to help with the development and upkeep of this area. We hoped to help sponsor benches that could be placed along the trails and also to contribute to brochures that describe the trails. During our walk, we helped students learn about good park etiquette and notice the variety of flora and wildlife located at the trail site. Our donations, totaling \$723.66, were donated to the Brewery Flats Development Corporation.

Highland Park's <u>Montana Behavioral Initiative</u> included the incorporation of a social skills continuum that had been developed for the district-wide focus. Monthly skills were taught in each classroom and reinforced throughout the month. The addition of a Meaningful Work Program, *Highland Park's Helping Hands* (HHH), involved 148 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, Recycling Team members, or Clean and Shine Assistants.

<u>Aspiring teachers</u> included Deanna Berg and Audrey Boling, who completed their student teaching assignments in the second grade. In addition, we welcomed Kari Bjelland, who joined us for a paraprofessional field experience.

Melanie Hallett, First Grade teacher, was recognized as <u>"A Class Act"</u> in the *News Argus*.

<u>Early releases for staff development</u> continued to provide valuable time for education and information for our instructional staff. Among inservice topics discussed were school safety, curriculum, technology, and School-to-Work. In addition, the Lewistown District's emphasis on school improvement efforts has resulted in beginning discussions and plans to make our school even better. Our SIDDS team, with Vicki Begin as team leader, worked with the whole school in this effort.

The availability of a <u>Technology Integration Specialist</u> made possible through a Challenge Literacy Grant has helped teachers utilize technology as a seamless addition to the curricula. We welcomed Mrs. Cindy Rutherford to our staff and appreciated her work with teachers and students in the technology realm. Mrs. Rutherford was instrumental in organizing a computer lab, a new addition to our school, and assisting teachers in using technology to further student learning.

<u>Community members</u> continue to enhance our children's education. Special programs were presented by Nancy Bostrom, city librarian; Miss Montana; Linda Brodock, Montana Power Demonstrator; Joan Diamond, storyteller; Corey Birdwell, School Resource Officer; Lewistown Fire Department; Jerry Brown, NASA scientist; Casino Creek trucks; Montana Highway Department snow plows; the Harmony Bell Choir; Central Montana Medical Center; Little Big Men Pizza; James Irish, veteran; and many individual classroom demonstrations by parents and other community members.

A new program, <u>Comprehensive School and Community Treatment (C.S.C.T.)</u> assisted students and staff in dealing with behavior challenges in young children. This program was a valuable addition to our total educational offerings.

Again this year, our students enjoyed <u>Flannelboard Stories</u> as presented by Junior High students under the direction of JoAnne Ward. These cross-age experiences provide enrichment for both audience and participants.

Highland Park Elementary Annual Report 2002 Page 4

Our <u>musical programs</u>, under the direction of Vicki Begin, continued to be outstanding this year. We are fortunate to be able to utilize the Fergus Center for the Performing Arts for these annual events.

One of our school goals will always be that of early literacy for our young students. We hope that all students will be successful readers before they leave our building; thus, Highland Park will continue to seek out academic interventions that will positively impact student learning. This year, we implemented a <u>Title 1</u> <u>Extended-Day Kindergarten</u> program in which identified students spent about an extra hour at school. Taught by Mr. Dan Melick, Title 1 teacher, the class focused upon academic and social skills. Students ate lunch at school and classroom readiness skills were reinforced. The program was successful and will be continued next year.

Highland Park piloted a new program through School Food Services this spring: <u>Recess before Lunch</u>. Benefits include greater nutrient consumption, as children eat a more balanced diet; less plate waste or food thrown away, as children are more ready to eat and are not in a hurry to get outside to play; better classroom performance, as children pay more attention when they are not hungry; better lunchroom and classroom behaviors, as children are focused on lunch rather than the playground and return to class feeling more full and settled. Because our spring trial was successful, the program will be fully implemented during the next school year.

The <u>staff at Highland Park</u> continues use opportunities to grow professionally. This past year and summer, two teachers attended a <u>Math/Science Leadership</u> workshop in Bozeman; three attended a <u>Time to Teach</u> workshop in Bozeman, three attended a <u>Managing Challenging Behavior</u> and <u>Phonemic Awareness</u> workshop in Lewistown, one attended the <u>Montana Teacher Forum</u> in Helena, three participated in the <u>MBI Workshop</u> in Bozeman, four attended a <u>Summer Reading Camp</u> workshop in Bozeman, one attended a <u>digital videocamera</u> workshop in Lewistown, and one attended an <u>MEA Summer Leadership Conference</u> in Bozeman.

Highland Park staff members are committed to student learning. It has been a great year!

LEWIS & CLARK ELEMENTARY SCHOOL

Tim Gillen



Bewistown 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 2001-2002

DATE:

June 14, 2002

OUR MISSION IS:

To work together to promote and celebrate education by creating a safe, effective environment which encourages a lifelong pursuit of learning.

GENERAL GOALS:

To provide diverse instructional experiences for the whole child through teaching a logical, sequential, and appropriate curriculum.

To enhance and promote self esteem.

To insure that all staff follows a code of ethics.

To encourage professional development and decision-making among staff.

To prepare students to responsibly participate in the world-wide community.

To promote parental involvement and community support.

HIGHLIGHTS OF THE YEAR:

Our enrollment at the end of the 2001-02 school year was 247. This is an increase of 5 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 28 students.

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 is the case manager for 25 students serving their needs in reading, language, math or any combination with a total of 350.1 student contact hours. She also provides assistance as needed in the areas of social studies and science. She is assisted by two Special Education Assistants, Mrs. Natalie Malone and Mrs. Shelley Kerkvliet.

The Special Needs room is managed by Ms Lynn Wickens. She is assisted by Mrs. Tracy Thompson. This classroom has 1 full time student and one half-time student.

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 two School assemblies for our student body.

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 21.

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. Cindy Rutherford was the teacher.

Our after school activities programs were well attended this year. Fifth and sixth grade students participated in basketball, volleyball, wrestling 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. Two staff members will attend the MBI Conference in June 2002.

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.

29 sixth graders received the Presidential Award for Academic Excellence. 21 sixth graders were awarded the Presidential Award for Academic Improvement.

LEWISTOWN JUNIOR HIGH SCHOOL

Pat Hould

The Lewistown Junior High School PROUDLY PRESENTS: "*The year in Review*" For the 2001 – 2002 School Year

The 2001 - 2002 school year at the Lewistown Junior High demonstrated that a most excellent middle level school does indeed exist at 914 West Main! The following information is but a sampling of the many exciting events, programs, adventures and educational opportunities that occurred throughout this school year.

The LJHS report begins with accolades and praise for the **awesome staff** of this amazing school. This 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 2001 – 2002 school year was comprised of the following people.

Joy Baumann	Judy Kellogg	Steve Paulson	Katherine Spraggins	
Bob Brown	Gordon Klasna	Chris Rice	Amie Talkington	
Tracy Conner	Brenda Koch	Jean Rogan	Lauri Tognetti	
Trissy Durbin	Clint Loomis	Frank Ross	Michelle Trafton	
Suzy Flentie	Greg Luctoch	Pete Ruddy	Bob Waite	
Diane Galahan	Bev Mayernik	Darrell Sauer	JoAnne Ward	
Jim Hamling	Denise Nelson	Val Snapp	Roger Woltermann	
Trissy Durbin Suzy Flentie Diane Galahan	Clint Loomis Greg Luctoch Bev Mayernik	Frank Ross Pete Ruddy Darrell Sauer	Michelle Trafton Bob Waite JoAnne Ward	

Of this group, four staff members will not be gracing our presence next year. Pete Ruddy has retired, Jean Rogan will be moving on to FHS as an instructional aide in the resource program and the assistant positions held by Tracy Conner and Amie Talkington were eliminated for assorted reasons. Their unique gifts and talents will be missed.

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 students make coming to work every day a pleasure and an adventure in every sense of the word.

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 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. Although we were fortunate to utilize many different substitutes during the course of this school year, the following nice people represent our most faithful guest teachers.

Barb Sauby

Kim Lemmon

Tammie Fordyce

Michelle Hartman

Sandy Fox

Service-Learning Grants continue to be an incredibly positive presence in our school. The Northwest Rural Project Grant and the Digital Divide Grants were the two most notable during the 2001 – 2002 school year.

The **Digital Divide Grant** was very active this year. Sponsored by Michelle Trafton and Suzy Flentie, this grant provided the impetus for the first ever 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 the groundwork was laid for students to work in conjunction with the Central Montana Chamber of Commerce to begin creating a CD of the historical places of Lewistown during the 2002 – 2003 school term.

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). Though there were many noteworthy achievements for this animated group, the most memorable was the creation and production of a marvelous skit that was shared with many local and state groups, including the District #1 Board of Trustees. FYI members for this past school year included Kari Shobe, Malea Mercado, Heather Jones, Chelsie Thomas, and Tricia Stewart.

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

Read and Lead was a fabulous new offering, the brainchild of Brenda Koch, and cosponsored by Frank Ross and Virginia Ross at the Highland Park Elementary School. During the second semester, this program enabled the second period 8^{th} grade English students the golden opportunity to mentor second graders. Our students partnered with their 2^{nd} grade reading buddy and together they read, laughed and enthusiastically learned! This program was such a huge success that expansion is being considered for the 2002 - 2003 school year, with the potential for more junior high students traveling to Highland Park and more elementary classrooms potentially the beneficiary.

Pre-School Art Project was a perfect example of collaboration, as children from the Magic Forest, Head Start and Small Wonder Day Care facilities ventured onto the LJHS campus for a memorable art project with junior high students. The pre-schoolers had an outline drawn of their bodies, and then together with their junior high art buddy the students were able to decoupage life size construction paper people! This extraordinary project was made possible through the efforts of Lorena Spoja, Clint Loomis and the various folks at the daycare facilities.

Both the **SPIRIT of Christmas Exploratory** and the **Leave Drugs Alone** projects enjoyed annual runs this year. These service minded outreach programs once again enabled the community to view our young people as viable members of our "village".

The **Veteran's Day Assembly** enjoyed its 2nd 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. So impressed were the local Veteran's with this program that they provided a special award to the student participants and to the staff sponsors at our year-end award ceremony. The certificate that accompanied this recognition will soon find a permanent home in the LJHS trophy case.

The CUP of SOUP kids provided a much-needed service in our school by organizing the paper recycling again this year. It was an amazing project performed by a group of very special students. It is worthy to note that the Community outreach Program of Serving Others with and Unselfish Purpose (CUP of SOUP) kids are students who are provided service via the special education program and that they were guided and assisted this year primarily by Jean Rogan, Bev Mayernik and Amie Talkington.

Other notable Service-Learning projects in which our students engaged throughout this year included, but were not limited to: Hey Diddle, Diddle the Flannel's in the Middle, Project Hugs, Sew for the Cure and the Newspaper Ad/Art Class project.

On the final day of school, the **LJHS Talent Show** enjoyed its fourth edition, much to the delight of our entire student body and the nice group of parents that had congregated in our auditorium. With student talent proudly on display, the school year was able to conclude in a very positive fashion. Sponsored by LJHS staff members Michelle Trafton and Brenda Koch, this program has become a welcome and a much-anticipated tradition at our school!

Though the weather outside was frightful, the Student Council sponsored **spring Exploratory** program was a highlight of our last month of school. Held on a very frigid Friday, May 3, the various activities included but were not limited to golfing, canoeing, volleyball, mystery dinner theatre, creative movement, and exploring the Bear Gulch Pictographs. These fantastic offerings have become a semi-annual event in the spring and students look forward to them with eager anticipation.

