

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**Lincoln Board Room**  
215 Seventh Avenue South  
Lewistown, Montana 59457

**Monday, June 14, 2010**

**REGULAR BOARD MEETING**

**CALL TO ORDER (7:00 P.M.)**

1. Roll Call
2. Pledge of Allegiance

**BOARD OF TRUSTEES**

3. Presentation—Counseling Program
4. Presentation—Matt Lewis, CRT
5. Discussion—Facilities
6. Report—Committees of the Board
7. Calendar Items, Concerns, Correspondence, Etc.

**SUPERINTENDENT'S REPORT**

8. Report—Investment
9. Other Items

**PUBLIC PARTICIPATION**

10. Recognition of Parents, Patrons, and Others Who Wish to Address the Board

**ACTION ITEMS**

**MINUTES**

11. Minutes of the May 24, 2010, Regular Board Meeting

**APPROVAL OF CLAIMS**

12. Claims

**CONSENT GROUP ITEMS**

13. Approve Lewistown Junior High School Activity Fund Report for May 2010

**INDIVIDUAL ITEMS**

14. Approve Personnel Report
15. Approve Reissuing of Lost Payroll Warrant
16. Approve Reissuing of Lost Claims Warrant
17. Approve Request for Right-of-Way Easement by Mid-Rivers Telephone Cooperative, Inc.
18. Approve Revision to Elementary Handbook
19. Approve Request to Increase Salary Amount for Driver Education Instructors
20. Approve Voiding Outdated Stale Claims Warrant
21. First Reading—Board Policy #7329—Petty Cash Funds
22. Second Reading—Board Policy #4330P—Rental of School Facilities
23. Second Reading—Board Policy #5331—Insurance Benefits for Employees
24. Approve Additions to Transportation Handbook

**ADJOURNMENT**

### **PUBLIC PARTICIPATION**

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

- Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- There will be a limit of one presentation per person.
- The Board requests that organizations and groups be represented by a single spokesperson. The spokesperson for each group shall be limited to a presentation of three (3) minutes. To save repetition and time, the Board also requests that persons not speak if a previous speaker has expressed a similar position on the same issue.
- The Board will accept comments from the public on each agenda item as it is discussed.

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

### **CONSENT GROUP ITEMS**

The action of adoption of the "Consent Group" as an official item on the agenda means that all items appearing under the title "Consent Group" shall be adopted by majority approval of a single motion, unless a member of the Board or the Superintendent requests that any particular item be removed from the "Consent Group" and voted on separately.

Generally "Consent Group" items are matters which members of the Board and Superintendent agree are routine in nature and should be acted upon in one motion to conserve time and permit focus on other than routine matters on the agenda.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

3

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

ITEM TITLE: PRESENTATION—COUNSELING PROGRAM

Requested By: Board of Trustees    Prepared By: Counselors    Date: 06/14/2010

**SUMMARY:**

The School Counselors for the Lewistown Public Schools would like to present to the Board of Trustees a proposed school counseling program as outlined in the attached document.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

**Lewistown Public Schools  
Counseling Program  
2010**



# Foreword

In 2004, the Montana School Counseling Association's Executive Board voted to design a school counseling program model that is founded upon the fundamentals described by American School Counselor Association (ASCA) in their publication, the *National School Counseling Programs Model*. Much of the material found in the Montana model comes from the national model. The national ASCA model for school counseling has gained the endorsements of many educational organizations including: National Association of Secondary School Principals, The College Board, National Association of Elementary School Principals, American Counseling Association, National PTA, and the National Career Development Association. The Montana Office of Public Instruction supports the MSCA School Counseling Program model for Montana Schools.

It is important to note that this model is intended to act as a framework or template for school counselors to use in designing a school counseling program for their respective schools. This model is NOT intended to be a mandated or required program. Designing a program from the beginning is a monumental task. Lewistown's School Counselors have drawn upon and adapted both the National and the State Counseling Curriculum models to develop our districts curriculum.

# **Montana School Counseling Program**

## **Adapted by Lewistown Public Schools**

A school counseling program is comprehensive in scope, preventive in design, and developmental in nature. The Montana School Counseling Program reflects a comprehensive approach that begins with a foundation, upon which delivery, management, and accountability systems are integrated. It is designed to enable all students to receive program benefits.

### **Comprehensive in Scope**

A comprehensive school counseling program focuses on what all students, from kindergarten through 12th grade, should know, understand, and be able to do in three domains of student development: academic, career, and personal/social. The emphasis is on academic success for every student, not just those students who are motivated, supported, and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.

### **Preventive in Design**

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career, and personal/social development experiences. Therefore, the school counselor's duties need to be limited to program delivery and direct counseling services. Prevention education is best accomplished through the implementation of a guidance curriculum in the classroom and through coordination of prevention education programs such as the conflict resolution and anti-violence programs. The management system delineates a recommended use of time for counselors. School counselors can use this guide when planning program services and curriculum including developing a calendar of the year's prevention activities.

### **Developmental in Nature**

Montana's School Counseling Program is designed to meet the needs of students throughout various developmental stages. The *National Standards for School Counseling Programs* (ASCA, 2003) establishes goals and expectations for all students. In addition, it provides a rationale for school counselors, school administrators, faculty, parents or guardians, businesses, and the community to engage in conversations about expectations for students' academic success and the role that the counseling program has to enhance student learning. The standards describe what students should know and be able to do as a result of participating in a school counseling program.

### **National Standards:**

1. Establish the school counseling program as an integral component of the academic mission of the school;
2. Ensure equitable access to school counseling services that are provided by a state-credentialed school counselor;

3. Identify the knowledge and skills all students might acquire as a result of the K-12 school counseling program; and
4. Ensure the school counseling program is comprehensive in design and delivered systematically to all students.

Each standard is followed by a list of indicators enumerating desired learning outcomes. Indicators describe the specific knowledge, attitudes, and skills students should obtain or demonstrate as a result of participating in a school counseling program (see appendix). This listing is not meant to be all inclusive, nor is any individual program expected to include all of the indicators in the school counseling program. The indicators offer a foundation for what a standards-based program addresses and delivers. These can be used as a basis to develop measurable indicators of student performance.

The standards for academic development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic development includes acquiring attitudes, knowledge, and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school, and understanding the relationship of academics to the world of work, to life at home, and in the community.

The standards for career development guide the school counseling program to provide a foundation for the acquisition of skills, attitudes, and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the career life span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering an understanding of the relationship between personal qualities, education, training, and the world of work.

The standards for personal/social development guide the school counseling program to provide a foundation for personal and social growth of students as they progress through school and into adulthood. Personal/social development strongly influences academic and career success. Personal/social development includes the acquisition of skills, attitudes, and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society.

### **Integral Part of the Total Educational Program**

The Montana School Counseling Program supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, and personal/social development. It encourages school counselors to become catalysts for educational change and to accept a leadership role in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a developmental school counseling program. School counselors advocate for students as they address the challenges and demands of the school system and prepare for life after high school. School counselors are specially trained and call attention to situations within the schools

that defeat, frustrate, and hinder students' academic success. They provide the leadership necessary to assess a school's needs, identify issues or concerns, and collaborate with others to develop solutions.

The Montana School Counseling Program serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. It describes the program components and serves as a framework for developing and writing a school counseling program.

### **A Delivery System**

The delivery system describes activities, lessons, and other areas in which counselors work to deliver the program. School counselors use the four components below in the systematic delivery of the program.

- ❑ A curriculum component provides a method by which every student receives school guidance curriculum content in a systematic way.
- ❑ A student planning component provides all students an opportunity to work closely with their parents or guardians to plan, monitor and understand their growth and development and take action on their next steps personally, educationally, and occupationally.
- ❑ A responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to, individual and group counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists.
- ❑ A system support component enables the school counseling process to be effective through: leadership and advocacy, consultation, collaboration and teaming, program management and professional development. This component also provides appropriate support to other programs in the school.

### **Implemented by a State Credentialed School Counselor**

School counselors are credentialed by the state of Montana, and possess a master's degree. It is important for school counselors to have training in student learning styles, classroom behavior management, curriculum and instruction, student assessment, and student achievement.

### **Conducted in Collaboration**

Professional school counselors work collaboratively with parents or guardians, community members, and other support services professionals as part of the student support services team. In addition, school resource officers, school nurses, and school psychologists are all part of the student support system that pulls together, often in the form of a student assistance team, helping students and their families identify student needs and to refer them to appropriate resources both within and outside of the school.

### **Monitors Student Progress**

Monitoring is the process of reviewing data to determine if a student or group of students is demonstrating the desired results as delineated in the program goals and related student indicators. Counselors consistently monitor academic progress and



achievement. They also advocate for educational and career planning and strive to remove barriers to learning.

### **Driven by Data**

School counseling programs are driven by both process and results data, which provide a means to focus the program's objectives on the school's academic mission. Process data provide evidence of what activities or tasks are undertaken. Results data answer the question "so what?" Results data provide evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, or academic achievement. In addition, it is important to disaggregate data, which is the process of separating variables such as gender, ethnicity or socio-economic status, to examine equity issues and the needs of various student groups.

### **Seeks Improvement**

The purpose of evaluation is to improve and enhance program delivery. School counseling programs receive valuable information from measuring results, enabling them to determine what is working and what is not working. School counselors can use this information to evaluate the program and make necessary adjustments in order to improve the program's efficiency and effectiveness.

### **Shares Successes**

School counselors share their program successes. Informed stakeholders know and promote the value and necessity of school counselors in children's lives. School counselors market and share the results obtained in successful programs with school sites and local, state, and national stakeholders who need this information to advocate for the improvement of school counselor-to-student ratios.

## **Benefits of Montana's School Counseling Program**

Our program provides a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. All stakeholders share the benefits of this organizational structure. School counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, counselor educators, post-secondary institutions, and the community.

### **Benefits for Students**

- ❑ Monitors data to facilitate student improvement
- ❑ Provides strategies for closing the achievement gap
- ❑ Promotes a rigorous academic curriculum for every student
- ❑ Promotes commitment to learning
- ❑ Ensures student access to the school counseling program
- ❑ Ensures equitable access to educational opportunities
- ❑ Fosters advocacy for students
- ❑ Promotes peer facilitation skills
- ❑ Supports development of skills to increase student success

**Benefits for Parents or Guardians**

- ❑ Provides support in advocating for their children's academic, career, and personal/social development
- ❑ Supports partnerships in their children's learning and career planning
- ❑ Promotes relationships to ensure post-secondary planning
- ❑ Invites access to school and community resources
- ❑ Provides training and informational workshops
- ❑ Connects to community- and school-based services
- ❑ Provides data for continuous information on student progress

**Benefits for Teachers**

- ❑ Promotes an interdisciplinary team approach to address student needs and educational goals
- ❑ Increases collaboration with school counselors and teachers
- ❑ Fosters consultation
- ❑ Supports development of classroom management skills
- ❑ Provides a system for co-facilitation of classroom guidance lessons
- ❑ Promotes teaming to increase student achievement
- ❑ Analyzes data to improve school climate and student achievement

**Benefits for Administrators**

- ❑ Aligns the school counseling program with the school's academic mission
- ❑ Provides a school counseling program to promote student success
- ❑ Monitors data for school improvement
- ❑ Articulates a process for evaluating a school counseling program
- ❑ Uses data to jointly develop school counseling goals and school counselor responsibilities
- ❑ Provides useful data for grant applications and funding sources
- ❑ Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate

**Benefits for the Boards and Departments of Education**

- ❑ Provides a rationale based on data for implementing a school counseling program
- ❑ Ensures equity and access to a quality school counseling program for every student
- ❑ Demonstrates the need for appropriate levels of funding
- ❑ Articulates appropriate credentials and staffing ratios
- ❑ Informs the community about school counseling program success
- ❑ Supports standards-based programs
- ❑ Provides data about improved student achievement

**Benefits for School Counselors**

- ❑ Defines responsibilities within the context of a school counseling program
- ❑ Eliminates non-school counseling program activities
- ❑ Supports access to every student

- ❑ Provides a tool for program management, implementation, and accountability
- ❑ Recognizes school counselors as leaders, advocates, and change agents
- ❑ Ensures the school counseling program's contribution to the school's mission

### **Benefits to Counselor Educators**

- ❑ Builds collaboration between counselor education programs and schools
- ❑ Provides a framework for school counseling programs
- ❑ Provides a model for site based school counseling fieldwork or internships
- ❑ Increases data collection for collaborative research on school counseling programs
- ❑ Establishes a framework for professional development to benefit practicing school counselors
- ❑ Promotes alliances with other educator training programs

### **Benefits for Post-Secondary Education**

- ❑ Enhances articulation and transition of students to post-secondary institutions
- ❑ Prepares students for advanced educational opportunities
- ❑ Motivates students to seek a wide range of substantial, post-secondary options, including college
- ❑ Encourages and supports rigorous academic preparation
- ❑ Promotes equity and access to post-secondary education for every student

### **Benefits for Student Services Personnel**

- ❑ Defines the school counseling program
- ❑ Maximizes collaborative teaming to ensure individual student success
- ❑ Uses school counseling program data to maximize benefit to individual student growth
- ❑ Increases collaboration for utilizing school and community resources

### **Benefits for Community: Business, Labor, and Industry**

- ❑ Increases opportunities for business, industry, and labor to actively participate in the school counseling program
- ❑ Builds collaboration, which enhances a student's post-secondary success
- ❑ Connects business, industry, and labor to students and families
- ❑ Provides a workforce with a stronger academic foundation

# Components and Themes

## Components

### Foundation

The program's foundation serves as the solid ground upon which the rest of the program is built. The foundation includes philosophy and mission statements that guide the focus and process of the program. In addition, it identifies the domains, standards, and indicators that provide performance indicators for the program.