The most exciting staff development opportunity, since members of our staff had the privilege of participating in the Nuts & Bolts Conference, took place at LJHS this year as School Improvement took center stage not only in our school, but also throughout the district. With a SIDD Team that was truly "raring to go", the staff of LJHS began taking a candid look at how it is we do business and began the arduous but meaningful process of deciding what improvements need to be made in order that LJHS will continue to be an exemplary middle level school. Members of the LJHS Schools Investing in Dynamic Development (SIDD) team included Jean Rogan, Brenda Koch, Roger Woltermann, Pat Hould and leader, Suzy Flentie. Many exciting adventures await our school next year as this process continues to be a major focus of our modus operandi and as we, and the other fine educational institutions throughout our district, strive to Make Our Schools even more Terrific!

Simply stated, it was another extraordinary year at the Lewistown Junior High School. There are far too many outstanding programs, classroom activities, lessons, and events to give lengthy descriptions of them all. However, to conclude this report, the following items are offered at a glance, to remind those in the "viewing audience" just what a wonderful learning environment exists at 914 West Main Street. BRAVO to the staff and students who helped make these activities a reality!

Acting Class ~ two marvelous performances, 1 at the end of each semester Music Groups ~ choirs & bands continue to engage large numbers of our students and delight large audiences

After School Learning Center (ASLC) ~ provides a safe haven for students to study Montana Behavior Initiative (MBI) ~ the principles continue to mold student behavior H.E.L.P.S. ~ life-time activities, (i.e. golf & roller skating), invaded our PE classrooms MATHCOUNTS ~ another strong showing at the regional & state level, with one of our very finest, Isaac Opper qualifying for the National MATHCOUNTS competition in Illinois ~ 1st LJHS student to earn such distinction ~ team coached again by Jim Hamling NAESP Middle Level Schools Survey ~ selected as one of 100 exemplary schools in the United States to participate in a study of effective middle level practices ~ fall 2001 School Visitations ~ two schools visited LJHS ~ Hardin Middle School and Dillon School District, with folks from Dillon visiting twice, once to view the STAR classroom, the other to view programs and practices of LJHS

Daughters of the American Revolution (DAR) Award ~ Jaime Berg and Isaac Opper received this honorable distinction at our year-end awards ceremony.

FERGUS HIGH SCHOOL

Scott Dubbs

Jerry L. Feller, Asst. Principal/Activities

201 Casino Creek Drive Lewistown, MT 59457

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FERGUS HIGH ANNUAL REPORT 2001-02

The 2001-02 school year was a banner year; make that a year when we won many banners. It certainly was probably one of the most exciting school years in the 102-year history of Fergus (County) High School. As a school, we have always strived to meet the needs of our students as we aim for outstanding individual and group achievement. This year we are confident that we provided not only the expected quality educational experience for our students, but 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 school year, along with a few statistics that were compiled during the course of the year.

HIGHLIGHTS FOR THE 2001-2002 SCHOOL YEAR:

- ◆ NOVEMBER 17TH, 2001 & "TITLETOWN" We are used to the many positives that come from working with great students in a great community, but the championship events of this past fall were unprecedented successes for this school and for the state. Winning two championships in any one season constitute much to be proud of and are very rare occasions, but the two championships in one day was a first for the state of Montana. Then, when you consider the trials and tribulations that lead to the championships and the fact that three short days later our Science Olympiad Team won their respective state title (while also qualifying for nationals), it seemed the community was right in believing that Lewistown had truly become "Titletown," for a short time anyway. Refer to the Athletic Accomplishments and Science Team sections of the 2001-2002 annual report highlights for more information.
- MHSA ACADEMIC SUCCESS Before the school year started we learned that our student participants again earned the highest Class "A" grade point average (GPA) for the Montana High School Association's Academic Excellence Award. Receiving first or second is not new news for us as it was the twelfth honor in the last twelve years. Our score 3.396GPA was good enough for FHS to earn championship honors for the second year in a row and third title overall. If history is any indication, this year's average of will also be very competitive.
- FERGUS HIGH OBTAINS EXEMPLARY ACCREDITATION STATUS In November we were notified that the high school would be honored by the Northwest Association of Schools and Colleges as being one of only eight schools in

Montana to receive Exemplary Approved Status in their annual accreditation review process. 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.

- ◆ SENIOR LEADERSHIP I am used to saying that the year really did "fly" by as our seniors, led by our student body leaders, did an outstanding job of bringing our students and staff together. That comment might be an understatement this school year. There is no doubt in my mind that this group of seniors are the primary reason for our championships and other successes this school year. Student Body President Anna Pfau along with many other class leaders provided outstanding leadership within our halls. In addition to providing activity and academic leadership the seniors were able to come together as a group and made the year exceptional in almost every way. They certainly made the school very proud of numerous successes.
- ◆ GRADUATION 2002 As usual here at Fergus, our 102nd graduating class celebrated with a banner Commencement Ceremony. Our music performances and Mrs. Mary O'Donnell's excellent Commencement Address were great compliments to what is hoped is 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 2002 was Katie Edwards and the Valedictorian was Chris Scotten.
- ◆ ONE HUNDRED TWO YEARS, AND COUNTING This school year commenced the second year 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 102nd 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 extra ordinary support, our 9,500 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 102 years of our history.
- ALTERNATIVE SCHOOL STARTED One of our stated goals for the 2001-02 school year became reality when the Fergus High Alternative School started. The first teacher of the program was Ms. Joanne Berry who did a nice job of helping at risk students at night achieve their academic goals. Included in the curriculum was our Jobs for Montana Graduates program, which helped with the schools funding. Also supporting the funding was the District 10 Juvenile Probation. Committee

members helping oversee the school's initial year were staff members Debra Slagel, Robert Rutledge, Newell Roche, Mike Rea, Jerry Feller and Scott Dubbs. Mike Otto of Juvenile Probation, Nikki Konitz of Alcohol & Drug Services are also valuable members of the committee. Our first four graduates of the program were Kalem Johnston, Rueben Camins, Lonnie Bulloch and Norm Flood.

- SCHOOL-TO-WORK Fergus High and School District No. 1 continued to emphasize the many benefits coming from our School-to-Work (STW) program. 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 build on the programs many successes by continuing to train school staff on contextual learning issues and by having a very successful Career Day this past February. Using the carry-over funds from our original STW grant, job coach Nancy Cauffman continued her work transitioning special needs students and helping Newell organize the Career Day. Other successes in this area include our many outstanding internship programs and the work of the participating employers, as well as our newly instituted teacher externships. The loss of state funding for the program is a huge challenge for Newell and the STW Steering Committee, but by using existing processes and 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, Susan Foster, Sharon Redfern, Linda Robinson, Scott Dubbs, and FHS student Bryce Bakkedahl.
- NEW STAFF We have been very fortunate, over the years, to have a very stable staff. Last school year was no exception to that rule as we had only two new teachers and five additional staff members come to Fergus High as well as the return of Kelly Elder and transfer of Danny Bartel. The new teachers for this school year were: Joanne Berry, half-time English instructor and half-time Alternative School Instructor; and Sheri Johnson who replaced long-time staff member Sid Wilson in the English department. Classified staff members hired this year included: Chris Poser, our new Records Secretary; Steve Kelly was our new custodian; and finally Sheri Grindheim, Susan Rutledge and Patty Meader are our new resource assistants.
- EAGLE RENAISSANCE The theme for the 2001-02 Eagle Renaissance program was "Excellence Planning for Success." Primarily due to the outstanding work of Renaissance Advisor Sharon Farrar 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 8 years Fergus High has worked hard to move from an English only program to a strong, relatively diverse, A.P. program. Developed under the direction of Sid Wilson (along with several other strong staff members) 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 enable our best students to adequately prepare for the A.P. test.
 - Studio Art An advanced placement class initiated for the third year based on the needs of students intending to submit work for college credit.
- 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 for many of our vocational courses and with initial meetings with the business community to initiate public support.

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 fifteenth annual Blue-Gold Leadership Breakfast again maintained its reputation as a showcase event. Award winning football coach Joe Glenn, of the National Champion Montana Grizzlies, was our honored guest and speaker. Along with honoring the 23 award winners, his speech on grassroots 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 Anna Pfau, Vice-President Scott Jenni, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ◆ FERGUS HIGH SCIENCE TEAMS Fergus High science teacher Frank Hallett and FHS science students put a new award into the trophy case here at FHS, that being the champion of the Montana State Science Olympiad. The championship was last of our three state titles earned in four days this past fall. The champions also earned the right to represent Montana at the National Science Olympiad in Delaware during May. Students placing in the top twenty nationally (and their events) were: Dan Hould & Tanner Smith 14th in the Wright Stuff; Dan Hould and Evan Sweeney 11th in From a Distance; Ben Troop and Casey Jenni 16th in Sounds of Music; and Ty Gill and Karson Kozub 17th in Boom-A-Lever.

In other science competitions, the FHS Science Bowl Team again placed in the Big Sky Region (Montana and Northern Wyoming). The team ended up as the fourth place finisher. Our Science Bowl Team, again under the direction of Frank Hallett, won many contests in the competition but just fell short in the finals. Team members were Scott Jenni, Dan Hould, Allan Rice, Carson Perkins and Jessica Miller. In the State Envirothon competition, which was held locally, we placed for the fourth year in a row winning the third place trophy this year. Team members included Logan Quinsey, Phil Moodie, Devin Wagner, Evan Sweeney, and (predictably) Dan Hould.

◆ OTHER MATH & SCIENCE 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. Receiving high scores in the American Mathematics Exam were Carson Sweeney, Kathleen Harrell, Myles Shea and John Schmidt. In other Science competitions, Scott Jenni took second in the seven state region of the American Association of Physics Teachers Physics Bowl competition, and winners of the Cal Tech Signature Awards are Evan Sweeney and Dan Hould.

- 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.
- ◆ TECHNOLOGY Like a new swimmer, we have been able to keep our heads above the technology water line for some time now. A vast majority of our improvement came through the hard work of our NetDay efforts, but the past year or two we have really made advances in how technology is used 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 terms of our actual computing power we have a majority of our machines at the Pentium II level, but considering that they could be five-year-old machines at this point indicates how quickly we could be behind the curve. On a positive note we can confidently say that we are in good shape with our level of useable software. We were also able to meet our long-term goal of having all software. 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 the passage of the technology levy locally will make it possible to keep our focus on the instructional improvements our students will need as we move further into the 21st Century.

◆ ATHLETIC ACCOMPLISHMENTS - We obviously had a very special year for our fall sports. To have two state championships in one season is something we can all take pride in. In the last twenty-five years we might have been able to realistically envision two championships in the fall. But only in the past year or two would our football program have been a part of that vision. The team's improvement, under the direction of Gary Gebert, has been dramatic. It was not long ago when state playoff thoughts were dreams seldom accomplished but we are now a mainstay in those playoffs and could easily make them again next fall for the sixth consecutive year. In contrast, Ron Miller and our girls have been so close to winning the state title in girl's basketball, playing in three championship games in recent years. In fact, the trip to the state tournament was their eighth since 1993. The final wild card in the two championships were the fact that contests over the final two weekends were played against huge odds with both our blue and gold teams finding success on both weekends with almost miraculous efforts. The night of celebration on November 20th was one that will stay with us forever. The other

positive this fall was a divisional second place finish by our cross-country girls. During the winter sports season, the basketball team continued the fall magic by completing a story book season by being the only team to defeat the now two-time, defending champion Browning Indians (in Browning nonetheless) and by qualifying for the state tournament during an emotional Central Divisional tournament run in Great Falls. Our volleyball team completed an excellent year again and the wrestlers continued to make marked improvement in their program as four wrestlers placed in the state championships. Chris Scotten again led the way with his second consecutive state 2nd place finish and his school record career wins. This spring our girl golfers played to the level of our boys, our tennis teams had their best season in memory and our girl's track and field team finished strong as they earned a second place finish at divisionals and just out of a trophy at the state meet.

THE OTHER SIDE OF THE COIN - As many are aware, not everything ends up rosy. For the third year in a row, our school community had a hard dose of reality during the year. This year our dose came in the loss of Staff Development Director and long-time teacher Sid Wilson, just prior to the start of school. The loss of a friend on staff and the reality of replacing an icon for the district made the start of school somewhat somber. However, Sid himself would have been proud of the way our students and particularly our staff pulled together sharing the load. We know we will not ever replace Sid with any one individual, nor will we have others see things from his perspective, but we can use his memory to be a better school.

Another tough situation occurred from the custodial area as we could not sustain anyone in our sweeper position for more than a week or two and long-time custodians Ken Martin and Walt Scotson both were out with injuries (at the same time) during the winter. Additionally, Walt later left FHS to pursue other interests, but Steve Kelly has been a welcome addition.

OTHER VALUABLE FERGUS HIGH STATS:

- STRONG EDUCATIONAL COMMITTMENT 23 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 17.8 years with 12.5 years commitment to the Lewistown Schools.
- ♦ ATTENDANCE & ENROLLMENT Student attendance is excellent with figures showing an overall attendance rate of 95.08%. Our October 1 enrollment was 501 while the February 1 enrollment was 497. Last year those numbers were 527 and 516 respectively. October 1, 2001 enrollment by class included 135 freshmen, 118 sophomores, 123 juniors, and 125 seniors. Next years currently enrolled population is 481, with the classes expected to include 126 freshmen, 116 sophomores, 120 juniors, and 119 seniors. As is usually the case, an additional 5-15 students will probably enter in the fall.

- AVERAGE 2001-02 GPA FOR FHS STUDENTS The average GPA earned for a FHS student this past year was 3.034 for the first semester and 3.028 for the second. Last year those numbers were 3.010 first semester and 3.013 for the second. By class, the average GPA's were: 3.127 and 3.206 for the seniors, 2.889 and 2.864 for the juniors, 3.068 and 3.079 for the sophomores, along with 3.053 and 2.964 for the freshman.
- CUMULATIVE GPA FOR FHS STUDENTS The average cumulative GPA at the end of the year for a ranked FHS student was 3.023, with the average last year being 3.014. By class, those average cumulative GPA's were: 2.946 for the seniors, 2.937 for the juniors, 3.179 for the sophomores, and 3.023 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 46% of the students participated in athletics, 45% participated in music, while 19% participated in clubs and other activities. Last years percentages where 45%, 49% 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 41% of the opportunities for participation this year (who also account for 50% of the population). Another big concern comes with the 22% of the students who do not participate in any school activities (21% 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 2001's overall average was 22.1, compared to the state and national averages of 21.8 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 20.6; Math 18.0; Science 19.2; Social Studies 21.6; Health Enhancement 19.9; Foreign Language/Art/Drama 14.5; Music 61.5; Vocational 12.4; and Title/Resource 4.0. 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 24 students transfer in or re-enroll during the school year (compared with 60 students in 2000-01. Of those 24 new students: 6 transferred out later while 10 dropped out-of-school, 1 was expelled and 1 transfer students enrolled in home school. We also had 28 FHS students transfer to another school, 4 students transferred to home schools and 1 student was expelled during the year. In terms of dropout totals: we had 1 freshman, 4 sophomores, 4 juniors, and 7 seniors who chose to leave school without enrolling in another school (including the 10 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2002:

The Class of 2002 and its original 141 members entered Fergus High in August 1998, with many high expectations and goals. By the time their tenure was completed, class size was smaller with 121 members graduating.

Of the original 141 class members:

- ➤ 104 members graduated this spring with 101 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 17 other graduates, 12 started and transferred in from other schools, 5 started with another class and were additional year students.
- > 4 members of the Class of 2002 were in accidents that claimed their life.
- → 37 members of the original 141 did not graduate locally. 14 members dropped out of school locally and 19 transferred elsewhere. Of the 19 that transferred, 6 were known to have graduated at other schools, while the other 13 transfer members have lost contact with the school. The Class of 2002 had 1 students leave to attend home school, 1 passed away, 1 was expelled, while 1 more is a probable fifth year student.

Other Class of 2002 Information:

- > 75 members of the Class of 2002 are graduating as honor roll students with 31 members of the Class of 2002 belonging to the "Claws" Chapter of the National Honor Society.
- ➤ 21 members of the Class of 2002 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 GPA for the Class of 2002 is 3.065.

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- ➤ In order to be considered a student in the "Top 30," a member of the Class of 2002 needed to have earned an overall GPA of 3.635, while a "Top 10" student required a 3.904 GPA.
- Over the past four years, our seniors (athletes and students) have been participants in programs that have earned fourteen (14) state trophies.
- Of the 59 students currently planning on attending a four-year school next fall, 44 will attend in-state institutions, with 13 going to Montana State University in Bozeman and 18 attending the University of Montana in Missoula. There are 15 seniors planning on attending fouryear out-of-state colleges and universities.

- ➤ Thirteen (13) members of the Class of 2002 plan on attending two-year colleges or trade schools, with 5 attending a school in state and 8 attending an out-of-state school. Four (4) students plan on joining the military, 10 plan on working, and 17 are undecided at this time about their immediate future.
- ➤ 46 of our 121 members of the Class of 2002 received scholarships (38% of our graduating seniors). As of May 20th, the Class of 2002 (as a whole) earned over \$190,000 in scholarships for their first&
- Also on May 20th, the Class of 2002 had already earned an additional \$311,000 for their sophomore, junior, and senior years in college. That brings the grand total to over \$501,000 in potential scholarship moneys. With military scholarship the totals grow to over \$619,000 in potential scholarship dollars.

Class of 2002 - Summary Information

Numbers of Graduates Planning on:

Attending Colleges or Universities (4 year)	59/121 - 48.8%
In-State	44/59 - 74.6%
Out-of-State	15/59 – 25.4%
Attending a Trade School or College (2 Year)	13/121 – 10.7%
In-State	5/13 - 38.4%
Out-of-State	8/13 - 52.6%
Serving in the Military	4/121 - 3.3%
Moving Directly into the Work Force	13/121 – 10.7%
Undecided or Unknown	17/121 – 14.5%

Fergus High Mission

The mission of Fergus High School is to provide students with a strong foundation of social, personal, and academic skills, which foster future successes.

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 that are necessary in order to become a happy, productive and contributing citizen of the 21st century.

FHS Belief Statements

- 1. **SELF IMAGE -** All students can develop a positive self-image that enhances their personal and academic success.
- 2. **SAFETY** All students can be provided with and contribute to a safe learning environment.
- 3. **STUDENT SUCCESS** All students can be challenged to learn, achieve and succeed.
- 4. **ACADEMIC SKILLS** All students can develop academic skills, which enhance life skills.
- 5. **SOCIAL SKILLS** All students can develop social skills and appropriate behavior that assist in becoming useful citizens.
- 6. **VALUES** All students can develop honesty, integrity, and respect for themselves and others.
- 7. **RESPONSIBILITY** All students can learn to take responsibility for their behavior and learning.
- 8. **SCHOOL TO WORK** All students can develop life skills, which assist with the school-to-work transition.
- 9. **CREATIVITY, INDEPENDENCE** All students can develop their individuality and creativity.
- 10. LIFE-LONG LEARNING- All students can become life-long learners.

ACTIVITIES

Jerry Feller

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

2001-2002

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 form 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 2001-2002 school year include:

Fergus High continued to have tremendous academic success form our activities participants. In August we received information that we earned first place in the Montana High School Association's (MHSA) Class "A" Academic Excellence Award. This is the third time in the past eleven years that Fergus High School has received this honor (second consecutive year), with the other eight years FHS finishing a close second. 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 2001-2002 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 2001-2002 school year we had a grand total of 115 individual Academic All-State awards. Listing the awards by each individual sport are as

follows: Girls Basketball - 8; Football - 20; Cross Country - 10; Wrestling - 3; Volleyball - 9; Boys Basketball - 5; Cheerleading - 6; Track and Field - 11; Tennis - 25; and Golf - 18.

A date Fergus High School will always remember is **November 17, 2001...**two State Championships in one day. Congratulations goes out to the Football team who played a hard-fought game in Whitefish and came out with a 12-9 victory. Then, with a quick trip down Highway 93 to Hamilton, the Girls' Basketball team took a State Championship title with an over-time victory over Dillon...Oh, what a day!

To add to the state titles, one week later the FHS Science Olympiad team captured first place honors in the State Olympiad contest in Bozeman, qualifying them for the national meet held in May.

The **Fergus High School Band** believes that within every individual the potential for greatness exists. When the efforts of each individual are focused toward a common goal, and when each individual pursues that goal to the absolute best of his/her ability, the goal – no matter how lofty – will be achieved. Honesty, sincerity, respect, cooperation, dedication and the desire to achieve excellence are the qualities that bring out the greatness in all of us.

Every person in our band organization is essential to its success, regardless of the position he/she holds. There are no performers who "sit on the bench" in band. All of us (students, staff and parents) must work together to achieve our goals. From this cooperative effort comes a respect for each other that will allow us to change our dreams into realities. We derive strength and courage from each other, working side-by-side toward excellence in rehearsal and in performance. Success is achieved through unselfishness, understanding and persistence.

We strive to create memories and friendships that will last a lifetime. This is accomplished working unselfishly together in rehearsal and in performance, toward a common goal of "pride in excellence." It is also accomplished through mutual respect, through a commitment to one another, through honesty and dedication. Those things that we cherish the most and that withstand the test of time are those which have been created carefully and nurtured over a long period of time. The pride that develops as a result will be remembered not only this year, but for many years to come.

The Fergus High School Screaming Eagle Band stands for excellence. We look to bring out the best in each individual, and we strive to develop outstanding people through the pursuit of "pride in excellence."

The Fergus High School **Choir** Department once again completed a successful year. The Symphonic Choir earned a Superior rating for their hard work at District Music Festival and the Concert Choir received an Excellent rating. Krista Brand was a second year member of the All-State Chorus and Ty Morris went for the first time. Mariah Jimmerson received the National School Choral Award for the outstanding Senior

Choir member in the Symphonic Choir and Mary Hould received the Director's Award for Chorus as the outstanding Freshmen Choir member.

Our **Speech and Drama** team had 15 different competitors this year. Coaches this year were Janet Mann and LaRae Acker. We attended meets in Chinook, Roundup, Choteau, Browning, Blue Sky (Rudyard), Fergus, Shelby, Central Montana Showcase, Northern Divisional in Malta, and the State tournament in Havre.

At the Northern Divisional meet seven students qualified to compete at the State Speech and Drama Meet. Attending State were Kelsey Mann, and Sam Lambert. Semi-finalist was Seena Begin. Eighth place in Classical Theater was Sam Turner and Logan Quinsey. Finishing

second in Humorous Duo Acting was Daniel Hould and Mary Hould. Fergus finished fourth in drama for Class A schools. Students have shared their skills and talents with school and community groups.

Thirteen students completed the season earning enough points to letter. Lettering this year are: Sam Turner, Kylah Conroy, Daniel Hould, Logan Quinsey, Seena Begin, Sam Lambert, Mathea Moline, Krystal Kluck, Kelsey Mann, Scott Youngbauer, Lindsey Hogg, Mary Hould, and James Jackson.

Ten students also received the Montana Forensic Educators' Association Academic Team Award by earning a GPA of 3.5 or above through the speech and drama season. Two team members, Kelsey Mann and Mathea Moline, maintained a 4.0 GPA. Other students earning a 3.9-3.5 GPA were Sam Lambert, Lindsey Hogg, Daniels Hould, Mary Hould, James Jackson, Krystal Kluck, Logan Quinsey, and Sam Turner.

We have one four-year senior, Sam Turner, and one two-year senior, Kylah Conroy.