*Domains:* The school counseling program facilitates student development in three broad domains: academic, career, and personal/social to promote and enhance the learning process. Domains are the extension of the mission and focus on the results students will achieve by the time they graduate.

*Standards and indicators:* The ASCA National Standards and Indicators are the foundation for the Montana School Counseling Program. Student indicators describe the knowledge, attitudes, or skills students should obtain or demonstrate as a result of participating in a school counseling program. They are developed and organized into content areas.

### Delivery System

*Guidance Curriculum:* The guidance curriculum component consists of structured lessons developmentally designed to assist students in achieving the indicators and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level.

*Student Planning:* The student planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

*Responsive Services:* The responsive services component consists of activities to meet students' immediate needs. These needs may require counseling, consultation, referral, peer mediation, or information.

*Systems Support:* The systems support component consists of professional development; consultation, collaboration and teaming; and program operation activities that establish, maintain, and enhance the total school counseling program.

### Management System

*Agreements:* School counselor and administrator agreements include statements of responsibilities by each counselor specifying the program results the counselor is accountable for achieving during the year. It also includes how counselors divide the program responsibilities. These agreements are negotiated with and approved by designated administrators at the beginning of each school year.

*Advisory council:* An advisory council is a group of people appointed to review counseling program results and to make recommendations.

*Use of data:* A school counseling program is data-driven and is focused upon closing the achievement gap between high and low performing students. The use of data to effect change within the school system promotes that all students receive the necessary skills to achieve success. School counselors analyze data regarding student needs, program standards and indicators, student achievement, and related areas to determine program effectiveness. Collection, analysis, and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual. Student needs surface when data are disaggregated and analyzed. Data are used to determine where the school counseling program is focused now and where it should be focused in the future.

## **Accountability**

School counseling program accountability typically involves evaluation in three areas:

*Program*

*Personnel*

*Results*

*Program* evaluation audits structure and components and assesses whether each element of the program is in place and is conducted with intended outcomes in focus.

*Personnel* evaluation should include a clear counselor job description that outlines objectives and tasks necessary to implement the delivery system of the program. A school counselor evaluation should closely coincide with and be based upon the job description.

*Results* of the program are outlined in reports, which include process, perception, and results data. School counseling programs produce measurable outcomes in student development, specifically *academic, career, and personal/social development*. Sharing these reports with educators, parents, and the community provides accountability and advocates for the students and the program.

## **Themes**

**Leadership:** School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. Working as leaders, advocates and collaborators, school counselors promote student success by closing the existing achievement gap whenever found among students of color, poor or underachieving students and their more advantaged peers.

**Advocacy:** As advocates for students, school counselors advocate for students' educational needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every student's goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Advocating for the academic success of every student is the key role of school counselors and places them as leaders in promoting school reform.

**Collaboration and teaming:** School counselors create productive working relationships with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. In addition, school counselors are a vital resource to parents or guardians, educators and the community agencies. Offering parent or guardian education, information and training in the community, school counselors are essential partners who enhance the educational opportunities of students and their families.

**Systemic change:** Change throughout a system occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors. With a school wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students' academic success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options.

## School Counseling Program Structure

<b><u>Components and Key Aspects</u></b>			
<b>Foundation</b>	<b>Delivery System</b>	<b>Management System</b>	<b>Accountability System</b>
<b>Definition</b> <ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Preventive</li> <li>• Developmental</li> </ul>	<b>Guidance Curriculum</b> <ul style="list-style-type: none"> <li>• Classroom presentations</li> <li>• Structured groups</li> <li>• Parent workshops</li> </ul>	<b>Agreements</b> <ul style="list-style-type: none"> <li>• Job descriptions</li> </ul>	<b>Program</b> <ul style="list-style-type: none"> <li>• Structure &amp; design</li> <li>• Audit components</li> </ul>
<b>Philosophy &amp; Mission</b> <ul style="list-style-type: none"> <li>• Assumptions</li> <li>• Integrated with school's vision</li> </ul>	<b>Student Planning</b> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Advisement</li> </ul>	<b>Advisory Council</b> <ul style="list-style-type: none"> <li>• Collaborative input</li> </ul>	<b>Personnel</b> <ul style="list-style-type: none"> <li>• Supervision</li> <li>• Evaluation</li> </ul>
<b>Domains</b> <ul style="list-style-type: none"> <li>• Academic</li> <li>• Career</li> <li>• Personal/Social</li> </ul>	<b>Responsive Services</b> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Group counseling</li> <li>• Crisis counseling</li> <li>• Consultation</li> <li>• Referral &amp; follow-up</li> </ul>	<b>Use of Data</b> <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Analysis</li> <li>• Trends</li> <li>• Data-based decisions</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>• Measurable outcomes</li> <li>• Assessing how students are different</li> <li>• Reports</li> </ul>
<b>Standards/Indicators</b> <ul style="list-style-type: none"> <li>• Student competencies</li> <li>• Based on national standards</li> <li>• Outcome oriented</li> </ul>	<b>System Support</b> <ul style="list-style-type: none"> <li>• Professional development</li> <li>• Consultation</li> <li>• Program operations</li> </ul>		
<b><u>Themes</u></b>			
<b>Leadership + Advocacy + Collaboration = Systemic Change</b>			

### Suggested Percentages of Total Counselor Time

	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
<b>Guidance Curriculum</b>	35-40	25-35	15-25
<b>Student Planning</b>	5-10	15-25	25-35
<b>Responsive Services</b>	30-40	30-40	25-35
<b>System Support</b>	10-15	10-15	15-20

# Foundation

The program's foundation provides the definition, assumptions, philosophy, mission, and standards for the design, implementation, and evaluation of the overall program. A well structured foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success.

## Definition

A School Counseling Program is composed of a wide variety of educational personnel, activities, and services that are offered in kindergarten through senior high school settings in an effort to promote student success. Like other educational programs, school counseling programs contain characteristics such as

- ❑ Professionally trained and credentialed school counselors
- ❑ Student outcomes (based on national standards and indicators)
- ❑ Activities and processes that assist students in achieving these outcomes
- ❑ Materials and resources

A *team* approach is essential to comprehensive school counseling programs. There is an underlying assumption that all school staff must be actively involved in promoting student achievement. Throughout this program description, *team* refers to teachers, counselors, parents, administrators, psychologists, and other staff. At the core of this team are qualified school counselors who counsel and consult with students and parents and who collaborate with all team members.

## Assumptions

The Lewistown Public Schools Counseling Program is founded upon numerous assumptions that guide program focus and implementation:

- ❑ Reaches every student and is comprehensive in scope
- ❑ Is preventative in design and is developmental in nature
- ❑ Is an integral part of a total educational program for student success
- ❑ Selects measurable student indicators based on local need in the areas of academic, career and personal/social development
- ❑ Has a delivery system that includes guidance curriculum, student planning, responsive services, and system support
- ❑ Is implemented by a credentialed school counselor
- ❑ Is conducted in collaboration with all stakeholders
- ❑ Uses data to drive program decisions and monitors student progress
- ❑ Measures both process and outcome results and analyzes critical data elements
- ❑ Seeks improvement each year based on results data
- ❑ Shares successes with other educators

## Philosophy

Childhood and adolescence are not simply a time of innocence and "growing up," but a time when young people must confront and master a myriad of tasks such as:

- ❑ Mastering fundamental academic skills



- ❑ Building a positive self-concept and an awareness of their abilities, aptitudes, interests, and limitations
- ❑ Learning to get along with peers while becoming aware and tolerant of individual and group differences
- ❑ Developing a future-oriented focus and an awareness of and readiness for higher education and the world of work.

The Lewistown Public School counseling program is centered on the belief that education provides a set of meaningful experiences that serve to prepare our children and adolescents to thrive and succeed in a changing world. We support the Lewistown Public Schools' core values which are **High Standards, Student Centered, Effective and Efficient Practices, Accountability, Community Support, and Communication.**

### **Mission Statement**

The mission of the Lewistown Public Schools is Excellence Today, Success Tomorrow. In order to promote student success, the mission of Lewistown Public Schools counseling program is to enhance and improve development for all students in the areas of academic, career, and personal/social development.

### **Domains, Standards, and Indicators**

The Montana School Counseling Program facilitates student development in three domains to promote and enhance the learning process. Standards for each domain provide guidance and direction for developing an effective program. Student indicators describe the specific knowledge, attitudes, and skills students should obtain.

**Domains** are broad developmental areas that include standards and indicators, which promote behaviors that enhance learning for all students. These three domains are interrelated and interact. The three domains of student development are:

- ❑ Academic development
- ❑ Career development
- ❑ Personal/social development

Each of these areas of student development encompasses a variety of desired student learning standards, which in turn are composed of indicators of specific knowledge, attitudes, and skills (see appendix). The program reflects a progression of student development throughout the K-12 sequence. School counselors utilize a variety of strategies, activities, delivery methods, and resources to promote the desired student development.

**Standards** and goals are often used synonymously. Standards are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators. Montana's program utilizes ASCA's National Standards for School Counseling Programs.

**Indicators** describe the specific knowledge, skills or abilities that individuals demonstrate to meet a specific competency.

# Delivery System

Within the delivery system there are four components: guidance curriculum, student planning, responsive services, and system support. The curriculum component delivers guidance content to every student in a systematic way. The student planning component provides all students an opportunity to work closely with parents or guardians to systematically plan, monitor, and understand their growth and development and take action on their next steps personally, educationally, and occupationally. The responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers or other professional specialists. The system support component enables the school counseling process to be effective through a variety of school counseling program support activities including staff development, testing, research, data analysis, curriculum development, and support to other programs in the school.

## Guidance Curriculum

The guidance curriculum component consists of a written instructional program that is comprehensive in scope, preventive and proactive, developmental in design, coordinated and delivered by school counselors and other educators. Guidance curriculum is designed to facilitate the systematic delivery of activities to every student consistent with the school counseling program's statements of philosophy, goals, and student indicators. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three content areas: academic, career, and personal/social development. The counselor's responsibilities include planning, designing, implementing, and evaluating the guidance curriculum. The curriculum includes a clear explanation of the scope and sequence of its units of instruction. The curriculum includes standards for each grade level and the indicators that are identified and used in the assessment of student indicators. Guidance curriculum and the related indicators are documented in writing and are based on an assessment of the student population. The knowledge, skills and attitudes are taught using a variety of activities and materials. Student mastery of these indicators is assessed using pre-post tests. Curriculum planning and implementation include delivery methods and timelines. Delivery is typically provided through classroom instruction; small group discussions; presentations to parents or guardians; assemblies; and collaborative activities with teachers, support personnel, and other qualified educators.

***Classroom instruction:*** Counselors provide instruction, team teach or assist in teaching the guidance curriculum, learning activities or units in the classrooms, the career center, or other school facilities.

***Group activities:*** Counselors conduct planned small groups outside the classroom to respond to identified student needs or interests.

***Parent workshops and Instruction:*** Counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the guidance curriculum.

## **Student Planning**

Student planning consists of school counselors coordinating activities designed to help individual students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor, and manage their own learning as well as meet indicators in the areas of academic, career, and personal/social development. Within this component, students evaluate their educational, occupational, and personal goals. School counselors help students make the transition from school to school, school to work, and school to higher education or career and technical training. These activities are generally delivered by working with students individually, or in small counseling and advisement groups. Parents or guardians and other school personnel are often included in these activities. Systematic delivery of individual planning for every student includes a variety of strategies aimed to promote student success.

***Individual or small group appraisal:*** School counselors work with students analyzing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop immediate and long term goals and plans.

***Individual or small group advisement:*** School counselors advise students using personal/social, academic, career, and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents or guardians and the school in planning students' programs that meet their needs is critical.

Examples of topics within include:

- ❑ Test score review, interpretation, and analysis
- ❑ Promotion and retention information
- ❑ Career awareness
- ❑ Exploration of aspirations, hopes, and dreams
- ❑ Financial aid
- ❑ Interest inventories
- ❑ Senior exit interviews and surveys
- ❑ Four-year or six-year plans and yearly course selection
- ❑ Test-taking strategies
- ❑ College selection
- ❑ Job shadowing
- ❑ Senior planning appointments

## **Responsive Services**

Responsive services include activities that meet students' immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, information, and specific programs such as peer mediation. Responsive services are available to all students and are often student initiated through self referral. However,

teachers, parents or guardians or others may also refer students for assistance. Although school counselors have special training and effective skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

School counselors offer a range of services along the continuum from early intervention to crisis response to meet students' needs. School counselors consult with parents or guardians, school personnel and other identified parties when developing plans and strategies for facilitating student development. Specific ongoing responsive services provided by school counselors, such as individual and group counseling, crisis management and suicide prevention, are planned and goal-focused. There are written procedures to be used in crisis situations.