The Speech and Drama team wishes to thank Jim Daniels and Wendy Pfau from the Activities Department, the FHS administration, faculty, and support staff. It is also important to thank the community members who graciously help judge at our home meets. A special thanks to our trusty bus driver-Scot Meader-and others who helped get us to and from our meets.

The Fergus High School **Cheerleaders** had another outstanding year. We consisted of ten Varsity cheerleaders, one mascot, seven JV cheerleaders, and five Frosh cheerleaders.

One of the highlights of the year was cheering for the State First Place football team and girls' basketball team. The Varsity cheerleaders traveled extra miles in order to lead the crowds at both games. Five of the JV cheerleaders also traveled to Whitefish to cheer for the football team, just in case the Varsity cheerleaders would have had to split the squad due to a morning basketball game. It was absolutely awesome!!! The Varsity cheerleaders did not get to enjoy the celebration after the football game since they had to quickly get back on the road to Hamilton for the girls' basketball game that night. All of the girls did an outstanding job. We had numerous compliments on how wonderful the Fergus cheerleaders were and how important they were for the teams.

We had our annual Junior Cheer Camp in January and there were ninety-plus participants. This was the highest participant number we have ever had.

Eighteen of the cheerleaders competed in the Montana Cheer Championships on March 23rd, placing 1st in the "A" Division for the third consecutive year.

Two of the Varsity cheerleaders were selected for the Shrine Football game. They are Erica Lutke and Anna Pfau.

Student Council had an excellent year. Student Body President Anna Pfau led the way and Kelly Elder reassuming the head advisor's position (Lynn McMillan had the post for 2000-2001). LaVonne Simonfy coordinated the AAA and Student of the Month programs. Jerry Feller also assisted by filling the pop machines for student council.

Homecoming 2001 was the best in recent memory. Rather than the traditional class floats, Student Council voted to unite and build one float to represent their classes, the school, and the community as a whole. The ensuing American Flag, mounted on one of Moodie Implement's tractor-trailers had to weave around stoplights as it made its way up Main Street to the applause and cheers of people along the route. Coronation, Spirit Week, the Student BBQ and dunking booth, as well as the Halftime Show were all excellent. Further, the pep assembly incorporated 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.

When the Girls' Basketball and Boys' Football teams both captured state titles on the same day, Student Council created a championship video to show at the community celebration. Videos were a new element of FHS Student Council this year. The 4th Annual MORP dance was a tremendous event, promoted through a video spearheaded by Dan Hould, Andrew Mahlen, and Kelly Donahue. MORP included limbo and costume ("Retro" theme) contests, FCCLA taking Polaroid pictures, and Mike Huberman doing an excellent job as DJ for the night. Two hundred seventy-nine students attended the MORP dance this year! The same video also plugged Spirit Week, leading to greater involvement than ever before! The winter pep assembly, in keeping with our goal to involve everyone, launched a new era of school participation when all attendees got their crack at \$200 in a paper airplane contest!

The 15th Annual Blue-Gold Leadership Breakfast had to be held poolside at the Yogo Inn as we had outgrown the Sapphire Rooms. Jazz Band I played a set and impressed people as they came in with their food. The Choralaires performed next and equaled the splendor of the opening act. Their rendition of the Star Spangled Banner left the room spellbound. Attendance at the breakfast was 265. The speaker, Joe Glenn, inspired many by encouraging leaders to emphasize the humanness of leading—remembering people's names and recognizing their contributions. Jessica Hawn and Kala Flentie, Breakfast Co-Chairs, did an impressive job with the event. Scott Jenni and Anna Pfau, emcees for the ceremony, were spectacular.

Student Body and Class Officer elections were held earlier than in the past, trying to gear up for hosting Montana's Student Council Convention here in Lewistown next fall. Brenda Koch, the junior high advisor, also held elections this spring so that all of the Student Council is on board and ready to hit the ground running in August. Monique

Moen, Student Body Vice-President, will be traveling before that, going to the National Student Council Convention this summer in Virginia Beach, Virginia, in order to better prepare for this fall's convention.

The year ended with a barbeque at Elder's home. Student Council members were given pins for their work on all the activities this year. The Student Council also put on a graduation slideshow and senior picture presentation that surpassed the quality of previous years. As an added bonus, video productions during the year and a tape of the school play were shown on the local access channel of the cable network during graduation weekend.

The Fergus Varsity Football team, under the direction of Head Coach Gary Gebert, First Assistant Vic Feller and Defensive Coordinator Rick Wright, finished the 2001 season 11-0, winning the Conference Championship in football for the second time in a row. They made the play-offs for the sixth time in the last fifty years, and fifth year in a row-all under Coach Gebert's tenure. Fergus beat Hamilton for the third play-off victory at home in school history. This moved Fergus into the semi-finals for only the fourth time in school history, and the third year in a row. Fergus had to go on the road to Butte to play Butte Central with a record of 9-0 at that time. Fergus won 20-12 for the first victory at Butte since 1965. This victory put Fergus in the title game against Whitefish at Whitefish. This title game was the first title game since 1921. Fergus beat Whitefish 12-9 for the school's first football title and finished undefeated for the first time since 1964. Coach Gebert believed that the emphasis on weights helped achieve these goals and is stressing weights again next year. Fergus High looks forward for good things to come as the JV team, under the direction of Troy Hudson and Steve Paulson, finished the season 6-0. The frosh finished the season 4-4, 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 2001-2002 Golden Eagle **Girls Basketball** season was an outstanding one. With a strong nucleus returning, there were high expectations. The team went 16-2 during the regular season and claimed the conference championship. Some highlights along the way included going undefeated at home and earning road wins over tough teams including Malta, Havre, Livingston, and Browning. The divisional tournament was very exciting as the girls opened up with a win over Butte Central 62-30. That put the Golden Eagles in a semifinal game against Havre. The girls won by a score of 52-37, earning a place in the divisional championship against Dillon. The championship game was an exciting game as the girls prevailed over Dillon 57-56 in overtime to claim the Central A Divisional title.

At the state tournament, the Golden Eagles opened with a 54-47 victory over Whitefish. This set up a semifinal game against Hamilton, who was hosting the state tournament. The girls were not going to be denied and they cruised to a convincing 68-43 win. This set up a state championship game against Dillon. This was the Golden Eagles' third appearance in the last four years and the fourth appearance since 1994 in the state championship game. The game was a very exciting game as the Golden Eagles beat

Dillon, 62-56 in overtime to claim their first state title since 1979. The Golden Eagles finished the year with a 22-2 record.

Katie Edwards, a senior, was named 1st Team All Conference and All State. Shaylynn Conroy, a sophomore, was also named 1st Team All Conference and All State. Megan Berg, a senior, was named Honorable Mention All Conference. Members of the varsity who saw extended playing time were: Seniors—Katie Edwards and Megan Berg; Juniors--Dani Buehler, Emily Roche, and Monique Moen; Sophomores—Shaylynn Conroy, Brenda Bassett, Lesly Richter, and Kelli Berg.

The sub-varsity teams also had outstanding years. The Junior Varsity, under Craig Buehler, went 14-4. The B team, which was made up of just freshmen and coached by Melanie Smith, finished 10-6. The freshmen team, under Jim Daniels, finished the year 15-3.

Golden Eagle Cross Country was again coached by Eadie Schultz Seven varsity runners and fourteen JV runners made our 2001 Eagle Cross Country team highly competitive amongst themselves and our individual team positions continually changed throughout the season. Our team finished second at Divisionals and 6th at State. This was the first time in eight years we were unable to capture a state trophy, so we have our work cut out for us in the coming season...we had one state medallist, Kristen Mantooth, and five divisional medallists. Our 'first time ever' team uniforms made our kids more than proud and truly added a great deal to our program. Our Power Point presentation (thanks to Coach Flentie) was an inspiration to all and what a fantastic way to close our season. We are looking forward to another super season, hopefully "kicking it up a notch" at state.

The Boys Basketball Varsity season began with one returning starter and one player that saw limited varsity experience. There was, however, a nucleus of talented young players returning that were determined to prove themselves. The team's record was 13 wins and 11 losses, but the record is not a true reflection of the success achieved this season. The season was highlighted by some huge successes such as wins on the road against Belgrade, Browning, and Billings Central. The Eagles were the only team to defeat eventual state champion, Browning. Another highlight was making it to state for the first time since 1998 by winning three hard fought, nail-biting games in a row at the divisional tournament. At State, the Eagles did not fare as well, losing to both Ronan and Belgrade, due mainly to cold shooting and the lack of aggressiveness...which came as a surprise since shooting and aggressive defense were the Eagles' strengths all year. The Eagles were not without some adversity during the season as they started the season without a couple of key players. There were only a couple weekends throughout the year that the team had a full roster and even then some of the players were not playing at a hundred percent. These young men played through it all and seemed unfazed and played hard, never gave up, and never quit no matter how much the odds seemed stacked against them.

The **Volleyball** program under the direction of Head Coach Sterling Sundheim had a successful year. The varsity finished the season with a 12-13 record with a fourth place finish at divisionals. Earning All-Conference and All-State honors along with Divisional All-Tourney honors was junior, Dani Buehler. Earning 2nd Team All Conference along with Divisional Tournament Honorable Mention honors was junior, Alicia Mannin.

Our sub-varsity teams both had incredible seasons under two very capable coaches. Our freshman team, under Coach Brenda Koch, finished their season 16-4. The JV Team, under Coach Tara Taylor, finished the year 19-1, 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 will again earn Academic All State honors.

The **Fergus Wrestling Team** had an eventful season under third-year Coach Mike Mangold and Assistant Coach Brad Yaeger. The Eagles improved on every team score from the following year, which shows a growing program. Fergus was also the host of the Montana "A" Duals this year and brought 18 teams into the Lewistown community. The wrestlers led in every offensive category over their opponents and finished with a winning record as a team with the varsity record being 266 wins to 220 losses and the junior varsity record being 75 wins to 66 losses.

Fergus took 12 wrestlers to the divisional tournament and 10 made it to the state tourney. The Eagles placed fifth with 144.5 points. The lone divisional champion was sophomore, Phil Rinaldi. The Eagles also took home 2 seconds, 4 thirds, 1 fourth, 1 fifth, and 2 sixth place finishes.

The state meet was also successful as Fergus scored 78.5 points and had four wrestlers make it to the state podium. Senior Chris Scotten was again in the championship match and lost a heartbreaker in the final seconds to finish in second place. Junior James Irish and sophomore Phil Rinaldi took fourth place honors and will be back next year. Senior Sheldon Gerhardt showed his strength as he battled to a fifth place finish. The wrestlers will only lose two to graduation this year, so the future looks strong.

The 2001-2002 **Tennis** team, under the direction of Diane Lewis, was led by three seniors, eleven juniors, and six sophomores on the Divisional team. Thirty nine players finished the tennis season this year. Highlighting the year was the play of Megan Richter/Mariah Jimmerson (girls doubles), Bryce Bakkedahl/Carson Sweeney (boys doubles), Jeff Ernst, Brady Ernst (boys singles), and Krista Brand (girls singles). Also highlighting this year was a talented and dedicated group of junior players. At Divisionals, Bryce Bakkedahl/Carson Sweeney placed 4th, Megan Richter/Mariah Jimmerson placed 3rd, Brady Ernst placed 2nd, Jeff Ernst placed 3rd, and Krista Brand placed 3rd.

Missing a State birth by only one game were the teams of Nolan Atchison/Jon Byerly (boys doubles), and Vince Bride (boys singles)...another year of almosts. The

doubles team of Megan Richter and Mariah Jimmerson tied for 5th in State. All other players that went to State won at least one of their matches. 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 two years. We also look forward again to talented participants for the 2002-2003 tennis season.