**Consultation:** Counselors consult with parents or guardians, teachers, other educators and professionals from community agencies regarding strategies to help students and families. School counselors advocate for strategies and support mechanisms that are in the best interest of the students.

**Individual and small group counseling:** Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Individual and small group counseling helps students identify problems, causes, alternative, and possible consequences so they can take appropriate action. Such counseling is normally short term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources.

**Crisis counseling:** Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors provide a leadership role in the district's crisis intervention team process.

**Referrals:** Counselors use referral sources to deal with crises such as suicidal ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services, and other social and community services.

**Peer mediation:** Many counselors train students as peer mediators, conflict managers, tutors, and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along better with others.

## **System Support**

System support consists of management activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in a variety of areas.

**Professional development:** School counselors regularly update and share their professional knowledge and skills through:

- ❑ *In-service training:* School counselors attend school in-service training to ensure their skills are updated in areas of counseling techniques, curriculum design, technology, and data analysis.
- ❑ *Professional association membership:* As the school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by attending professional association conferences and meetings.
- ❑ *Post-graduate education:* As school counselors are completing post-graduate course work, they are encouraged to contribute to the professional literature.

**Consultation, collaboration and teaming:** Through consultation, partnering, collaborating and teaming, school counselors provide important contributions to the school system.

- ❑ *Consultation:* Counselors must consult with teachers, staff members, and parents or guardians regularly in order to provide information, to support the school community and to receive feed-back on the emerging needs of students.
- ❑ *Partnerships with staff, parents or guardians and community relations:* This involves orienting staff, parents or guardians, business and industry, civic and social service organizations, and community members in the comprehensive school counseling programs through such means as partnerships, newsletters, local media, and presentations.
- ❑ *Community outreach:* Activities are designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and agencies on a regular basis.
- ❑ *Advisory councils:* School counselors actively serve on school or community committees and advisory councils. By supporting other programs in the school and community, counselors gain support for the school counseling program.
- ❑ *District committees:* By serving on site and district department, curriculum committees, and advisory boards, school counselors assist in generating school and district support.

**Program operations:** This includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

- ❑ *Operations:* These include budget, facilities, policies and procedures, research, and resource development.
- ❑ *Data Analysis:* Counselors analyze student achievement and counseling program related data to evaluate the program, conduct research on activity outcomes, and discover gaps that exist between different groups of students that need to be

*addressed. Data analysis also aids in the continued development and updating of the school counseling program and resources.*

- *Fair share responsibilities: As team members within the educational system, school counselors perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators in the school.*

# Management System

The management system describes the various organizational processes and tools needed to manage a school counseling program. Clear expectations and purposeful interaction with administrators, teachers, staff, parents, and students promote student growth, systemic change, and a school counseling program that is integrated into the total educational program.

The organizational foundation of a school counseling program is built on systems of management agreements, student monitoring, use of time, calendars, a precise understanding of school counseling program and non school counseling program responsibilities, and the optional input of an advisory council. Management systems include efforts by administration to support school counselors in delivering the program. Administrators work collaboratively with counselors to analyze student data and develop timelines for implementation. Counselors set up calendars to ensure program implementation; careful monitoring of student progress and maximizing time spent executing the school counseling program.

## **Agreements**

The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on site needs and data analysis.

## **Advisory Council**

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The council should meet twice a year at a minimum.

## **Monitoring Student Progress**

School counselors are proficient in the collection, analysis, and interpretation of student achievement and related data.

*Student achievement data:* Student-achievement data measure students' academic progress. Student achievement data might include:

- ❑ Standardized test data
- ❑ Grade point averages
- ❑ SAT and ACT scores
- ❑ Graduation rate
- ❑ Passing all classes
- ❑ Promotion and retention rates
- ❑ Completion of specific academic programs (i.e. honors, college prep, etc.)

*Achievement related data:* Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields might include:

- ❑ Course enrollment patterns
- ❑ Discipline referrals
- ❑ Suspension and expulsion rates



- ❑ Alcohol, tobacco and other drug violations
- ❑ Attendance rates
- ❑ Parent or guardian involvement
- ❑ Participation in extracurricular activities

### **Disaggregate data**

To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others.

Although there are many variables by which data may be disaggregated, the common fields include:

- ❑ Gender
- ❑ Ethnicity
- ❑ Socio-economic status (free and reduced lunch)
- ❑ Vocational (vocational program track)
- ❑ Language spoken at home
- ❑ Special education
- ❑ Grade level
- ❑ Teacher(s)

### ***School Counseling Program Activities***

- ❑ Individual student academic program planning
- ❑ Interpreting cognitive, aptitude, and achievement tests
- ❑ Counseling students who are tardy, absent, or have disciplinary problems
- ❑ Collaborating with teachers to present guidance curriculum lessons
- ❑ Interpreting student records
- ❑ Collaborating with teachers regarding management of study halls
- ❑ Working with students to provide small- and large-group counseling services
- ❑ Advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- ❑ Disaggregated data analysis

### ***Non School Counseling Program Activities***

- ❑ Registration and scheduling of all new students
- ❑ Administering cognitive, aptitude, and achievement tests
- ❑ Responsibility for signing excuses for students who are tardy or absent
- ❑ Teaching classes when teachers are absent
- ❑ Assisting with duties in the principal's office
- ❑ Data entry

### **Calendars**

Calendars may assist with planning and ensuring program participation. The calendar will be aligned with school district calendar. The calendar establishes a site schedule for the school and counseling program activities. (*See appendix*)

# Accountability System

Accountability and evaluation of the school counseling program are essential. School counselors choose to answer the question, “How are students different as a result of the school counseling program?” School counselors collect data that demonstrate the link between the school counseling program and student academic success.

School counseling program evaluation typically involves three areas of assessment:

## ***Program***

## ***Personnel***

## ***Results***

### **Program Evaluation**

Program evaluation demonstrates follow-through and professionalism. Program evaluation audits the program’s structure and components: *ARE THEY IN PLACE?*

- ❑ Is there a program foundation: definition, philosophy, and standards?
- ❑ Is there a management system: job descriptions, data management?
- ❑ Is there a delivery system with appropriate time distributions?
  - ✓ Guidance Curriculum - a list of standards & indicators with activities?
  - ✓ Student Planning - what focus and how is it done?
  - ✓ Responsive Services - what are services?
  - ✓ System Support - what activities?
- ❑ Is there an accountability plan: how are students different?

### **Personnel**

The supervision and evaluation of personnel is an important aspect of accountability. A job description provides means to evaluate school counselors. Counselors should be evaluated based upon the details of a job description.

- ❑ Are they doing what the program says they should be doing?
- ❑ Performance-based evaluation
  - ✓ Formative evaluation: following observations of rating scale — how well are they doing:
  - ✓ GC-SP-RS-SS — professional/interpersonal relationships — professional responsibilities
- ❑ Summative evaluation: a synthesis of formative evaluations

### **Results**

School counseling programs produce measurable outcomes in student development, specifically *academic, career, and personal/social development*. While counseling programs collaborate with other school staff to affect school-wide outcomes (i.e., school climate, grades, attendance, tardiness, school violence, graduation rates, college going rates...), programs should be held accountable to the areas for which they are directly involved. ASCA’s role statement recommends that school counselors spend 70% of their time providing direct services to students, promoting and enhancing student

development. Consequently, accountability must be conducted efficiently and effectively.

Outcome results should be focused on standards and indicators. The School Counseling Program presents three standards for each developmental domain: academic, career, and personal/social. In addition, it includes indicators to be used as a template. Counselors must assess the indicators for grade appropriateness and edit them by adding or deleting indicators based upon local needs. These indicators should not be seen as “one size fits all.”

Once standards and indicators have been edited and finalized, assessment instruments can be created that provide feedback regarding program effectiveness. Assessments can be administered in a typical pre and post style. Evaluation may compare pre to post, participating to non-participating, and may include responsive observations of staff or students that indicate intended or unintended outcomes related to the program. Creating a results report compiles the data and recommendations for program improvement strategies.

*Standards and competency related data:* These data measure student mastery of the indicators outlined in the School Counseling Program’s Standards and Indicators. These data might include:

- ❑ Pre/Post scores on Academic, Career, and Personal/Social assessment instruments
- ❑ Percentage of students who have set and attained academic goals
- ❑ Percentage of students with educational plans on file

### **Reporting Results as Technical Reports**

- ❑ Describe the program, its philosophy, and objectives.
- ❑ Describe the evaluation design and summarize results
- ❑ Conclusions/discussion and recommendations
- ❑ Include any appropriate appendices
- ❑ Reports can be used to conduct staff development, make program decisions, and make administrative decisions.

# Appendix

**Montana School Counseling Program Standards**  
***Montana Office of Public Instruction***

**10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS**

(In accordance with ARM10.55.603 and ARM 10.55.1001)

(1) In general, school counseling shall:

(a) meet the following conditions:

- (i) Provide a comprehensive developmentally planned program;
- (ii) Advocate for all students and encourage students to develop to their full potential;
- (iii) Respect the worth and dignity of all individuals by building trust and respecting confidentiality; and
- (iv) Contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.

(b) include the following practices:

- (i) Maximize students' potential in the areas of academic, career, and personal/social development;
- (ii) Develop a guidance curriculum presented through structured groups and classroom presentations;
- (iii) Conduct individual planning using assessment, advisement, placement, and follow-up;
- (iv) Deliver responsive services through individual and group counseling, consultation, and referral; and
- (v) Provide system support through management, consultation with staff, community outreach, and public relations.

# Academic Development: Standards and Indicators

STANDARDS		
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
INDICATORS		
<p><b>K-6</b></p> <p>A. <i>Take pride in work and in achievement</i></p> <p>B. <i>Use communication skills to know when and how to ask for help when needed</i></p> <p>C. <i>Articulate feelings of competence and confidence as a learner</i></p> <p>D. <i>Accept mistakes as essential to the learning process</i></p> <p>E. <i>Demonstrate how effort and persistence positively affect learning</i></p> <p>F. <i>Take responsibility for their actions</i></p> <p>G. <i>Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</i></p>	<p><b>K-6</b></p> <p>A. <i>Establish challenging academic goals at each grade level</i></p> <p>B. <i>Demonstrate the motivation to achieve individual potential</i></p> <p>C. <i>Become self-directed and independent learners</i></p> <p>D. <i>Understand the relationship between classroom performance and success in school</i></p> <p>E. <i>Seek information and support from faculty, staff, family, and peers</i></p>	<p><b>K-6</b></p> <p>A. <i>Seek co-curricular and community experiences to enhance the school experience</i></p> <p>B. <i>Understand the relationship between learning and work</i></p>
<p><b>7-8</b></p> <p>A. <i>Display a positive interest in learning</i></p> <p>B. <i>Apply time management and task management skills</i></p> <p>C. <i>Develop a broad range of interests and abilities</i></p>	<p><b>7-8</b></p> <p>A. <i>Apply the study skills necessary for academic success</i></p> <p>B. <i>Use assessment results in educational planning</i></p> <p>C. <i>Apply knowledge of aptitudes and interests to goal setting</i></p> <p>D. <i>Use knowledge of learning styles to positively influence school performance</i></p>	<p><b>7-8</b></p> <p>A. <i>Understand how school success and academic achievement enhance future career and avocation opportunities</i></p> <p>B. <i>Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life</i></p>
<p><b>9-12</b></p> <p>A. <i>Identify attitudes and behaviors which lead to successful learning</i></p> <p>B. <i>Apply knowledge of learning styles to positively influence school performance</i></p> <p>C. <i>Demonstrate dependability, productivity, and initiative</i></p> <p>D. <i>Share knowledge</i></p>	<p><b>9-12</b></p> <p>A. <i>Learn and apply critical thinking skills</i></p> <p>B. <i>Organize and apply academic information from a variety of sources</i></p> <p>C. <i>Develop and implement an annual plan of study to maximize academic ability and achievement</i></p> <p>D. <i>Use problem-solving and decision-making skills to assess progress toward educational goals</i></p> <p>E. <i>Identify postsecondary options consistent with interests, aptitude, achievement, and</i></p>	<p><b>9-12</b></p> <p>A. <i>Understand that school success is the preparation to make the transition from student to community member</i></p> <p>B. <i>Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</i></p>

STANDARDS		
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
	<i>abilities</i>	

## Career Development: Standards and Indicators

STANDARDS		
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Students will employ strategies to achieve future career goals with success and satisfaction.	Students will understand the relationship between personal qualities, education, training and the world of work.
INDICATORS		
<b>K-6</b> A. <i>Learn how to interact and work cooperative in teams</i> B. <i>Learn about the variety of traditional and nontraditional occupations</i> C. <i>Learn to make decisions</i> D. <i>Learn how to set goals</i> E. <i>Acquire employability skills such as working on a team, problem-solving, and organizational skills</i>	<b>K-6</b> A. <i>Demonstrate knowledge of the career planning process</i> B. <i>Identify personal skills, interests, and abilities and relate them to current career choices</i>	<b>K-6</b> A. <i>Learn to work cooperatively with others as a team member</i> B. <i>Identify personal preferences and interests which influence career choices and success</i> C. <i>Learn how to use conflict management skills with peers</i>
<b>7-8</b> A. <i>Develop a positive attitude toward work and learning</i> B. <i>Develop skills to locate, evaluate, and interpret career information</i> C. <i>Develop an awareness of personal abilities, skills, interests, and motivations</i> D. <i>Understand the importance of planning</i> E. <i>Develop hobbies and avocational interests</i> F. <i>Utilize time- and task-management skills</i>	<b>7-8</b> A. <i>Apply decision-making skills to career planning, course selection, and career transitions</i> B. <i>Describe traditional and nontraditional occupations and how these relate to career choice</i> C. <i>Demonstrate awareness of the education and training needed to achieve career goals</i> D. <i>Learn how to use the Internet to access career planning information</i>	<b>7-8</b> A. <i>Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals</i> B. <i>Understand the relationship between educational achievement and career success</i> C. <i>Explain how work can help to achieve personal success and satisfaction</i> D. <i>Understand that work is an important and satisfying means of personal expression</i>
<b>9-12</b> A. <i>Pursue and develop competency in areas of interest</i> B. <i>Balance between work and leisure time</i> C. <i>Apply job readiness skills to seek employment opportunities</i> D. <i>Demonstrate knowledge about the changing workplace</i> E. <i>Learn about the rights and responsibilities of employers and employees</i> F. <i>Learn how to write a resume</i>	<b>9-12</b> A. <i>Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences</i> B. <i>Select course work that is related to career interests</i> C. <i>Assess and modify their educational plan to support career goals</i> D. <i>Know the various ways which occupations can be classified</i> E. <i>Use research and information</i>	<b>9-12</b> A. <i>Understand that the changing workplace requires lifelong learning and acquiring new skills</i> B. <i>Describe the effect of work on lifestyle</i> C. <i>Understand the importance of equity and access in career choice</i> D. <i>Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing,</i>

STANDARDS		
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Students will employ strategies to achieve future career goals with success and satisfaction.	Students will understand the relationship between personal qualities, education, training and the world of work.
<i>G. Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</i> <i>H. Learn to respect individual uniqueness in the workplace</i>	<i>resources to obtain career information</i> <i>F. Understand how changing economic and societal needs influence employment trends and future training</i> <i>G. Maintain a career planning portfolio</i>	<i>and/or mentoring experiences</i>

## Personal/Social Development: Standards and Indicators

STANDARDS		
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	Students will make decisions, set goals, and take necessary action to achieve goals.	Students will understand safety and survival skills.
INDICATORS		
<b>K-6</b> <i>A. Develop a positive attitude toward self as a unique and worthy person</i> <i>B. Identify and express feelings</i> <i>C. Distinguish between appropriate and inappropriate behaviors</i> <i>D. Learn how to make and keep friends</i> <i>E. Understand the need for self-control and how to practice it</i> <i>F. Learn the goal-setting process</i> <i>G. Recognize personal boundaries, rights, and privacy needs</i> <i>H. Demonstrate cooperative behavior in groups</i> <i>I. Identify personal strengths and assets</i> <i>J. Recognize that everyone has rights and responsibilities</i> <i>K. Recognize, accept, respect, and appreciate individual differences</i> <i>L. Recognize, accept, and appreciate ethnic and cultural diversity</i>	<b>K-6</b> <i>A. Demonstrate a respect and appreciation for individual and cultural differences</i> <i>B. Understand consequences of decisions and choices</i> <i>C. Demonstrate when, where, and how to seek help for solving problems and making decisions</i> <i>D. Know how to apply conflict resolution skills</i>	<b>K-6</b> <i>A. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</i> <i>B. Learn the difference between appropriate and inappropriate physical contact</i> <i>C. Demonstrate the ability to assert boundaries, rights, and personal privacy</i> <i>D. Learn techniques for managing stress and conflict</i> <i>E. Learn coping skills for managing life events</i>
<b>7-8</b> <i>A. Identify values, attitudes, and beliefs</i> <i>B. Understand change as a part of growth</i> <i>C. Respect alternative points of view</i> <i>D. Use effective communication skills</i> <i>E. Know that communication</i>	<b>7-8</b> <i>A. Use a decision-making and problem-solving model</i> <i>B. Identify alternative solutions to a problem</i> <i>C. Develop effective coping skills for dealing with problems</i> <i>D. Know when peer pressure is influencing a decision</i> <i>E. Use persistence and</i>	<b>7-8</b> <i>A. Differentiate between situations requiring peer support and situations requiring adult professional help</i> <i>B. Apply effective problem-solving and decision-making skills to make safe and healthy choices</i> <i>C. Learn about the emotional and physical dangers of substance</i>



STANDARDS		
<i>involves speaking, listening, and nonverbal behavior</i>	<i>perseverance in acquiring knowledge and skills</i>	<i>use and abuse D. Learn how to cope with peer pressure</i>
<p><b>9-12</b></p> <p>A. <i>Recognize and respect differences in various family configurations</i></p> <p>B. <i>Identify and discuss changing personal and social roles</i></p> <p>C. <i>Identify and recognize changing family roles</i></p>	<p><b>9-12</b></p> <p>A. <i>Develop an action plan to set and achieve realistic goals</i></p> <p>B. <i>Identify long-term and short-term goals</i></p> <p>C. <i>Identify alternative ways of achieving goals</i></p>	<p><b>9-12</b></p> <p>A. <i>Learn about the relationship between rules, laws, safety, and the protection of an individual's rights</i></p> <p>B. <i>Identify resource people in the school and community, and know how to seek their help</i></p>

Lewistown Public Schools K – 6th Monthly Curriculum

Month	Theme	Standards & Indicators
August	Introductions & When to see the School Counselor	A2e
September	Feelings and Friendships	P1b, P1d, P1g, P1h, P1k, P1l, P2a
October	Drugs and Alcohol Awareness (Red Ribbon Week) Healthy Choices	A1b, C1c, P1c, P2b, P2c, P3a, P3c, P3e
November	Handling Anger	A1d, A1e, A1f, P1b, P1c, P1e, P1h, P2b, P2c, P3b, P3d, P3e
December	Self-Worth (Food drive?)	A1a, A1c, A2b, P1a, P1i, P1j, P2b
January	Bullying	A1b, C3c, P1c, P1d, P1e, P1g, P1h, P1j, P1k, P1l, P2a, P2b, P2c, P2d, P3b, P3c, P3d, P3e
February	Bullying continued	C3c, P1c, P1d, P1e, P1g, P1h, P1j, P1k, P1l, P2a, P2b, P2c, P2d, P3b, P3c, P3d, P3e
March	Conflict Resolution	A1b, A1d, A1f, C1c, C1e, C3c, P1b, P1c, P1e, P1j, P1k, P2a, P2b, P2c, P2d, P3b, P3c, P3d, P3e
April	Career Interests	A1a, A3b, C1b, C2a, C2b, C3b,
May	Transitioning/ Summer Programs	A2e, A3a, P3a
Alternative Themes	Goal Setting	A1a, A1e, A2a, A2b, A2c, A2d, A2e, C1d, P1f, P2b
	Time Management	A1e, A1f, A1g, A2b, A2c, A2d,

		A3b,C1c, C1e, P1e, P2b, P3e
	Personal Safety	A1b, C1c, P1b, P1c, P1g, P2c, P2d, P3a, P3b, P3c, P3d, P3e
	Study Skills	A1a, A1b, A1c, A1e, A1f, A1g, A2b, A2c, A2d, A2e, A3b, C1e, P3e
	Decision Making	A1b, A1f, A2e, C1c, C1e, C3c, P2b, P2c, P2d, P3d, P3e
	Social/Communication Skills	A1b, A1c, A1d, A1e, A1f, A2b, A2c, A2d, A2e, C1a, C1c, C3a, C3c, P1b, P1c, P1d, P1e, P1h, P1i, P1j, P1k, P2a, P2b, P2c, P2d, P3d, P3e
	Cooperation/Team Building	A1g, C1a, C1c, C1e, C3a, C3c, P1d, P1h, P1i, P1j, P1k, P1l, P2a, P2c, P2d, P3d, P3e

Month	7th Grade Themes	Indicators	8th Grade Themes	Indicators
September	Cyber skills Time Management	A2a, A2d, A3b,C1a	Cyber Skills Time Management	A2a, A2d, A3b,C1a
October	Drug and Alcohol Awareness	P1a, P1d, P1e, P2b,c,d,e P3a, P3d	Drug and Alcohol Awareness	P1a, P1d, P1e, P2b,c,d,e P3a, P3d

November	Friendship skills	P1a, P2c, P2d, P3a, P3d	Positive School Attitudes	A2a ,A2a, A2d ,A3a, C1a, P1b, P1c
December	Communication Skills	P1c,P1d, P1e	Identifying Values, Attitudes, & Beliefs	A1a, A1c, A3a, C1c, C3a, C3c, C3d, P1a, P1c
January	Goal Setting (second semester grade goals)	A2c, A2d, A23a, C2c, C3a, C3b, C3c	Goal Setting	A2c, A2d, A23a, C2c, C3a, C3b, C3c
February	Personal Safety Relaxation Techniques Test Taking skills	A3b, P1b, P2a, P2c, P3a, P3b, P3c	Personal safety Relaxation Techniques Test Taking Skills	A3b, P1b, P2a, P2c, P3a, P3b, P3c
March	Social Pressures	P1b, P1c, P1d, P1e P2a, P2b, P2c, P2d P2e, P3a, P3c, P3d	Social Pressures	P1b, P1c, P1d, P1e P2a, P2b, P2c, P2d P2e, P3a, P3c, P3d
April	Exploring Interest &Hobbies	A1c, A2b, A2c, C1b, C1c, C1e, C2a	Career Exploration	A1c, Aca, C1b, C1e, C22a, C2b, C2c,C2d, C3a, C3b, C3c, C3d, P1a, P1b
May	Planning and Transitioning	A1b, A2b, A3b, C1b, C1d, C1f, C2a, C2b C2c, C2d, C3a, C3b C3c, P1b, P1d, P2a, P2b	Planning and Transitioning	A1b, A2b, A3b, C1b, C1d, C1f, C2a, C2b C2c, C2d, C3a, C3b C3c, P1b, P1d, P2a, P2b

<b>Month</b>	<b>Themes - 9th - 12th</b>	<b>Indicators</b>
August	9 - student/parent orientation 9-12 new student orientation 9-12 student schedule changes	
September	12 - classroom presentations 11- classroom presentations 11, 12 - College Fair 9-12 - study skills training 9 - Montana Career Information Systems 9-12 individual Counseling	C:A.1, C:A2, C:B1, C:B2, C:C1, C:C2 C:A.1, C:A2, C:B1, C:B2, C:C1, C:C2 C:A.1, C:A2, C:B1, C:B2, C:C1, C:C2 A:A1, A:A2, A:A3, A:B1, A:C1 C:B1 PS:A1, PS:A2, PS:B1, PS:C1
October	12 - senior resume assignment 12 - senior interviews 9-12 - group counseling 9-12 - healthy living/choices(RRW) 9-12 individual counseling	C:A2 C:A1, C:A2, C:B1, C:B2, C:C1, C:C2 PS:A1, PS:A2, PS:B1, PS:C1 PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
November	12 - senior interviews Parents - college prep 9-12 - MAPS testing 9-12 individual counseling 9-12 group counseling	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2  PS:A1, PS:A2, PS:B1, PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
December	12 - senior interviews 9-12 group counseling 9-12 individual counseling	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2 PS:A1, PS:A2, PS:B1, PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
January	12 - prepare CMF Scholarship apps 12 - prepare CMF Information 9-12 - group counseling 9-12 - individual counseling 9-12 - career fair preparation	  PS:A1, PS:A2, PS:B1, PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
February	11 - junior group interviews 9-12 MAPS testing 10 - sophomore presentation 9-12 - career fair preparation 9-12 individual counseling 9-12 Group Counseling	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2  C:A1, C:A2, C:B1, C:B2, C:C1, C:C2  PS:A1, PS:A2, PS:B1, PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
March	9th grade presentation 12 - sort and distribute CMF scholarship apps CRT testing career fair preparation 9-12 individual counseling 9-12 group counseling MAP testing	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2    PS:A1, PS:A2, PS:B1, PS:C1 PS:A1, PS:A2, PS:B1, PS:C1
April	12 - CMF reading of apps & meeting Career Fair	

	8th grade pre-registration	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2
	9-12 grade registration	
	9-12 MAPS Testing	
	9-12 individual counseling	PS:A1, PS:A2, PS:B1, PS:C1
	9-12 group counseling	PS:A1, PS:A2, PS:B1, PS:C1
May	12 - awards assembly	
	9-12 individual counseling	PS:A1, PS:A2, PS:B1, PS:C1
	9-12 group counseling	PS:A1, PS:A2, PS:B1, PS:C1
	MAP testing	
June		
Other:		
	Student centered meetings	
	IEP Meetings	
	CST Meetings	
	Parent requested meetings	
	Intervention meetings	
	Attendance Committee	
	Academic Committee	
	Freshman Academy	
	Career Fair	

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

4

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

ITEM TITLE: PRESENTATION—MATT LEWIS, CRITERION REFERENCED TEST (CRT) RESULTS

Requested By: Board of Trustees    Prepared By: Matt Lewis    Date: 06/14/2010

**SUMMARY:**

Matt Lewis, Elementary Principal, will present to the Board of Trustees the results from the State of Montana's Criterion Referenced Test (CRT). The attached information is a summary of the Lewistown Elementary Schools and Fergus High Schools performance on these tests. While these results are reported by grade level our Annual Yearly Progress (AYP) determination will be reported by school. The District will receive the official AYP determination report sometime in August.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

## 2009-2010 Lewistown Public Schools CRT Results

The following information is a summary of the Lewistown Elementary Schools and Fergus High Schools performance on the State of Montana's Criterion Referenced Test. While these results are reported by grade level our Annual Yearly Progress (AYP) determination will be reported by school. We will receive our official AYP determination report sometime in August.