The 2002 boys and girls **Golf** season was again cold and windy. We spent the first three and a half weeks of the season inside chipping and putting in the gym. Despite the weather the Golden Eagles had a tremendous turn out. There were 29 boys and 10 girls on the team coached by Vic Feller and Bob Oldenburg. The boys' goal this season was to qualify for state and bring home a state trophy. They came up short of their goal. Nate Redfern finished third at the divisional meet and tenth in the state meet. The girls brought home a divisional trophy for the first time since 1982. Caitlin Flament was the leader for most of the year. She shot an 87 at the divisional meet and was the divisional champion. Both the boys and girls teams finished the state meet in eighth place. This was the first time in many years that we qualified all ten golfers for the state meet in Whitefish.

Track started March 13th with four coaches (Suzie Flentie, Steve Paulson, Steve Olson, and head coach Richard Brosseau) and thirty-five track and field participants. The boys team number was down and it was a rebuilding year after having a group of talented seniors graduate after placing fourth at state. The girls' team number stayed steady with a good group of returnees. We were looking forward to an exciting year with the girls.

The main factor affecting this year's track season was the weather. It was one of the worst years for track in quite some time. Training routines were effected immensely. In spite of the weather the athletes were dedicated and a tremendous group to work with. The coaches looked forward to track each night because of the athletes. There were a couple of big events that topped off the season. Hosting divisionals and our girls team taking second place with three events left were both exciting. The team could have placed in the top three at state if a couple of girls had not been injured or if our numbers would have been greater. The third big event was the girls' relay team becoming state champions in the 4×100 relay. Another feather in our cap for athletics was when four years of hard work paid off for Burl Williams who placed 6^{th} in the shot at state.

I am very proud of this year's team because of their individual and team accomplishments as well as their attitude. The track program is headed in the right direction with our track and field complex improving each year and additions of top notch equipment. As a coach I truly appreciate Mr. Daniels' support in all areas of this sport. It is my desire to make the track and field program competitive and respected, and to raise more interest school and community wide in this program. I would like athletes in other sports to use track for an athletic improvement program.

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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 the changes were positive. It is still difficult to recruit coaches for the time period we need them. It is 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-70, Girls Basketball-65, Wrestling-15, and Boys Basketball-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

LEWISTOWN JUNIOR HIGH SCHOOL ACTIVITIES

Jerry Feller

Announcing the Annual Report For the LEWISTOWN JUNIOR HIGH SCHOOL Athletic Programs ~ 2001 - 2002

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. LJHS Principal Pat Hould also provided assistance, primarily with supervision at many of the activities.

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 in this documentation as well as listed in a separate table that is included with this report.

Boys football – Mike Mangold once again operated our football program as the head coach, with coaches Jerry Feller, Paul Granot, Steve Foy and John Matteson at his side. A total of 60 young, ready, willing and able men took to the gridiron for the 2001 - 2002 campaign.

Girls Cross Country - Under the guidance of Suzy Flentie, the girls cross-country team continued to be a real powerhouse! The success of this team is measured one contest at a time as they consistently win most of the meets they attend, this year with 22 runners participating.

Girls Basketball – Nancy Hudson once again assumed the reins as head coach of our girls basketball program, coaching the 8th grade girls, with Bev Mayernik joining her as an assistant. Katherine Spraggins and Tammie Fordyce guided the 7th graders. Both of our girl's squads, with twenty-three 7th grade and thirteen 8th grade girls participating, enjoyed exceptional seasons and truly the future looks very bright for the Fergus Girls Basketball program.

Boys Basketball – Jerry Feller provided the leadership for our 8th grade boys team this year, with John Tognetti at his side. New comers Steve Mattheis and Rick Mercado joined the boy's basketball ranks as coaches at the 7th grade level. Both teams showed continuous improvement and maturity with eighteen 7th grade and fourteen 8th grade boys participating.

Girls Volleyball - There was once again a strong and energized contingent of girls vying for spots on this years volleyball squad. 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. Katherine Spraggins, Kayleen Patten, Joy Cecrle and Lori Brown once again led our group of 35 young ladies into action.

Wrestling - Our "mat men" enjoyed another outstanding wrestling season under the guidance of third year coach Mike Mangold. The only disappointment this year was the cancellation of our home meet due to scheduling conflicts. With renewed optimism we hope to be able to host a meet in 2003. 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.

Track and Field - Our athletic activities calendar came to a close with the most cold and windy spring in recent memory with most folks wishing that it would rain, rain and then rain some more. A veteran coaching staff led our tracksters this year with Jim Hamling and Roger Woltermann tackling the cohead coaching duties. Jamie Robison and Shauna Tudor ably assisted these young men. Our home meet ran very smoothly once again this year, to the accolades of many of the visiting coaches and fans. For the second year LJHS also hosted the Central Montana Twilight meet. Fifty-four junior high runners, throwers, and sprinters participated in the track program this year.

As you can see from reading this report, several new coaches participated in the athletic programs at LJHS during the 2001 - 2002 school year and our students directly benefited from their outstanding leadership and guidance. And 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 2001 – 2002 school year.

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

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

MUSIC

Rich Garcia

Lewistown Public Schools 2001-2002 Year In Review

Music

The Music Department assumes the responsibility to provide a well-rounded instrumental/vocal program for the students of Lewistown Public Schools. The program provides multiple avenues for music education and appreciation. Any student showing capable technique and willingness to play a musical instrument or sing will have an opportunity to do so. We endeavor to guide students, though creative, worthwhile experiences that will prepare them for future use of leisure time, to appreciate the beauty of music and life, to give a foundation for a music career, to be aware that music is for everyone and that music is an art.

As educators we strive through music to:

- Give students a sense of self-expression and creativity.
- Enable students to evaluate their feelings.
- Enable students to release emotional and physical energies through and aesthetic means.
- Help students develop personal accomplishment and appreciation of self and others leading to and appreciation of self-discipline.
- Give students an environment that allows the development of social skills and personal character.

Highlights of 2001-2002

- This years 5th & 6th grade bands and choir no longer need to hold rehearsals in a gym, but have a more acoustical room, which is both ideal and superior for educating music students.
- The Fergus High School Jazz Band One and Lewistown Jr. High School Jazz Band Attended the Billings Jazz Festival.
- This years recipient of the John Phillip Sousa Award is Chris Byerly
- This years recipient of the Louis Armstrong Award is Brad Hogg
- Mariah Jimmerson received the National School Chorus Award
- Mary Hould received the Director's Award
- The new sound and light equipment in the Lewistown Public School's Fergus Center For The Performing Arts is currently being explored, tried and used.
- Exceptional concert performances by all performing groups

Again Remarkable staff

These dedicated, hard working and outstanding staff members charmed our schools and enthusiastically served our students during the 2000-2001 school year.

Angela Garcia - Lewis & Clark Elementary, Garfield Elementary and Elementary Choir.

<u>Vicki Begin</u> - Highland Park Elementary, Garfield Elementary and Elementary Choir.

Diane Galahan - Junior High School Bands, Elementary Bands.

Gordon Klasna - High School Choirs, Junior High Choirs.

Richard Garcia - High School Bands, Elementary Bands.

STAFF DEVELOPMENT

Pat Hould

School District #1 PROUDLY PRESENTS

A Report on The

Reorganization of the Staff Development Committee

The School District Staff Development Committee was resurrected in order to begin a process of reconstruction during the 2001 – 2002 school year. Team members representing the districts five schools included Dee Ann Beuhler, Darcy Zanto, Brenda Koch, Cindy Rutherford, Denise Nelson and Newell Roche. With LJHS Principal Pat Hould at the helm, this energized, dedicated and motivated group began review of the districts staff development procedures and practices.

It is important to note that the last time these procedures and practices were reviewed and/or revised was in April of 1989. Through of series of committee meetings, which included input from District Superintendent Charlie Brown, the following areas were discussed and fine-tuned.

- 1. Purpose and Objective ~ by definition the "what" of staff development
- 2. Rationale ~ by definition the "why" of staff development
- 3. General Organization ~ by definition the "who" of staff development
- 4. In-Service Decision Making ~ a flow chart that will define via a flow chart the "who" of staff development

These four items pre-occupied the committee the last five months of the school year. A list of changes and recommendations will be presented to the Board of Trustees for their consideration in the fall of 2002.

Basic Belief Statement regarding Staff Development:

It is the belief of the Superintendent and the rest of the District #1 Administrative Team that our Staff Development program must walk hand in hand with the districts School Improvement efforts. This will require a dramatic change in our belief system and an even more dramatic change in our practices and procedures. Building level decision-making will be a pre-requisite in this paradigm shift, as the staff of each building utilizes the data collected through the School Improvement initiative, to determine what type of training is essential in the development of Making Our Schools even more Terrific!

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 ~ 2001 - 2002

What an amazing school year! A most excellent adventure began in the fall of 2001 that will potentially become one of the most significant initiatives in which School District #1 has ever engaged, that of course being School Improvement. The following information is offered as a review of the exciting work that was done in this arena.

Membership and the Creation of MOST

With the hiring of Charlie Brown as Superintendent came a caring attitude, a positive spirit and a focus on improving "how it is we do business" throughout the district. In September, a gathering of staff, community members, parents and students, coupled with a presentation by Jack Copps led to the creation of MOST, that is Making Our Schools *even more* Terrific. This team was charged with directing the school improvement process and assisting schools with defining their role in this ongoing endeavor. After discussing potential membership, the 1st ever MOST team was created. Members for the 2001 – 2002 school year included trustees Dave Byerly and Mary Schelle, community members Sandy Fox and Phil Koterba, Superintendent Brown, and district faculty members Suzy Flentie, Robert Rutledge, Carol Brown, Bruce Marsden and Vicky Begin. Led by LJHS Principal Pat Hould this group embarked on a memorable journey of discovery!

The Timeline

One of the first major tasks was to create a timeline for the school improvement effort, that is to determine what tasks would be targeted and decide upon a sequence of events. Though all of the items within the timeline were not completed as hoped, the MOST team truly put forth a good faith effort and the foundation was laid for future success. A copy of the timeline is included with this document.

Accomplishments

The following information is a summary of the outstanding work that was begun and/or completed during the 2001 - 2002 school year. It is important to note that these items are not listed in chronological order and this information is merely a snapshot, a glimpse if you will, of the overall school improvement picture for this year.

- 1. Utilizing a survey instrument from the National Study of School Evaluation (NSSE) all students in grades 5 12, all school district staff, parents and community members were surveyed in November and December of 2001. A complete report detailing these findings will be made available in a separate document.
- 2. Staff members at the Garfield Elementary School created and administered a survey to their 3rd and 4th grade students.
- 3. Four sub-groups of the MOST team were created to decide what types of data should be considered for collection. The four sub-groups were: Shareholder Perspective, Demographics, Climate and Shareholders.

- 4. School site groups were formed, affectionately dubbed Schools Investing in Dynamic Development (SIDD) teams in loving memory of our dearly departed friend Sid Wilson. Building representatives to the MOST Team were given leadership responsibility of their respective SIDD Team.
- 5. Members of the Hardin Middle School staff provided a meaningful in-service on their accomplishments, their struggles and the path they have traveled under the school improvement umbrella.
- 6. Shortly after the NSSE data was collated and returned to the district, each school reviewed, analyzed, and synthesized the information during an early dismissal inservice day. Two weeks later, during another early dismissal inservice, presentations were provided to building staff regarding the findings of the data.
- 7. SIDD Team members provided the school board with a presentation, keeping them abreast of the latest school improvement developments and seeking their continued support in this ongoing effort.
- 8. A community meeting was held in order that the SIDD Teams could share their schools data with key stakeholders, school board members, and parents. Though the evening was long, the information proved to be very interesting and useful as the audience was engaged in viewing "the big picture".
- 9. Our year concluded with a district in-service opportunity, as district staff shared with one another their successes and their future plans. This afforded the MOST Team the opportunity to thank its membership, thank the SIDD Team leaders, thank district staff members for their positive participation, and to celebrate the years accomplishments. The ice cream social at the conclusion of the in-service was a big hit!