This is an effort to highlight how our students have done as we end this school year. It is important to note that 83% of our students must be proficient in reading and 68% of our students must be proficient in math. These benchmark proficiency levels must be met by all grade levels. In addition to all students meeting those benchmark levels, all of the subgroups within our schools must also meet those same performance levels. A subgroup is defined as any group of students that falls within the same demographics that consists of 30 or more students within the school(not by grade level). Typically, the Lewistown Public schools have had the following subgroups, All Students, Socio-Economically Disadvantaged, and Special Education.

The table below represents the overall performance of all students during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
<b>3<sup>rd</sup></b>	Math	59%	58	40%	39	97
	Reading	81%	77	20%	19	
<b>4<sup>th</sup></b>	Math	68%	62	32%	29	91
	Reading	90%	82	9%	9	
<b>5<sup>th</sup></b>	Math	73%	66	27%	25	91
	Reading	89%	81	11%	10	
<b>6<sup>th</sup></b>	Math	82%	70	18%	15	85
	Reading	88%	75	11%	10	
<b>7<sup>th</sup></b>	Math	75%	65	26%	22	87
	Reading	91%	79	9%	8	
<b>8<sup>th</sup></b>	Math	75%	53	25%	18	73
	Reading	91%	68	6%	5	
<b>10<sup>th</sup></b>	Math	67%	61	32%	29	90
	Reading	91%	80	11%	10	



The table below represents the overall performance of Socio-Economically Disadvantaged Students (SES) during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
<b>3<sup>rd</sup></b>	Math	44%	19	56%	24	43
	Reading	73%	31	28%	12	
<b>4<sup>th</sup></b>	Math	48%	20	52%	21	41
	Reading	85%	35	14%	6	
<b>5<sup>th</sup></b>	Math	66%	30	33%	15	45
	Reading	80%	36	20%	9	
<b>6<sup>th</sup></b>	Math	73%	19	27%	7	26
	Reading	77%	20	23%	6	
<b>7<sup>th</sup></b>	Math	67%	20	34%	10	30
	Reading	90%	27	10%	3	
<b>8<sup>th</sup></b>	Math	58%	11	42%	8	21
	Reading	90%	19	10%	2	
<b>10<sup>th</sup></b>	Math	59%	13	41%	9	22
	Reading	77%	17	23%	5	

The table below represents the overall performance of Special Education Students during this year's CRT:

Grade	Subject	Advanced/Proficient	# of students	Nearing Proficient/Novice	# of students	Total Students
<b>3<sup>rd</sup></b>	Math	30%	6	70%	14	20
	Reading	53%	10	48%	9	
<b>4<sup>th</sup></b>	Math	0%	0	100%	13	13
	Reading	38%	5	62%	8	
<b>5<sup>th</sup></b>	Math	16%	2	83%	10	12
	Reading	42%	5	59%	7	
<b>6<sup>th</sup></b>	Math	40%	4	60%	6	10
	Reading	40%	4	60%	6	
<b>7<sup>th</sup></b>	Math	10%	1	90%	9	10
	Reading	40%	4	60%	6	
<b>8<sup>th</sup></b>	Math	66%	6	33%	3	10
	Reading	91%	10	9%	1	
<b>10<sup>th</sup></b>	Math	25%	1	75%	6	7
	Reading	50%	6	50%	6	12

\*\*\* I think it is important to note that the students who fall into this subgroup have already been identified as learning differently from the general student population. All of these students have Individualized Education Plans to assist them in making educational gains throughout the school year. We as educators already know that it is not realistic to expect the same type of performance on this type of assessment.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

5

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

ITEM TITLE: DISCUSSION—FACILITIES

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 06/14/2010

**SUMMARY:**

The Board of Trustees would like to continue the discussion on facilities.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

6

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

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

**Requested By:** Board of Trustees    **Prepared By:** Committee    **Date:** 06/14/2010

**SUMMARY:**

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

Attached is the Standing Committees of the Board for the 2009-2010 School Year. The Trustees need to sign up for committees for the 2010-2011 School Year.

**SUGGESTED ACTION:** Informational Report

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

**STANDING COMMITTEES OF THE BOARD**  
**2009-2010 School Year**

Committee	Number on Comm.	Jeremy Bristol	Dave Byerly	Jennifer Granot	Becky Jackson	Stan Monger	Mary Schelle	Monte Weeden
Building & Grounds	3	X			X	X		
Insurance Risk Committee	2		X				X	
Transportation	3	X			X			X

**OTHER COMMITTEES WITH BOARD REPRESENTATION**  
**2009-2010 School Year**

Committee	Number on Comm.	Jeremy Bristol	Dave Byerly	Jennifer Granot	Becky Jackson	Stan Monger	Mary Schelle	Monte Weeden
Activities	2						X	X
Curriculum Committees:								
Social Studies	1			X				
Health Insurance Program	2		X				X	
Land Use	1	X						
M.O.S.T.	2		X	X				
Vocational Advisory Council	1				X			

**STANDING COMMITTEES OF THE BOARD**  
**2010-2011 School Year**

Committee	Number on Comm.	Jeremy Bristol	Jennifer Granot	Becky Jackson	Stan Monger	Lisa Pierce	Mary Schelle	Monte Weeden
Building & Grounds	3							
Insurance Risk Committee	2							
Transportation	3							

**OTHER COMMITTEES WITH BOARD REPRESENTATION**  
**2010-2011 School Year**

Committee	Number on Comm.	Jeremy Bristol	Jennifer Granot	Becky Jackson	Stan Monger	Lisa Pierce	Mary Schelle	Monte Weeden
Activities	2							
Curriculum Committees:								
Social Studies	1							
Health Insurance Program	2							
Land Use	1							
M.O.S.T.	2							
Vocational Advisory Council	1							

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

7

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

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

Requested By: Board of Trustees    Prepared By: \_\_\_\_\_    Date: 06/14/2010

**SUMMARY:**

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

**SUGGESTED ACTION:**

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

8

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

ITEM TITLE: REPORT—INVESTMENT

Requested By: Superintendent    Prepared By: Mike Waterman    Date: 06/14/2010

**SUMMARY:**

Attached is the report on the interest earned and distributed for May 2010.

The first column of the report reflects the cash balance in various funds as of May 1, 2010.

**SUGGESTED ACTION:** Informational

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

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						



**INVESTMENT INCOME DISTRIBUTION REPORT**  
**SCHOOL DISTRICT NO.1, FERGUS COUNTY**  
May 31, 2010

Following is a distribution report of the income from the investment of school funds for the current reporting period.  
Distribution is prorated on the cash balance of each fund at the beginning of the period.

**REPORTING PERIOD:** 5/1/2010 - 5/31/2010  
**ELEM INVESTMENT INCOME:** \$1,221.54  
**HS INVESTMENT INCOME:** \$579.12

<b>FUND</b>	<b>CASH BALANCE</b>	<b>%</b>	<b>CURRENT INTEREST</b>	<b>YTD INTEREST</b>
<b>ELEMENTARY DISTRICT:</b>				
101 GENERAL	501,562.95	10.43%	127.41	6,984.15
110 TRANSPORTATION	360,746.11	7.50%	91.65	3,449.88
111 BUS DEPRECIATION	888,055.59	18.47%	225.61	8,384.66
112 FOOD SERVICE	192,148.20	4.00%	48.81	1,471.76
113 TUITION	0.00	0.00%	0.00	0.00
114 RETIREMENT	589,841.45	12.27%	149.85	6,201.38
120 RENTAL	15,032.90	0.31%	3.82	78.01
121 COMPENSATED ABSENCES	50,444.31	1.05%	12.82	476.85
124 METAL MINES	83,770.13	1.74%	21.28	791.87
128 TECHNOLOGY	73,641.73	1.53%	18.71	683.91
129 FLEXIBILITY	70,387.13	1.46%	17.88	638.01
150 DEBT SERVICE	58,678.13	1.22%	14.91	367.67
160 BUILDING	1,552,000.85	32.28%	394.28	15,211.09
161 BUILDING RESERVE	332,727.03	6.92%	84.53	2,974.06
184 STUDENT ACTIVITIES	39,296.64	0.82%	9.98	353.28
<b>ELEMENTARY TOTAL</b>	<b>4,808,333.15</b>	<b>100.00%</b>	<b>1,221.54</b>	<b>48,066.58</b>
<b>HIGH SCHOOL DISTRICT:</b>				
201 GENERAL	383,346.06	12.17%	70.49	4,419.42
210 TRANSPORTATION	238,755.02	7.58%	43.91	2,097.24
211 BUS DEPRECIATION	474,896.22	15.08%	87.34	4,159.36
213 TUITION	214.04	0.01%	0.04	1.19
214 RETIREMENT	264,111.73	8.39%	48.57	2,765.64
217 ADULT EDUCATION	19,562.06	0.62%	3.60	240.45
218 DRIVERS EDUCATION	21,355.82	0.68%	3.93	242.20
220 RENTAL	8,980.54	0.29%	1.65	97.21
221 COMPENSATED ABSENCES	24,818.65	0.79%	4.56	217.73
224 METAL MINES	160,306.48	5.09%	29.48	1,406.30
228 TECHNOLOGY	70,281.48	2.23%	12.93	598.10
229 FLEXIBILITY	695,641.30	22.09%	127.93	690.77
260 BUILDING	64,486.12	2.05%	11.86	565.72
261 BUILDING RESERVE	466,828.80	14.82%	85.85	3,937.38
281 ENDOWMENT FUNDS	89,058.84	2.83%	16.38	769.02
282 INTERLOCAL AGREEMENT	113,637.26	3.61%	20.90	1,327.30
284 STUDENT ACTIVITIES	52,743.93	1.67%	9.70	484.80
<b>HIGH SCHOOL TOTALS</b>	<b>3,149,024.35</b>	<b>100.00%</b>	<b>579.12</b>	<b>24,019.83</b>
<b>GRAND TOTALS</b>	<b>7,957,357.50</b>		<b>1,800.66</b>	<b>72,086.41</b>

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

9

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

ITEM TITLE: OTHER ITEMS

Requested By: Superintendent    Prepared By: Superintendent    Date: 06/14/2010

**SUMMARY:**

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

- ❖ Staffing
- ❖ Changes in Evaluation Process
- ❖ Back-to-School Picnic
- ❖ Final Claims Processing for June 2010
- ❖ **Summer Board Meeting Schedule—**
  - June 28, 2010                      5:30 p.m.
  - July 26, 2010                      5:30 p.m.
  - August 9, 2010                    5:30 p.m.
  - August 23, 2010                  7:00 p.m. -- ??

**SUGGESTED ACTION:** Informational

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

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# LEWISTOWN SCHOOL DISTRICT NUMBER ONE

## TEACHER ASSESSMENT AND EVALUATION PROGRAM

### PHILOSOPHY

The Lewistown Public Schools are in the business of success. It is our goal to help students succeed in learning and teachers succeed in teaching. A teacher's success on the job is directly related to his/her level of teaching competence.

The Lewistown Teacher's Assessment and Evaluation Program provides a process aimed at supporting the teacher in his/her growth toward professionalism and success.

Good supervision is a cooperative venture between the appraiser and appraised. It is a process by which strengths and weaknesses in teaching are determined. Through this process performance goals may be developed to help the appraised improve performance.

### PURPOSES AND GENERAL GOALS

According to School District Number One policy, "the objective of the Assessment and Evaluation Program is to promote and maintain a high quality of instruction for all students enrolled in the Lewistown Public Schools." This high quality is promoted and maintained through a system that assists the (certified) employee in understanding his/her strengths and weaknesses and thereby greatly contributes to his/her planned self-development.

A secondary purpose of this program is that of determining the retention of teachers during the probationary years (the retention of teachers who are tenured as indicated in accordance with Montana School Laws 75-6103 and 75-7104), and also at the time of tenure as well as being considered in cases of transfer, promotion and references.

The general goals of Lewistown Public School's Teacher Assessment and Evaluation Program are as follows:

#### **1. *To assess teachers contributions to the overall school program.***

How teachers perform individually and as a faculty determines the rate at which a school program will achieve its objectives. If something is lacking in the performance of an individual teacher, or of the staff in general, we have to begin looking for the cause. The entire faculty should know that the Teacher-Assessment and Evaluation Program is only one phase of an overall evaluation of the total school program.

#### **2. *To provide a basis for improving instruction.***

Instruction is the primary function of a school. It is also the prime consideration in appraising the total job performance of a teacher.

**3.     *To help teachers succeed in their chosen profession.***

All teachers have one thing in common—a desire to succeed in their chosen profession, a goal that a good supervisory evaluation program helps the teacher to achieve.

**4.     *To provide a basis for making administrative decisions.***

Administrative decisions effecting personnel needs to be fair and just. They also need to be right from the standpoint of the staff, the students and the educational programs. The most difficult decisions an administrator is called upon to make are those regarding the recruitment, assignment, and leadership of a staff of professional teachers. They are also among the most important. They result in actions, the outcomes of which become apparent. If the administrator bases his/her administrative decisions on the best information available to him/her, he/she is not apt to make snap judgments. His/her decisions will result in more appropriate action and he/she will be able to justify the decisions he/she has made.

**5.     *To provide a basis for developing effective personnel policies.***

Effective personnel policies are as important to the teaching corps of the schools as they are to the employees of business and industry—perhaps even more so because interpersonal policies grow out of the experiences of persons working on the job. Apparent deficiencies in teaching performance may be symptomatic of bad personnel policies. If the evaluative process reveals that personnel policies and practices interfere with effective teaching, steps will be taken to change/improve them.

## **INTRODUCTION**

The evaluation of a teacher is a cooperative and continuing process for the purpose of improving the quality of instruction. This is a joint venture, involving the principal and the teacher.

During the school year, the evaluation process consists of formal and informal observations. Also involved in this process is the completion of reports designed to indicate teacher performance.

The administrative role is supportive. By supportive acts or suggestions, the principal assists the teacher in meeting the performance standards. This program is designed to involve teachers in a meaningful appraisal process. The process permits the establishment of mutually determined and agreed upon goals. The process provides a means of improving performance and finally serves as a basis for the future. Supportive information and criteria involving the application of this policy shall be contained in the District Administrative Policy.

## **EVALUATORS**

The principal is the official evaluator and will rate teachers on the basis of objective data obtained through observation by supervisors, department chairmen, assistant principals, and the principal.

## ***PROCEDURES***

Listed below is a step-by-step process for supervision, evaluation and goal-setting. This is a model for the development of a supervisory program between the principal, teacher, and others responsible for the improvement of instruction.

### **Step 1 -- Goals Conference**

Explain the processes of supervision, evaluation, goal setting, and the use of an improvement plan. The evaluation process is an on going practice and walkthroughs can happen at any time throughout the school year.

The building principal will distribute copies of the criterion/descriptors to be evaluated and will show the teacher the evaluation instruments to be used. The office conference will take place soon after the beginning of each school year.

### **Step 2 -- Informal Observation/Formal Observations/Walkthroughs**

Principal will utilize monthly walkthroughs/observations to formally and informally observe teacher performance. Non-tenured teachers and teachers on a plan of improvement will be formally evaluated at least two times each year. By November 15 an Interim Evaluation Report will be completed for all non-tenured teachers and given to the teacher for review and signature. An Interim Evaluation Report may be completed for a tenured teacher if deemed necessary or beneficial by the building principal.

Tenured teachers formally evaluated at least once every other year as established by the building principal. On the year when a tenured teacher is not formally evaluated they will be required to observe three classrooms throughout the district and have an informal conference to discuss these observations with the building principal. An improvement plan can be initiated at any time deemed necessary by the building principal.

### **Step 3 -- Evaluation**

By April 1, using data obtained through the walkthrough/observation process, principal completes the Teacher Evaluation Report to superintendent, gives to teacher for review and signature and sends original to Superintendent.

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(Note: Additional observation and conference, using an improvement plan, should be conducted as needed.)

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade or Subject: \_\_\_\_\_

Goals Conference: \_\_\_\_\_

- Summative Review: \_\_\_\_\_

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Principal's or Director's Signature	Date
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# Walkthrough/Observation Summary

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

## I. Curriculum/Instruction

A.	<b>Utilizes productive teaching techniques:</b> <input type="checkbox"/> Anticipatory set <input type="checkbox"/> Statement of Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modeling <input type="checkbox"/> Monitoring <input type="checkbox"/> Guided Practice <input type="checkbox"/> Closure <input type="checkbox"/> Independent Practice
B.	<b>Lesson objective is evident to students</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> unable to determine
C.	<b>Learning content congruent with prescribed curriculum and at appropriate level</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to Determine
D.	<b>Identify grouping format</b> <input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual
E.	<b>Observed Instructional practices</b> <input type="checkbox"/> Coaching <input type="checkbox"/> Presentation <input type="checkbox"/> Teacher directed Q and A <input type="checkbox"/> Discussion <input type="checkbox"/> Providing directions/instruction <input type="checkbox"/> Testing <input type="checkbox"/> Hands-on experiences <input type="checkbox"/> Providing opportunities for practice <input type="checkbox"/> Lecture <input type="checkbox"/> Learning centers <input type="checkbox"/> Modeling
F.	<b>Observed Instructional strategies</b> <input type="checkbox"/> Identifying similarities and differences <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Summarizing/note-taking <input type="checkbox"/> Setting objectives/feedback <input type="checkbox"/> Reinforcing effort/recognition <input type="checkbox"/> Generating/testing hypotheses <input type="checkbox"/> Homework/practice <input type="checkbox"/> Cues/questions/advance organizers <input type="checkbox"/> Nonlinguistic representations
G.	<b>Do you see evidence that the teacher is responding to different learning needs in the classroom?</b> <input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> Unable to Determine What Kind?
H.	<b>Do you see evidence that the teacher provides students with evaluative feedback?</b> <input type="checkbox"/> A lot <input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> Unable to Determine How?

## II. Classroom Management and School Climate

A.	<b>Teacher uses time effectively</b> <input type="checkbox"/> Transition time minimal and efficient <input type="checkbox"/> Classroom is neat and orderly
B.	<b>Organizes students for effective instructional activities</b> <input type="checkbox"/> Listening <input type="checkbox"/> Working with hands-on materials <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing
C.	<b>Materials are readily available for instruction</b> <input type="checkbox"/> Computer software <input type="checkbox"/> Overhead/board/flip chart <input type="checkbox"/> Video <input type="checkbox"/> Content specific manipulative <input type="checkbox"/> Published print materials <input type="checkbox"/> Web site <input type="checkbox"/> Hand-held technology <input type="checkbox"/> Real-world objects <input type="checkbox"/> Worksheet <input type="checkbox"/> Lab/activity sheet <input type="checkbox"/> Student created material <input type="checkbox"/> <input type="checkbox"/> Oral <input type="checkbox"/> Textbook
D.	<b>Teacher sets high standards for student behavior</b> <input type="checkbox"/> Classroom rules posted <input type="checkbox"/> School wide expectations posted <input type="checkbox"/> Inappropriate behavior is redirected....How? <input type="checkbox"/> Not observed
E.	<b>Interpersonal relations with students</b> <input type="checkbox"/> Uses positive reinforcement <input type="checkbox"/> Shows an interest in each student as an individual <input type="checkbox"/> Uses appropriate language with students <input type="checkbox"/> Praise student's accomplishments in public <input type="checkbox"/> Demonstrates tolerance and empathy <input type="checkbox"/> Reprimand in private <input type="checkbox"/> Provides a safe atmosphere where mistakes may be made without penalty



### III. Professional Responsibilities

A.	<input type="checkbox"/> Cooperates with other staff members <input type="checkbox"/> Teacher's grooming serves as a model for students <input type="checkbox"/> Teacher accepts his/her share of responsibilities <input type="checkbox"/> Teacher Keeps confidential information confidential <input type="checkbox"/> Teacher fulfills duty schedule assignments goals <input type="checkbox"/> Works towards resolution when disagreements arise ** The professional responsibilities listed above are areas that may also be commented on in the end of the year narrative	<input type="checkbox"/> Shares expertise with other staff members <input type="checkbox"/> Teacher shows evidence of professional growth <input type="checkbox"/> Teacher shows enthusiasm for teaching <input type="checkbox"/> Teacher supports school rules, regulations and policies <input type="checkbox"/> Teacher works toward meeting mutually established <input type="checkbox"/> Follows basic rules of courtesy
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**Peer Observation:**

**Staff Member:** \_\_\_\_\_

**Quarter 1:**

Date of Observation: \_\_\_\_\_

Classroom Observed: \_\_\_\_\_

Lesson Objective: \_\_\_\_\_

Written Summary of your observation: In your summary please include any strategies, practices or activities from your experience you would like to integrate into your classroom instruction or procedures.

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**Quarter 2:**

Date of Observation: \_\_\_\_\_

Classroom Observed: \_\_\_\_\_

Lesson Objective: \_\_\_\_\_

Written Summary of your observation: In your summary please include any strategies, practices or activities from your experience you would like to integrate into your classroom instruction or procedures.

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**Quarter 3:**

Date of Observation: \_\_\_\_\_

Classroom Observed: \_\_\_\_\_

Lesson Objective: \_\_\_\_\_

Written Summary of your observation: In your summary please include any strategies, practices or activities from your experience you would like to integrate into your classroom instruction or procedures.

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## TEACHER EVALUATION CRITERIA/DESCRIPTORS

### ***I. Curriculum/Instruction***

- A1. Anticipatory Set - An activity to focus students' attention provides a brief practice and/or develops a readiness for instruction that will follow. It should relate to some previous learning. If successful, an anticipatory set should help the student get mentally or physically ready for the lesson.

The Anticipatory Set:

1. positively and logically relates to the lesson objectives
2. is of appropriate length to accomplish the desired goal
3. readies the student mentally or physically for the lesson
4. is correlated with previous and future lessons
5. focuses student attention on the activities to take place in the learning environment

- A2. Statement of Objectives - Teacher clearly informs the student what to expect and what to be able to accomplish by the end of the instruction. The objective should be specific in content and focus on observable behavior. The objective should let the student know what is going to happen in his/her own language (restating the lesson objective in their own words).

The Statement of Objectives:

1. is clearly stated at the lesson beginning so that students know ahead of time the learning that is expected of them
2. is related to the lesson taught
3. is related directly to the concept/process taught
4. is appropriate for the students' achievement level
5. objectives are limited to few in numbers and broken down into small increments
6. is stated in terms the students can easily understand
7. indicates why the objective is important to the students

- A3. Input - What information must the students have in the lesson so that he/she may reach the objective? The teacher needs to determine how the student is going to get this information or what the means of instruction will be. It is important that the

teacher determine what new information the learner needs. All necessary background information, rules, and examples students need in order to perform the specific tasks are present.

Teacher Input:

1. provides sufficient information to the student so he/she can perform the desired tasks.
2. utilizes an appropriate means of communicating the information to the students.
3. is directly related to the lesson.
4. enhances the learning and helps clarify troublesome areas.
5. allows appropriate time for other aspects of the lesson such as practice, etc.
6. is accurate.
7. is sequential and logical.

- A4. Modeling - When appropriate, the student sees an example of an acceptable finished product or of what the new learning looks like. The teacher needs to focus on the essentials and label the critical elements.

Modeling:

1. is such that appropriate models of the learning are utilized during instruction.
2. properly labels, clarifies, and emphasizes critical points in the lesson.

- A5. Monitoring - The teacher checks for students' possession of essential information and the skills necessary to achieve the instructional objective. This can be done by the teacher observing the student performing the new skill.

The Teacher Uses Monitoring:

1. to see that the student has the information and understanding to perform the necessary tasks.
2. frequently and in a variety of ways (orally, homework, exams, etc.).
3. to diagnose the level of learning and adjustments are made in instructions when appropriate.
4. to clearly define areas of difficulty and pinpoint why instruction has or has not been successful.
5. and calls all students by name to determine individual needs and abilities
6. on the small segments as well as the whole concept.

- A6. Guided Practice - The student's first attempts with new learning are guided so they are accurate and successful. Teacher must closely monitor what the student is doing to see that the instruction has "taken". Mistakes need to be corrected when seen by the teacher.

Guided Practice:

1. is provided to insure success.

2. is accompanied by appropriate monitoring.
3. discloses and corrects errors and makes students aware of them.
4. contains positive reinforcement that is used effectively during the exercises.
5. is at a level appropriate to the lesson.