Looking to the Future

The future looks very bright for school improvement and the district should be proud of the fact the so many dedicated, talented and committed people are actively engaged in this process. The following information is a sampling of the next steps in our school improvement adventure.

- 1. Prepare for the staff development opportunity with Lisa Carter to be held on Monday, September 9.
- 2. Provide training to school district administrators, making them ready for the leadership paradigm shift that has begun and will continue to transpire as a result of the school improvement process.
- 3. Provide support to the SIDD Team leaders as they prepare for a full slate of early dismissal in-service opportunities during the 2002 2003 school year.
- 4. Create a district mission statement, vision, and belief statement, and provide the necessary support to each school site for them to create the same.
- 5. Design and begin implementing the five-year plan as per the Office of Public Instruction.
- 6. "Walk the walk AND talk the talk". Demonstrate to community members, school board members, parents and students that the data being collected is providing the impetus for decision making, for the improvements being made throughout the district and that this process will in fact Make Our Schools even more Terrific!

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 Timeline

Target date for completion of	
MOST team goal	MOST Team Goals
October 16, 2001	 Create additional questions for parent/staff surveys ~ assimilate feedback from staff Read Profile section of <i>School Improvement</i> workbook and discuss what information will be included in School District Profile
October 23 – 25	Make presentations to Civic Organizations and meet with the Ministerial Association ~ begin soliciting support for participation in community survey instrument
October 29 – November 13	 Conduct student surveys Conduct community surveys
November 6, 7 & 8	 Conduct parent surveys Conduct staff surveys
November 14	1. All surveys completed and mailed to NSSE for desegregation.
November 14 – Dec. 14	 Determine other data sources for inclusion in the District Profile. SIDD Teams meet Read profile section from the <i>School Improvement</i> workbook Review MOST team decisions regarding District profile Determine additional data to be collected for Building level profile.
January – February 2002	 Begin collecting additional data for District and building level profiles. School District Staff Development committee begins process of "restructuring".
March 2002	 Begin writing executive summary of District profile. Begin creating the District and individual school site profiles.
April – May 2002	 Based on SIDD Team recommendations, map a course for school improvement for the 2002 – 2003 school year, including staff development, district and specific building level needs. Heave a collective sigh of relief!

^{***} It is important to remember that this school improvement adventure promises to be a "work in progress". This will provide a golden opportunity *for us all* to participate in systematic and ongoing reflection in a purposeful "student focused" process enabling us to <u>Make Our Schools even more Terrific!</u> Thank you for your dedication and commitment to this end.

TITLE I

Tim Gillen

The Lewistown Public Schools Title I Program 2001 – 2002 ~ The Year in Review

These dedicated, hard working and outstanding staff members graced our schools and enthusiastically served our students during the 2001 - 2002 school year.

Lewis & Clark Elementary

Jackie Rickl

Highland Park Elementary

Leslie Hadden
Dan Melick

Fergus High School

Mary Jo Hamling LaRae Acker Vic Feller

Troy Hudson

Garfield Elementary
Nancy Barber

BPU Manager - Tim Gillen

Authorized Representative - Charlie Brown

There were many highlights for the Title I program's during the 2001 - 2002 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 sixth 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 2001 –2002 school year and that students were recommended for 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. 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.

SPECIAL EDUCATION

Dale Lambert

ANNUAL REPORT SPECIAL EDUCATION PROGRAM JUNE 2002

Special Education has had another good year! The move to grade level schools brought significant challenges, but also great opportunities for programmatic growth. While the special education staff spent a significant amount of time preparing for grade level schools, the move brought about many unanticipated changes, both in delivery of services, and in the demands placed upon the special education programs.

Larger class sizes resulted in an increased number of referrals for special education evaluations, and an increase in the number of children served. Between January and May special education personnel processed almost 30 new referrals. This, of course, translates into more students in special education.

By using a computerized record keeping system, Infohandler, it is possible to generate an unduplicated count of children receiving special education services. Unduplicated refers to the way schools report the number of children in special education programs to the state and federal government. While children may receive special education services in more than one disability category, an example being that many of our students labeled LD also receive speech services, the table below is an unduplicated count, indicating exactly how many children receive services, counted by their primary disability.

Disability Category	2000/01	2001/02
Autism	2	3
Child with Disabilities (age 0 to 6)	7	2
Cognitive Delay	6	6
Deaf/Blind	0	0
Emotionally Disturbed	5	4
Hearing Impaired	0	4
Learning Disabled	42	79
Multiple Disabilities	0	0
Orthopedic Impaired	1	2
Other Health Impaired	9	16
Speech/Language Impaired	52	68
Traumatic Brain Injury	. 0	0
Visually Impaired	1	0
TOTALS	125	184

There is a marked increase in the percentage of students being served. While there are fewer students receiving special education services than during the 1990s, it is becoming apparent that while the number of students enrolled in Lewistown Schools is decreasing, special education enrollment is steady to increasing.

The following is a list of students served in resource rooms, by building. It is important to know that the second largest category of children with disabilities, Speech Impaired, is not counted in the following table, this is only the children served in resource rooms.

School Building	Number of Students
Preschool (in Head Start Building)	12
Highland Park	28
Garfield	38
Lewis & Clark	25
Junior High	38
Fergus High School	43
TOTALS	184

You may want to note the number of children in the Garfield resource room, 38 students. Of this number, the fourth grade class has 25 students receiving special education services. When you think about that number you realize that the resource teacher had the largest class in the building. It also explains why Superintendent Brown occasionally seemed stressed for no reason. The resource teacher at Garfield is Carol Brown. Perhaps the best way to view it is simply that Carol did an amazing job this year!

Increasing numbers, along with decreasing budgets dictate several changes in the coming year. Some possible changes include:

Planned Prereferral: There is no current prereferral program that is district-wide. This leaves resource teachers and school psychologists in a unique, "gate-keeper" role. This is unfortunate because the very people who serve children in the resource programs are forced into a position where they must compromise in order to keep numbers at manageable levels. This spring the elementary resource teachers started a classroom accommodations and prereferral plan. The intent is to provide better "structure" and some guidelines for how we serve children prior to referral. This is a difficult document to write, but one we hope to have in draft form early in the coming school year. One of the significant needs according to School Improvement surveys was serving children with behavioral needs. This prereferral plan is not intended to make placing children in special education more difficult, but to develop that partnership between regular education teachers and special education teachers, and how they work together as partners in serving all children. The coming year offers a unique opportunity, with reduced class size and the addition of more resource teachers. This may be our best opportunity to bring about systemic change.

Additional resource teachers in elementary buildings: With grade level schools came an increase in the number of paraprofessionals, or aides, serving children with disabilities. In examining those services, and the service cost, it became economically feasible to restructure, cutting some aide positions and hiring an additional teacher in each elementary building. This should allow teachers to have more instructional time with students, rather than supervision of para-professionals. This should make it possible for the Highland Park resource program to provide the early intervention programs so

necessary for long-term school success. At Garfield, the second resource teacher will be in a "transition classroom" for third graders.

The selection criteria and general philosophy we're currently using is as follows:

The transition room is a classroom which focuses on intense communication arts instruction and enrichment. Students are selected using reading and communication arts scores collected throughout the school year and teacher referrals from second grade teachers. In most cases students served are functioning from .5 to 1.0 years behind their grade level peers.

Classroom activities will focus on an integrated curriculum that teaches skills and skill application in both communication arts and content area subjects. To do this the class size will be kept between 12 and 14 students. Instruction will include curricular materials used in other third grade classrooms, but may also include direct instruction in phonics, decoding, and study skills using other materials.

The additional resource position at Lewis & Clark is designed to prepare for the large class of incoming 5th graders. Twenty-five students who receive up to half of their instruction in a resource room places demands on not only resource but also the programs of any school building. The 5th and 6th grades are also a time where the resource programs "shift" from teaching basic skills to teaching the larger application of study skills to content area subjects across the curriculum.

To assist in this transition of students and services from building to building the elementary resource teachers also meet every Friday afternoon during the school year. It is our hope that this planning time results in a smooth flow of special education services and program consistency throughout the district.

School to Work Activities at the High School: With budget cuts at the high school, the School to Work support position, the person who job-shadows children with disabilities in their work activities has been cut. We're currently looking at special education funding for this position, believing it is essential to quality transition programs at Fergus High School.

Change: Finally, and perhaps the most difficult change this year has been the change in special education directors. Charlie Brown's leadership as Special Education Director meant effective, quality special education programs throughout the district. Charlie planned well, and did all he could to support the special education program as this change occurred. However, it is only fair to say that this change came with its struggles. This year was a time of learning to work together in new and different roles, but I believe we have dealt with those changes, and are working to move in the direction Charlie had planned.

Overall, Lewistown's schools continue to provide excellent special education programs. This year and next are all part of an ongoing process of getting better. With this in mind next year looks to be a great one!

Submitted by:
Dale Lambert
Central Montana Learning Resource Center Cooperative

ADULT EDUCATION ABE/EOCM/TRAFFIC EDUCATION

Diane Oldenburg

COMMUNITY EDUCATION, 2001-2002

Diane Oldenburg, Director

The office of Community Education continues to serve an ever-increasing number of 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 107 educational, social, recreational and cultural opportunities for adults was offered during the 2001-2002 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 Montana Learning Resource Cooperative Center, Central MT Medical Center, the Church of Latter Day Saints, the Army National Guard, and the Pine Meadows Golf Course.

During the school year, I attended the state MAACE Conference in Whitefish and the Mountain Plains Adult Education Association regional conference in Phoenix, Arizona.

DRIVER EDUCATION

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

The 2001-2002 program faced a dilemma. We needed to provide a long overdue raise to our instructors, who had not received a raise since 1994. Their rate of pay was changed to \$15 per hour. At the same time, many cuts had to be made and the fee to students had to be raised to \$200. Cuts to the program in the recent past have included the Great Falls trip, though a valuable lesson for students; it was eliminated due to the high costs of approximately \$43 per student. We also eliminated the testing program for the Department of Justice. DOJ testing allowed our trained instructors to actually administer the Montana Driver License exam to our students. It took additional hours of the instructor's time and we were not reimbursed by the State. Since the testing program was optional, we discontinued it. All students must now complete their testing at the State Examiner's Office. Another cost-cutting change was the addition of bound worksheets, which were checked out to each student like a textbook. It made the massive quantities of student handouts non-consumable; students simply submitted their answers on notebook paper, saving hundreds of dollars in copy costs. The latest rounds of cuts included offering fewer session options each year, the elimination of our use of the Montana Advanced Driver Education Facility, and paying only a \$100 stipend to each instructor for attending the state MTEA Conference, rather than paying all expenses. We also cut supply and postage costs.

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 regular size class sessions were held in the winter and spring quarters, and one large class session was 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 only \$60 per student for the 2001-2002 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.

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, provide a steady stream of clients.

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 two different grant-funding sources. 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, 93 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 has also been made available to assist qualified students.

Many hours have been spent working with the sixteen member Regional University Center Taskforce, whose goal is to build a center for our program so that daytime hours could also be utilized. Partnerships have been formed that would yield educational opportunities from around the state and make them available to people in our six county area. Options for training would include post-secondary course work, computer-assisted learning, professional training and conferences, satellite downlinks, METNET, and more. Recent acceptance of a proposal to build on donated land at the Central MT Medical Center has caused us to begin the search for additional grants and resources to leverage against the \$498,900 in HUD funds received for the project to date.

After eight years of planning, we were excited to offer the three-year Associate of Science Degree in Nursing from MSU-Northern, in its entirety, beginning the fall semester of 2001. Students may then complete their Bachelor Degree later, on-line. A reception was held to celebrate our graduates in May.