A7. Closure - A teacher-directed culminating activity, summary, or review that is interactive. The learner summarizes the learning.

Closure Activities:

1. summarize the learning for that day.
2. are directed by the teacher and related directly to the lesson.
3. are completed by the student when appropriate.
4. are utilized as a monitoring tool as well as a means of review for the lesson.
5. are interactive between the teacher and students, and among students. Themselves.
6. may relate to the next lesson by explaining how the day's lesson is interrelated with future lessons.

A8. Independent Practice - When the students can perform the skill or proceed without major errors, then he/she is ready to develop fluency by practicing without the availability of the teacher. The teacher does not need to monitor the practice as the student is doing it, but should check the finished product (homework, assignments, etc.)

Independent Practice:

1. is performed successfully by the student without major errors occurring.
2. is assigned after it is determined that the student can reasonably be expected to perform the skills.
3. is assigned in appropriate amounts.
4. is appropriate to the instruction given and the difficulty level of the lesson.
5. is checked and credit given for completed assignments.
6. is not assigned as a punitive measure.

B. Lesson objective is evident to students

- a. The easiest way to determine if the lesson objective is evident to the students is to ask, "What are you learning?"
  - i. Talk to 3-4 students to see if they can identify the objective in their own words.
  - ii. It is possible that the observer may not be able to determine if the objective is evident based on the time spent in the classroom and the structure of the lesson. If that is the case simply mark unable to determine and move on.

- C. The teacher selects learning content congruent with the prescribed curriculum and at an appropriate level for the students.

Learning Content:

1. is presented sequentially and logically during instruction
2. is insured a high degree of success by proper selection of materials
3. is related to approved curriculum guide

- D. Identify grouping format

1. Look for how students are grouped during observed activity.
2. Is it appropriate for the observed lesson

- E. Observed Instructional practice

Coaching

- Teachers act as guide or facilitator to help support students on a given task.

Discussion

- An exchange of ideas, questions, and concepts are considered, talked about and possibly answered. This is often times student centered

Hands-on experiences

- Students are working on a hands-on activity such as a project, lab, or activity using content specific manipulative. Students may also be engaged in a problem solving activity.

Learning centers

- Small group activities that enable students to explore practice or even enrich classroom activities

Presentation

- The communication of ideas to an audience, this is normally less formal than a lecture. A presentation could be done by a teacher or student

Providing directions/instruction

- Teachers provide direction/instruction to students so they can complete a task

Opportunity to Practice

- Students work/practice a specific skill. Practice may be guided by the teacher when students are working independently.

Teacher directed Q and A

- Teacher lead question and answer sessions

Testing

- A test or quiz used for formal or informal assessment – progress monitoring/diagnostic

## Lecture

- A formal, presentation on a topic. This is normally given by the teacher, but may be presented by a guest.

## Modeling

- Showing the step by step process in which an activity should be completed. This would also include the verbalization of the process so kids can see and hear what should be happening

## F. Observed Instructional Strategies

1. Identifying Similarities and Differences
  - Assigning in-class and homework tasks that involve comparison and classification
  - Assign in-class and homework tasks that involve metaphors and analogies
2. Summarizing and Note Taking
  - Asking students to generate verbal summaries
  - Asking students to generate written summaries
  - Asking students to take notes
  - Asking students to revise their notes, correcting errors and adding information
3. Reinforcing Effort/Providing Recognition
  - Recognizing and celebrating progress toward learning goals throughout a unit
  - Recognizing and reinforcing the importance of effort
  - Recognizing and celebrating progress toward learning goals at the end of a unit
4. Homework and Practice
  - Providing specific feedback on all assigned homework
  - Assigning homework for the purpose of students practicing skills and procedures that have been the focus of instruction
5. Non-linguistic Representations
  - Ask students to...
  - Generate mental images representing content
  - Draw pictures or pictographs representing content
  - Construct graphic organizers representing content
  - Act out content
  - Make physical models of content
  - Make revisions in their mental images, pictures, pictographs, graphic organizers, and physical models
6. Cooperative Learning
  - Organizing students in cooperative groups when appropriate
  - Organizing students in ability groups when appropriate
7. Setting Objectives/Providing Feedback
  - Setting specific learning goals at the beginning of the unit
  - Asking students to set their learning goals
  - Providing feedback on learning goals throughout the unit
  - Asking students to keep track of their progress on learning goals
  - Providing formative feedback during and summative feedback at the end of the unit
  - Asking students to assess themselves at the end of the unit
8. Generating/Testing Hypothesis
  - Engaging students in projects that involve generating and testing hypotheses through
  - Problem-solving tasks
  - Decision-making tasks

- Investigation tasks
- Experimental inquiry tasks
- Systems analysis tasks
- Invention tasks

9. Questions, Cues, and Advance Organizations

Prior to presenting the new content/skills

- Asking questions that help students recall what they might already know about the content
- Providing students with direct links with what they have studied previously
- Providing ways for students to organize or to think about the content

**G.** The teacher provides opportunities for individual differences. The teacher systematically diagnoses differences among students and makes prescriptions based on those diagnoses.

The Teacher:

1. is aware of individual needs
2. diagnoses differences among students and makes prescriptions based on those diagnosis
3. provides appropriate materials for students use at their skill level
4. utilizes a variety of teaching styles to accommodate diverse learning styles

**H.** The teacher provides the students with specific evaluation feedback. Quizzes, exams, classwork and homework are corrected and returned within appropriate time limits.

The Teacher:

1. Prepares quizzes, exams, classwork and homework, and corrects and returns them within appropriate time limits.
2. gives feedback with reinforcement and encouragement

## ***II. Classroom Management and School Climate***

**A.** The teacher plans for and makes effective use of time, utilizing a variety of materials and resources. All materials should be legible. Transition time is minimal and efficient. Materials are prepared in advance for student use.

The Teacher:

1. makes effective use of time
2. utilizes a variety of materials and resources
3. insures that all materials are legible
4. uses transition time that is minimal and efficient
5. prepares materials in advance for student use
6. keeps the classroom neat and orderly
7. includes respect for equipment and materials in lessons

- B. The teacher organizes students for effective instruction. The teacher has established a consistent classroom routine which students understand.

The Teacher:

1. has consistent classroom routine students understand
2. accounts for individual differences
3. provides exploratory, enrichment programs
4. organizes students for affective classroom instruction

- C. Materials are readily available for Instruction

**Computer Software**

- Any kind of software that runs on a computer.

**Content specific manipulative**

- These are hands-on manipulative specific to a content area. Examples: unifix cubes, sound spelling cards, and magnifying glass etc.

**Hand-held technology**

- These are hand-held technology tools. For example, calculators, temperature probes, clickers, etc.

**Lab/activity sheet**

- These sheets are often compiled by the teacher and used by students to complete an activity. They may include instructions for completing an assignment and/or solving a problem

**Oral**

- Student work is oral.

**Overhead/board/flip chart**

- The teachers/students are using materials that can be shown to the rest of the class, for example overhead, white board, smart board, flip chart, etc.

**Published print material**

- This includes fiction and nonfiction books, magazines, newspaper

**Real-world object**

- These are frequently scientific objects or cultural artifacts that come from the real world and are brought into the classroom.

**Student created material**

- These are materials that students have made and are using.

**Textbook**

- A published book that is one of the core instructional materials for the class



### **Video**

- Video or other type of multimedia

### **Web site**

- Students are looking at Web Site on the internet

### **Worksheet**

- These are sheets that often come from black-line masters. Students practice the same skill on multiple problems or questions.

- D. The teacher sets high standards for student behavior. The teacher consistently manages behavior problems in accordance with class and school rules, administrative regulations, school board policies and legal requirements. The teacher accepts responsibility for non-classroom student behavior.**

#### **The Teacher:**

1. is consistent in actions and attitudes that set high standards for student behavior
2. manages behavior problems in accordance with class and school rules, administrative regulations, school board policies, and legal requirements
3. accepts responsibility for non-classroom student behavior
4. is enthusiastic in the classroom
5. treats misbehaving students firmly and fairly
6. trains students to focus on teacher and lesson quickly
7. recognizes “approved behavior”
8. utilizes preventive measures in handling discipline
9. involves all students in class sessions
10. effectively deals with problems when they arise

- E. Interpersonal relations with students are effective.**

#### **The Teacher:**

1. promotes a positive self-concept
2. avoids use of sarcasm with students
3. uses appropriate language with students
4. provides a safe atmosphere where mistakes may be made without penalty
5. reprimands students in private
6. shows warmth toward student
7. shows courtesy toward students
8. demonstrates tolerance and empathy
9. displays an interest in each student as an individual

### **III. PROFESSIONAL RESPONSIBILITIES**

- A. The teacher cooperates well with fellow staff members by voluntarily seeking ways and making efforts to give help and assistance to fellow staff members.**

The Teacher:

1. helps and assists other teachers
2. helps and assists other support staff
3. helps and assists administration
4. works on committees

- B. The teacher's grooming habits present an excellent role model for students. The teacher dresses appropriately for his/her teaching assignments.

The Teacher:

1. sets an example in personal appearance and cleanliness
2. dresses appropriately for his/her teaching assignment
3. takes pride in working appearance

- C. The teacher willingly accepts his/her share of responsibilities for group goals, and does not attempt to shift blame to others for difficulties.

The Teacher:

1. uses self-evaluation skills
2. plans for participation in activities that support group goals
3. accepts blame for lack of participation in fulfilling group goals

- D. The teacher keeps "school business" at school and keeps confidential any information that has been obtained in the course of professional service, unless disclosure serves professional purpose or is required by law.

The Teacher:

1. keeps "school business" at school. Does not discuss information outside of professional milieu
2. keeps confidential information in confidence

- E. The teacher is dependable in fulfilling duty schedule assignments.

The Teacher:

1. reports to work on time
2. follows established work schedule
3. reports for duty assignments on time
4. fulfills duty assignments

- F. Teacher works towards resolution when disagreements arise.

- G. Teacher shares expertise with other staff members.

- H. The teacher demonstrates willingness to keep curriculum and instructional practices current. The teacher takes advantage of courses, in-service training, and conferences in his/her area specialization and competency. The teacher is alert to the school's and district's goals and priorities, and seeks professional development appropriate to those needs.

The Teacher:

1. improves specification and competency through courses, in-service training, and conferences
2. improves specialization and competency through professional reading
3. improves specialization and competency by seeking in-house guidance or in-service
4. has a commitment to improve the quality of education in the district
5. seeks professional development appropriate to meet the districts needs

- I. Teacher shows enthusiasm for teaching.

- J. The teacher supports school regulations and policies. The teacher recognizes and accepts the Board's role as the policy-making body of the school district and follows correct procedures for recommending changes.

The Teacher:

1. supports and implements school regulations and policies
2. recognizes and accepts Board's role as the policy-making body of the school district
3. follows correct procedures for recommending changes

- K. The teacher works with the building administrator to establish goals for the school year. The teacher demonstrates working toward meeting those goals.

- L. The teacher follows the basic rules of courtesy

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

10

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

ITEM TITLE: RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS  
THE BOARD

Requested By: Board of Trustees    Prepared By: \_\_\_\_\_    Date: 06/14/2010

**SUMMARY:**

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

**SUGGESTED ACTION:**

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

11

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

ITEM TITLE: MINUTES

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 06/14/2010

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the May 24, 2010, Regular Board Meeting

**SUGGESTED ACTION:** Approve Minutes as Presented

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**Lincoln Board Room  
215 Seventh Avenue South  
Lewistown, Montana 59457**

**Monday, May 24, 2010**

**REGULAR BOARD MEETING**

**CALL TO ORDER (7:00 P.M.)**

1. ROLL CALL

TRUSTEES PRESENT:

Becky Jackson, Jennifer Granot, Monte Weeden, Stan Monger

TRUSTEES ABSENT:

Mary Schelle, Lisa Pierce, Jeremy Bristol

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/Clerk Mike Waterman, Sandi Chamberlain, Andrea Payne, Bobbie Atchison, Paul Stengel, Tim Majerus, Jim Daniels

OTHERS PRESENT:

Dick Rath, Ray Waterman, Joe Zahler-KXLO/KLCM Radio, David Murray-Lewistown News-Argus, and other interested parties

2. PLEDGE OF ALLEGIANCE

Ray Waterman led the group in the Pledge of Allegiance.

**BOARD OF TRUSTEES**

3. DISCUSSION—FACILITIES

Members of the Board continued discussion on facilities and reviewed the information that was received on "How to Sell Your Bond". Representatives from DA Davidson will attend the June 28, 2010 meeting and discuss best practices for selling the facility project to the public. In the meantime, the Board will identify community members interested in leading an advocacy group for the facility project, and invite those members to the June 28 meeting.

4. REPORT—COMMITTEES OF THE BOARD

There was no report. Due to the absence of three trustees, the Board decided to postpone committee assignments until a later meeting.

5. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

No items were discussed.