To compliment our college course offerings, an adult-student guidance counselor is now 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 WoRC Task Force, the PIR Committee, and the Adult Basic Education Advisory Board. I also serve as a member of the Montana State University Presidential Advisory Council and the Regional University Center Taskforce.

OFFICE OF COMMUNITY EDUCATION 2001-2002

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	DRIVER EDUCA	TION	
School Year _2 sessions _48	Summer 2001 _2 sessions	_50 Adult Learner	_0
TOTAL DRIVER EDUCATION PA	RTICIPANTS: 98		
	ADULT BASIC EDUCA	ATION/GED	
ABE/GED Class Enrollment	135	Total GED exams given	_54
TOTAL ABE/GED PARTICIPANT	'S: <u>189</u>		
		FOR CENTRAL MONTANA	
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CURRICULUM

John Moffatt

To: Supt. Charles Brown; Board of Trustees From: John Moffatt, Curriculum Director

Re: Curriculum Report—2001-02

The 2001-02 school year saw the focus in curriculum development shift to K-12 science, and I believe the outcome was very positive.

We faced the rather unique challenge of all of our 7-12 science teachers being heavily involved in coaching throughout the year, but we still managed to complete the review, revision, and ordering process---it just wasn't easy.

Our main goal was to align our curriculum guide to State and National Standards. Extensive study was done early in the year to familiarize everyone on the Committee with those Standards. We reviewed the work of many other Montana districts to glean the best of their programs. Lively discussions of philosophy highlighted our early work sessions. Special thanks is extended to Frank Hallett and Carolyn Shields who served as chairpersons for the 7-12 and K-6 groups, respectively. One of the key points of agreement for the Committee and a cornerstone of our science philosophy is that we need to continue the move to activity-based programs where students not only "learn", but also "do" science.

Following some early full group meetings, the K-6 team chose to hold evening work sessions. Thanks to excellent district support we were able to stipend these teachers at the rate of ½ day of substitute pay. I felt this was a "win-win" proposition for both teachers and the district, as far less class time was lost and the teachers were compensated for their time. As our curriculum process continues to evolve, this model may serve us well, and may eventually set the stage for summer curriculum work with stipends for team members. As mentioned earlier, the evening sessions did not work for the 7-12 team because of their extra-curricular commitments. I would not, however, rule out the idea with future secondary teams of exploring this model. In fact next year's social studies work will involve a team with few coaches as members.

As for the revision itself, the 7-12 document is now patterned after the Montana Model Science Curriculum Guide published by the Office of Public Instruction. Most of the significant changes came at the 8th grade physical science level. The K-6 revision saw a concerted effort to create a "user-friendly" document with less duplication than was previously the case. In format it is patterned after the Math Curriculum Guide developed last year. The entire document is aligned with our State and the National Science Standards.

Materials selection proved easier than usual as the entire K-6 team favored the Harcourt Elementary Science Program. With many of the same features of the math program we purchased last year, this program does an excellent job of integrating the curriculum areas and providing many opportunities for activities and writing. Harcourt is one of the very few publishing companies to maintain a Montana representative, so we will also be able to provide quality in-service training for our staff—a major plus. Harcourt also offered a

generous gratis package that makes a huge difference in supplying teachers with supplementary materials.

At the Jr. High level, the 7th grade life science program will be augmented by the purchase of new hardware such as computers, projection equipment, and a digital camera. Unit books were also purchased---but only enough for a class set. The emphasis at the 7th grade level is definitely on a "hands on" approach, which I applaud. The 8th grade physical science program will replace their textbooks, and they also will receive a digital camera.

Thanks to the School Board's decision to add additional money to the High School curriculum budget, we were able to purchase textbook replacements for all of the high school science classes. However, there was not money in the budget for any equipment additions. Also, we were not able to address the needs of any of the "crossover credit" science areas such as vocational agriculture, technology, or electronics. These programs, like foreign language, need to supported monetarily, or they will not attract students. Our School Board has always looked for ways to provide dollars for curriculum development, and I know it must be difficult for them when shortfalls keep cropping up. I don't see any easy solutions to this dilemma.

Perhaps the biggest question we are wrestling with in our curriculum work is the meshing of what we are doing with the needs for assessment that matches the curriculum and meets the requirements we are receiving from the State and National levels. This job is complicated immensely because these requirements and their deadlines frequently change. The Office of Public Instruction has been cut to the point where it is difficult for them to provide effective guidance to Montana's schools. The curriculum specialist positions have disappeared, so we have lost important resources at the same time that we are faced with increasing accountability requirements.

As mentioned earlier, the major area to be reviewed next year will be social studies. I look forward to working with this team and have begun gathering resources which I hope will assist their efforts.

DRUG/ALCOHOL

Tim Gillen



Bewistown 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 14, 2002

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 part of 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.

The Central Montana Tobacco Prevention Grant provided fifth and sixth grade teachers with additional training. Fifth grade teachers participated in a workshop called Project Alert. Sixth grade teachers participated in a workshop called Life Skills. Both of these workshops are tobacco, alcohol and drug abuse prevention programs.

The drug/alcohol program again received a grant for the 2001-2002 school year. As in the past, the majority of the grant money was used to provide a home school coordinator. Maggie Moffatt continued to provide this service. Maggie is a professional counselor who is 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 2001-2002

The 2001-2002 school year proposed many new and different challenges for School Food Service as it did for most everyone in the district. Our committed staff, both new and experienced, faced these challenges with determination and a positive attitude and were successful for the most part in all areas of our operation. 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 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

Included in this report are the summary reports for both lunch and breakfast for the 2001-2002 school year. District-wide we are feeding 49% of our students through the hot lunch line serving an average of 720 lunches (student and adult) each day. We are feeding 12% of our elementary students at breakfast with the participation numbers increasing each month. Our actual number of lunches served was 1651 more than last year and our student participation rate increased 1% even with an average of 60 fewer enrolled students district-wide. We will continue to 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.

We have students at Garfield and Lewis & Clark that help our program by working in the lunchroom scraping trays and wiping tables. At Highland Park, we have the services of a School-to-Work student from the high school who assists our youngest students with trays. The Junior High has two students who assist at the a la carte line. In total we provided 1590 earned student lunches at no cost to the student and an opportunity for them to perform a service to others. The elementary arrangements were yet another challenge due to grade level schools.

Earned adult lunches increased in number to 2142 amounting to \$5355.00 of support to district operation. We especially appreciate those staff members who can spend their duty time in the lunch room to help with student management and behavior concerns. Paid adult lunches decreased by 590 to a level of 2926. We appreciate those staff members who make us their lunch choice—they are great advertisement by being good role models for the students.

Our goal to implement a reimbursable breakfast program in each of the elementary buildings for this year was met and with great success. We applied for and received grant money from the Central Montana Foundation as well as receiving funds from the Parent Teacher Support Group and the district to cover the cost of equipment and remodeling of kitchen facilities. With the assistance from the Maintenance Department, the building custodians, secretaries and administrators, and our staff the breakfast program started on the first day of school last August.

Our daily participation numbers grew from a daily average of 65 (all three schools together) to a peak of 98 in March (National School Breakfast Week promotions). 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.

We applied for and received grant money from the State of Montana through a bill to implement new breakfast programs at schools currently not participating that was passed in the last legislature. We will use the monies to purchase new computer software for the Junior and Senior High Schools to upgrade our very outdated system currently in use. This will enable us to offer a reimbursable breakfast program alongside our a la carte line at the Junior High this fall.

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 approximately \$325.00 per day from this line, a decrease from last year possibly due to fewer enrolled students or other choices that students can make.

The a la carte breakfast line at both the junior and senior high schools implemented during the last school year 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 are located in our regular site at the end of the east hallway and 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 improvement with equipment this year came with the purchase of refrigerators, freezers, milk coolers, ovens, transport carts, and small ware items to upgrade the elementary kitchens to fully implement the breakfast program. Some of the items, of course, are used as part of our lunch program as well. We plan to upgrade the mobile serving units at Junior and Senior High schools for the upcoming 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.

PROMOTION AND MARKETING

We regularly compete with television, movies, etc. for our students' food dollars so to increase participation we are always looking for new ways to get our message across to the students. We use a variety of incentives such as "Special Event Day" on our menu, tray favors, edible treats, posters and activities. With the help of no cost materials from entities such as the Montana Beef Council, Western Dairy Council, the Wheat and Barley Commission, and the Cool School Café we are able to effectively promote and teach students at very little cost.

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 hiring five new staff members this year. Our existing staff is quick to assist new people with learning the job and sharing valuable knowledge acquired over their years of experience. Our new people are committed to learning and working to the benefit of the students they serve. With long-term illness, emergencies and day-to-day personal concerns always a factor, substitutes and extra help from current staff are invaluable. By job sharing, cross training, staff meetings and idea sharing, we are able to keep our operation in smooth running order.

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.

Cindy Siese
Director

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA 2001-2002

SITE: District Summary

MONTH				STUD	ENT					ADULT		TOTAL #	DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
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February	6797		0		152		1598	12476		328	567	13043	18
March	7684		0	21	175			13993	265	407	672		20
April	7635		0		166	4503	1779	14083	280	372	652		20
May/June	8764	187	0		204	5211	2086	16265	342	481	823	17088	25
TOTALS	68019	1424	0	166	1590	37821	16516	123946	2142	2926	5711	129657	180
MONTH	AVE.	AV DAILY % DAILY	% DAILY	% PAID % RED	% RED								
	ENROLL		PART.		ANGIGINES 4 40%	STODENT			District	Lunch P	District Lunch Participation	ion	
Aug/Sept	1384				1470								٠.
October	1391	189		0//6	14%								
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December	1398				14%			24	210/	,	% 3	■ % PAID STUDENT	LN4
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February	1404				13%						%	■ % RED STUDENT	L
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May/June	1392				13%	32%		Ť	13%]		
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AVERAGES	1397	089	48%	%00	13%	0/10	J						
Participation	n at individ	at individual schools:	.:8	Highland Park	ark	81%		_					
				Garfield		%62		*This grap	h reflects t	the percer	ntage cate	*This graph reflects the percentage categories for only	ıly
				Lewis & Clar	ark	%44		those stud	lents partic	sipating ir	the lunch	those students participating in the lunch program-not the	ot the
				Junior High	e	38%		percentage	percentages of the total student enrollment	otal stude	nt enrollm	ent.	
				P. C.	-	4 407							

SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA

SITE: DISTRICT

2001-2002

180 # DAYS 15 20 20 25 25 25 25 those students participating in the breakfast program-not the percentages of the total student enrollment. **0% FREE STUDENT** *This graph reflects the percentage categories for only **2% PAID STUDENT** ■% RED STUDENT 1340 1816 1319 1577 1985 1885 2317 15387 1431 TOTAL ST+AD Elementary Breakfast Participation 000 220 0 4 SUBTOT 00 0 000 2 PAID 26% ADULT 20 0 0000 20 1716 15346 1794 1318 1340 1576 1969 1885 2317 REDUCED SUBTOT 363 385 226 208 239 2439 268 225 286 952 740 748 8955 57% 58% 57% 12% 12% 987 890 1199 54% 53% 56% 61% 64% 65% 88% 12% 1191 % PAID % RED % FREE STUDENT STUDENT 1481 FREE 00 7 **ω** 4 ω 9 25% 21% 17% 16% 14% 15% 14% 12% 16% ERN-FR ERN-TOT Highland Park Garfield Lewis & Clark BUILS 26% 25% 27% 28% 28% 28% 25% 25% 23% 0 œ 4 00 60 12% 0 0 0 0 12% 11% 13% 11% 12% 14% 13% 13% AV DAILY % DAILY PART. ERN-RD Participation at individual schools: 655 889 888 93 93 85 00 00 0 0 0 0 ERN-PD 3000 457 352 373 443 494 458 533 715 3892 708 709 713 713 727 227 727 AVE. ENROLL PAID AVERAGES TOTALS November November December December May/June May/June MONTH MONTH Aug/Sept Aug/Sept February February October October January January March March April April

ALACAF	CARTE INCOME	ME - Lunch	Jch				
Ή	+ FHS						■ JUNIOR HIGH ACCT ■ JUNIOR HIGH CASH
DATE	JUNIOR HIGH	HIGH	FERGUS HIGH	SHIGH	TOTAL	DAILY	□ FERGUS HIGH ACCT ■ FERGUS HIGH CASH
	ACCT	CASH	ACCT	CASH	Name and Address of the Control of t	AVERAGE	
Aug/Sept	2680.25	413.60	2530.35			es.	7000000
October	2574.80	381.55	2878.25	1592.25		69	000000000000000000000000000000000000000
November	1895.20	283.15	2003.05	1418.25	2		4000000
December	1769.15	250.20	1765.65	1135.35	8	S	
January	2754.60	377.40	2674.05	1572.35	53	59 (1000,000 1
February	2127.55	373.85	2289.10	1215.75	٥١٥	9	Ar Ma Fe Ja De No Oct
March	2383./3	280 55	2202 15	1240.35	# 0,030.33	\$ 246.95	ay/coril arclebrumus anus anus anus anus anus anus anus an
April 1120	2272 40	870.05	2042.13	1425 20	2 0		h uary mb mb
May/June	23/2.10	070.00	Z048.33	1455.00	0,327		y ber ber
TOTAL	20830.05	3588.45	21201.50	12887.70	\$ 58,507.70	\$ 325.58	
A LA CA	CARTE INCOME		- Breakfast				
SITE: JH +	JH + FHS						HSAC HOIH ACINIII. TOOA HOIH ACINIII
						A)	<u></u>
DATE	JUNIOR HIGH	HIGH	FERGUS HIGH	SHIGH	TOTAL	DAILY	00 0000
	ACCT	CASH	ACCT	CASH		AVERAGE	
Aug/Sept	180.60	73.80	192.55	395.15	\$ 842.10	\$ 44.32	1500.00
October	336.60	67.30	313.45	595.20	₩		
November	235.95	40.85	321.20	449.90	€		
December	242.50	51.05	342.55	525.25	8	es	200.00
January	348.35	126.35	545.60	799.10	49	S	
February	366.85	121.75	434.50	597.85	8	မာ	AMFJDNO
March	402.70	156.40	555.95	668.35	8	€9	
April	383.00	129.90	613.50	712.90	8	69	ch rua uar em em
May/June	319.20	162.95	561.20	821.15	\$ 1,864.50	-+	iry y iber iber
TOTAL	2815.75	30 000	03 0000				

TRANSPORTATION

Steve Klippenes

ANNUAL SCHOOL REPORT

TRANSPORTATION DEPARTMENT 2001-02

JUNE 14, 2002

During the 2001-02 school year we traveled 167,334 miles in yellow buses and 59,742 miles in our activity buses safely.

The Transportation Department is responsible for the maintenance on 13 yellow buses, 5 MCI activity buses, 5 Drivers Education vehicles, 5 Maintenance vehicles, 1 Hot Lunch Van, and 1 Transportation pickup and snow-plow.

This year our mechanic Gary Distad was called up to active duty in the National Guards and is stationed in Bosnia, we hired Neil Longtine as a replacement mechanic for the nine months that Gary is gone and Neil has cone a fine job for us.

This summer the MAPT workshops are in Belgrade and we have 12 attending the workshops this year and they are in Belgrade.

We have several buses that we need to do brake jobs on this summer.

We will also rebuild the transmission on Eagle # 1 this year and maybe do an inframe overhaul on the engine. The engine has in excess of 200,000 miles on it and does not start well when it is cold.

This year we went to grade level schools and transportation went very well the only problem I am a aware of is that some of the K-2 students are at the school a long time before they get on their bus to go home. We will be working on that this summer to see if we can make it better for next year.

We had a great year and are looking forward to another great year.

Steve

BUS# YEA	R MODEL	STARTING MILAGE	FINISH MILAGE	TOTAL FOR YEAR
1 1995 2 1997 3 1999 4 1990 5 1998 6 1999 7 1995 8 1997 9 2001 10 1992	BLUEBIRD TC 2000 BLUBIRD CHEV 48 PASS BLUEBIRD ALL-AMER BLUEBIRD TC-2000 BLUEBIRD TC-2000 BLUEBIRD TC-2000 CHEV—BLUEBIRD AMTRAM- GENESIS CHEV—BLUEBIRD BLUEBIRD ALL-AMER	42,236 151,234 84,317 42,501 100,458 86,344 11,700 131,207	113,740 74,418 67,121 155,923 96,520 59,297 100,848 107,251 32,651 134,571	8,598 12,194 24,885 4,689 12,203 16,797 390 20,907 20,951 3,364
11 1990 NEW 11 2002 12 1999 13 1998 TOTAL	BLUEBIRD TC-2000 BLUEBIRD TC-2000 BLUEBIRD ALL-AMER BLUEBIRD TC-2000	165,751 2,533 49,138 49,779	166,384 14,777 63,101 65,295	633 12,244 13,963 15,516 167,334
EAGLE 1 EAGLE 2 EAGLE 3 EAGLE 4 EAGLE 5	1974 MCI MC-8 1982 MCI MC-9 1984 MCI MC-9 1982 MCI MC-9 1982 MCI MC-9	262,074 79,133 606,793 65,759	274,136 99,348 620,820 78,925 272	12,062 20,215 14,027 13,166 272
TOTAL				59742
SHOP TRUC	CK			
1978 1994	CHEV ¾ TON PICKUP CHEV ¾ TON PICKUP	231718 68889	232150 76189	432 7,300

MAINTENANCE

Paul Stengel

♦ Maintenance Program Summary

2001 - 2002

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, installation of new playspace fill, grounds work associated with the High School Tennis Courts and field events, fencing at the High School, field repairs and improvements @ Fergus, and wiring/cabling for the new track/FB PA system.

Custodial operations have continued without any changes in scope or procedures. We have experienced several personnel changes and absences @ Fergus, Highland Park and in Grounds.

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

\Diamond	Flooring replacement @ several buildings.	\$13,331
\Diamond	Misc. Painting.	\$6,130
\Diamond	Playspace improvements.	\$31,000
\Diamond	Improve exterior lighting at Fergus.	\$9,850
\Diamond	Upgrade electrical circuitry @ Jr. High.	\$3,100
\Diamond	Replace exhaust fan @ Jr. High.	\$3,675
\Diamond	Pave parking area at Highland Park.	\$12,855
\Diamond	Install phone/PA system @ Highland Park.	\$5,960
\Diamond	Install irrigation @ Lewis & Clark.	\$12,000
\Diamond	Replace service entrance @ Lewis & Clark.	\$5,000
\Diamond	Replace 2 windows at Lincoln.	\$2,500
\Diamond	Install underground irrigation at HS.	\$9,000

Goals for the remainder of the year include:

- ◊ Painting & flooring @ several buildings.
- ◊ Replace evaporator coils in Cooling Tower @ Fergus.
- ♦ Re-roofing part of Jr High.
- ♦ Install HVAC system @ Jr. High.(Grant \$s.)
- ◊ Install new chair lift @ Lewis & Clark.(Grant \$s.)
- O Replace driveway/service entrance concrete @ Lewis & Clark
- Resurface Highland Park Playground. (Building Reserve \$s.)
- ◊ Install new phone system/ PA @ Garfield.

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.

BUSINESS OFFICE

Stacey Vestal

BUSINESS OFFICE - 2002

The Business Office had another busy year serving the staff, students, and public. The office serves as a clearinghouse for all purchases, staff travel, payroll, personnel, accounting, school food receipts, mailings, IMC requests, financial reporting, maintenance of federal program files, clerical duties, and general information services.

Central Office staff continues to have weekly staff meetings and go to lunch together once a month. 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 2000-2001 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 for this office continues to be a priority with members attending computer, time management, accounting, school food reporting, payroll tax, stress management, and school law workshops.

The Business Office converted to online reporting for monthly school food reports, the Annual Fall Report, and also ANB, budget, and Trustee Reports. The office also changed to a new accounting software package with the same vendor. This 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.

TECHNOLOGY

Pat Weichel

Technology 2001-2002 Annual Report



Patrick Weichel, Technology Specialist June 14, 2002

- Early release training: The February early release training was dedicated to using the Marco Polo web to integrate technology into the classroom. The MarcoPolo program provides no-cost, standards-based Internet content for the K-12 teacher and classroom, developed by the nation's content experts. Online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities and materials to help with daily classroom planning, and powerful search engines. The May early release for technology was also dedicated to integrating technology. During the afternoon 13 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: Using Outlook 2000, Power Point, In's and Out's of Microsoft Windows, Intro to A+LS, video editing, Inspiration, Trackstar, File Backup and Work at Home Strategies, Publisher, PageMaker, Lewis and Clark Expedition Online, Kid Pix and Using Internet as a Communication Tool with Students and Parents. The workshops were very well received. Many thanks go to the presenters who put in the time to make the afternoon a success.
- TLCF Grant: The district again successfully participated in the Technology Literacy Challenge Fund (TLCF) grant program. The district was previously awarded a TLCF grant in 1997. Two grants were awarded to the Lewistown Public Schools in 2002 for a total of almost \$200,000 for one-year. These grants provided a laptop lab of twenty computers and accessories for the elementary schools, and twelve laptops for the high school, plus almost \$1200 per grade-level for software purchases. District funds were used to bring the total number of laptops up to 30 for the elementary lab and 15 for the high school lab. In addition to the hardware and software, funding was included in the grant to hire a full time "Technology Integration Specialist" for K-8 and a half time position for the high school. Cindy Rutherford filled the elementary position and Lynne Wise the high school. Cindy and Lynne's task was to meet with teachers to plan and implement technology integrated projects. For example, high school social studies students used Publisher to create a full color brochure on a history subject – integrating their regular learning with technology. The elementary students completed similar projects. As an example, fourth graders worked with their classroom teacher and Mrs. Rutherford to develop Power Point presentations on the Solar System. The completed Solar System projects were posted to the Garfield school web page. Cindy and Lynne's efforts over the past year have been enormous. Concrete data in the form of pre- and post- grant surveys for staff and students will be analyzed over the summer an provide an idea of the type of impact the grant activities have had on improving the use of technology in the classrooms.
- Elementary Computer Labs: The District's decision to implement grade level elementary schools last year created the opportunity for each elementary building to have a dedicated computer lab. Computers for the labs were obtained by removing one computer of the two in each classroom and the purchase of five additional computers per elementary. The result is computer labs in each elementary of around 15 computers each. The labs are used extensively for TLCF grant activities; activities lead by individual classroom teachers, Accelerated Reader testing, and staff development. Due to the re-organization it took until almost the end of September to sort out which computers belong in the labs and get them configured for the new location.

• 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 2002-2003 school year was made in January. \$20,851 was awarded for discounts on our district Internet connection, long distance, and local telephone service for the 2002-2003 school year.

Future Directions

- This summer we will again be carrying out preventative maintenance on every computer in the district. In the process every computer is visited to be cleaned, update its virus and Internet software and fix any apparent problems.
- Title II Technology Funding: The federal Title II program is providing funding that will allow the district to carry on some of the Technology Integration activities that were started with the TLCF grant over the last year. The plan is to use the funds 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, so that is where most of her focus will be. It is hoped that she will be able to carry on the classroom integration projections, provide technical assistance, and instruct the elementary computer lab classes. This same Title program will also have a competitive grant component that is expected to be similar to the TLCF program, when more information is learned we will most likely pursue more funding via the grant.