**SUPERINTENDENT'S REPORT**

6. REPORT—INVESTMENT

Interest earned and distributed for April, 2010, was reported with \$1,586.07 in the elementary funds and \$764.16 in the high school funds for a total of \$2,350.23.

7. OTHER ITEMS

Superintendent Jason Butcher reported on the status of the District hiring efforts. The District currently has resource and elementary teaching and school secretary vacancies. The Trustees were reminded of the graduation week schedule and of the start times for the summer Board meetings. The trustees were advised that the Construction Academy home has not sold, endangering the financial viability of the program. The Board discussed the possibility of building a new home on site. The Superintendent was directed to discuss the possibility with the Construction Academy Director.

## **PUBLIC PARTICIPATION**

8. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD

There was no public input.

## **ACTION ITEMS**

### **MINUTES**

9. Minutes of the May 10, 2010, Regular Board Meeting were approved unanimously (Granot/Weeden).

### **APPROVAL OF CLAIMS**

10. The claims referenced in the 2009-10 Bill Schedule and submitted through May 20, 2010, were approved unanimously (Weeden/Granot). The Board took special notice of the bill from JGA Architects.

### **CONSENT GROUP ITEMS – approved unanimously (Monger/Granot)**

11. APPROVE SUBSTITUTE(S)  
Substitute Teacher/Aide List: Alira Carpenter, Stella Wichman
12. APPROVE LEWISTOWN JUNIOR HIGH SCHOOL ACTIVITY FUND REPORT FOR APRIL 2010

### **INDIVIDUAL ITEMS**

13. APPROVE PERSONNEL REPORT – see Exhibit A (Granot/Monger – unanimous). The Board discussed the advantages and disadvantages of paying certified teachers and paraprofessionals at the same rate for teaching summer school, but ultimately decided to proceed in accordance with the administration's recommendation of paying all staff at the same rate.
14. APPROVE ISSUING CONTRACTS FOR CLASSIFIED STAFF – see Exhibit B (Monger/Weeden – unanimous).
15. APPROVE CALLING FOR SCHOOL FOOD SERVICE MILK BIDS (Granot/Monger – unanimous).
16. APPROVE RESOLUTION CALLING FOR A BOND ELECTION. (Monger/Weeden – unanimous).
17. APPROVE MHSA MEMBERSHIP AND RELATED PAYMENTS. (Granot/Weeden – unanimous).
18. APPROVE INTERLOCAL AGREEMENT BETWEEN SCHOOL DISTRICT NUMBER ONE AND CENTRAL MONTANA LEARNING RESOURCE CENTER COOPERATIVE (Monger/Granot – unanimous).
19. APPROVE INTERLOCAL AGREEMENT BETWEEN HIGH SCHOOL DISTRICT NUMBER ONE AND CENTRAL MONTANA LEARNING RESOURCE CENTER COOPERATIVE. (Granot/Weeden – unanimous).
20. APPROVE REVISION TO FERGUS HIGH SCHOOL STUDENT HANDBOOK. (Granot/Monger – unanimous).
21. APPROVE ADDENDUM TO THE COLLECTIVE BARGAINING AGREEMENT—LIFE AND DISABILITY INSURANCE. As the District is reviewing premiums with our new providers, this issue was tabled until a future meeting.
22. FIRST READING—BOARD POLICY #4330P—RENTAL OF SCHOOL FACILITIES (Weeden/Monger – unanimous).
23. FIRST READING—BOARD POLICY #5331—INSURANCE BENEFITS FOR EMPLOYEES (Monger/Granot – unanimous).
24. APPROVE CONTRACTING WITH FERGUS COUNTY CLERK & RECORDER'S OFFICE TO ACT AS ELECTION ADMINISTRATOR FOR SCHOOL ELECTIONS (Monger/Granot – unanimous).
25. APPROVE AUDIT CONTRACT FOR FY10-FY12 (Weeden/Granot –unanimous)  
The Board approved 3-Year Audit Contract with Paul Strom and Associates
26. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT (Monger/Granot – unanimous).
27. APPROVE FERGUS COUNTY INVESTMENT RESOLUTION (Monger/Weeden – unanimous).
28. APPROVE CREATING A SAVINGS ACCOUNT AT FIRST BANK OF MONTANA, NAMING THE BOARD CHAIR AND DISTRICT CLERK AS SIGNATORIES ON THE ACCOUNT (Weeden/Granot – unanimous)

29. APPROVE AWARDING HIGHLAND PARK ELEMENTARY ASBESTOS ABATEMENT BID TO SAFE-TECH for \$22,600 (Monger/Granot – unanimous).
30. APPROVE AWARDING GARFIELD ELEMENTARY ASBESTOS ABATEMENT BID TO IRS ENVIROMNMENTAL \$26,930. (Weeden/Monger– unanimous).
31. APPROVE AWARDING LEWIS & CLARK ELEMENTARY ASBESTOS ABATEMENT BID TO IRS ENVIRONMENTAL \$30,665. (Monger/Granot – unanimous).

**ADJOURNMENT**

The meeting was adjourned at 8:45 p.m. The next regular meeting will be held on June 14, 2010, 5:30 p.m. in the Lincoln Building Board Room (Monger – unanimous).

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**REBECCA S. JACKSON**  
**BOARD CHAIR**

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**MIKE WATERMAN**  
**BUSINESS MANAGER/CLERK**



**“EXHIBIT A”**

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** May 24, 2010

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>BEAUDRY, Darlene</b>	PK Special Education Aide	Highland Park Elementary	Accept letter of resignation	June 30, 2010	See attached letter.
<b>FEIST, Robert</b>	Adult Basic Education Instructor	Central Montana Education Center	Approve appointment at \$15.00 per hour for up to 18 hours per week for up to 47 weeks	July 1, 2010	See attached memo.
<b>REA, Mike</b>	Adult Basic Education Instructor	Central Montana Education Center	Approve appointment at \$15.00 per hour for up to 18 hours per week for up to 47 weeks	July 1, 2010	See attached memo.
<b>PERRY-WALKER, Paula</b>	Adult Basic Education Instructor	Central Montana Education Center	Approve appointment at \$15.00 per hour for up to 15 hours per week for up to 47 weeks	July 1, 2010	See attached memo.
<b>ARMSTRONG, Chad</b>	Summer Session Driver Education Instructor	School District #1	Approve appointment at \$17.00 per hour for a total of \$2,754.00 for behind-the-wheel driving time	June 7-July 31, 2010	See attached memo.
<b>RUTLEDGE, Robert</b>	Summer Session Driver Education Instructor	School District #1	Approve appointment at \$17.00 per hour for a total of \$4,828.00 for classroom time and behind-the-wheel driving time	June 7-July 31, 2010	See attached memo.
<b>SMITH, Debbie</b>	School District Nurse	School District #1	Approve appointment at \$14.73 per hour for up to 6 hours to conduct vision screening for Driver Education students	June 7, 2010 July 6, 2010	See attached memo.

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** May 24, 2010

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>RECOMMENDATIONS FOR EXTENDED SCHOOL YEAR (ESY) STAFF</b>	Special Education Summer School Teachers	School District #1	Approve appointment on schedule as recommended on attachment	May 24, 2010	See attached memo.
<b>RECOMMENDATIONS FOR SUMMER SCHOOL STAFF</b>	Summer School Teachers	School District #1	Approve appointment on schedule as recommended on attachment	May 24, 2010	See attached memo.
<b>SWINDELL, Krista</b>	Elementary Teacher	Highland Park Elementary	Approve appointment on schedule— BA Step 4 (Actual Step 2)	July 1, 2010	See attached hiring recommendation.

"EXHIBIT B"

First	Last	Loca tion	Loca tion 2	Loca tion 3	Assignment	Assignment 2	Assignment 3	Grade	Grade 2	Grade 3	Step	Step 2	Step 3	Days	Days 2	Longevity
BEN	BEAUDRY	BB			BUS DRIVER			TRANS2			4+45			180		
FRANK	BURNS	BB			BUS DRIVER			TRANS2			4+30			180		
JOAN	D'HOOGE	BB			SP ED BUS AIDE			AIDE2			6			180		
GARY	DISTAD	BB			MECHANIC			MECH1			5+45			260		
CATHY	GOLDSBOROUGH	BB			BUS DRIVER			TRANS2			4			180		
WAYNE	LELEK	BB			BUS DRIVER			TRANS2			4+45			180		
DAVE	MCCONNELL	BB			BUS DRIVER			TRANS2			4+45			180		
JEANETTE	MILLER	BB			SP ED BUS AIDE	SWEEPER		AIDE2	MAINT1		4+15	1+15		180		
TED	MURRAY	BB			BUS DRIVER			TRANS2			4+45			180		
ROBERT	ODERMANN	BB			BUS DRIVER			TRANS2			4+30			180		
JAMES	PEARSON	BB			BUS DRIVER			TRANS2			4+45			180		1%
KATHLEEN	SCHAEFFER	BB			BUS DRIVER			TRANS2			4+45			195		
PAUL	TUCEK	BB			MECHANIC			MECH1			5+45			260		3%
DEBORAH	WALKER	BB			SWEEPER			MAINT1			4+45			260		
FRED	WOOD	BB			BUS DRIVER			TRANS2			4+45			180		
LAURIE	FOWLER	CK			SECOND COOK			COOK2			2			187		
KIM	MARTIN	CK			FIRST BAKER			BAKER1			9+45			187		
EILEEN	NEWMAN	CK			KITCHEN AIDE			KA			4			181		
DONNA	PAULSON	CK			SECOND COOK			COOK2			3+30			187		
SHERRI	SEBEK	CK	JH		KITCHEN AIDE	FOOD SERVER/CASHIER		KA	FS		4+30	4+30				
DEBRA	WILLIAMS	CK			FIRST COOK			COOK1			10+45			187		1%
REBECCA	BASZCZUK	CO	BB		DELIVERY VAN DRIVER	BUS DRIVER		MAINT2	TRANS2		1	2		180		
LLOYD	PRATHER	CO	CO		CUSTODIAN	CUSTODIAN		MAINT2	MAINT2		7	7		180	80	
ROBERTA	ATCHISON	CO			COMP SERVICES/PAYROLL			OPERATOR			5+45			260		
RANDY	BARBER	CO			MAINTENANCE			MAINT5			6+15			260		
SANDRA	CHAMBERLAIN	CO			ADMINISTRATIVE SECRETARY			SEC4			8+45			260		
DALE	FISK	CO			GROUNDKEEPER			MAINT2			3			190		
CHRISTINE	GOBBLE	CO			RECEIVING/AP CLERK			PUR/REC			3			260		
DAN	KONERT	CO			MAINTENANCE			MAINT5			7+15			260		
TODD	LARK	CO			TECH SUPPORT SPECIALIST			COMP OPERATOR			2+30			260		
SHERRY	MARTIN	CO			PURCHASING CLERK			PUR/REC			15+45			260		3%
NANCY	MATTHEIS	CO			IMC TECHNICIAN			TECH SUPER			6+45			209		
LYNNE	WISE-KLIPPENES	CO			TECH SUPPORT SPECIALIST			COMP OPERATOR			9+45			260		
BARB	PHILLIPS	CMEC			COMM EDUC SECRETARY			SEC2			15+45			260		2%
CONNIE	BOWEN	FH			RESOURCE			AIDE2			3+PARA			182		
MARY	BURNS	FH			RESOURCE			AIDE2			6+PARA			182		
JAMES	BUSSEY	FH			CUSTODIAN			MAINT2			1			260		
KAREN	HANSON	FH			FOOD SERVER/CASHIER			FS			4			181		
TIFFANY	HEMSATH	FH			RESOURCE	TITLE I		AIDE2			2			182		
SHERYL	HODGES	FH			RESOURCE			AIDE2			3+PARA			182		
DEBRA	JOHNSON	FH			FOOD SERVER/CASHIER			FS			2			181		
GARY	KNOX	FH			CUSTODIAN			MAINT2			7+15			260		
TERRY	LANKUTIS	FH			RECORDS/TECH SUPPORT			COMP OPERATOR			2					
JUSTIN	MARTIN	FH			CUSTODIAN			MAINT2			1			260		
KEN	MARTIN	FH			HEAD CUSTODIAN			MAINT4			15+45			260		2%
ROBIN	MOLINE	FH			PRINCIPAL'S SECRETARY			SEC3			5+15			260		
WENDY	PFAU	FH			ACTIVITIES SECRETARY			SEC2			12+15			195		
JEAN	ROGAN	FH			RESOURCE JOB COACH	EAGLE RENAISSANCE		AIDE2			6+PARA			182		2%

"EXHIBIT B"

First	Last	Loca tion	Loca tion 2	Loca tion 3	Assignment	Assignment 2	Assignment 3	Grade	Grade 2	Grade 3	Step	Step 2	Step 3	Days	Days 2	Longevity
SUSAN	RUTLEDGE	FH			RESOURCE			AIDE2			6+PARA			182		1%
BETTY	SANDERS	FH	FH		TITLE I	LIBRARY		AIDE2	AIDE1		4	4				
MARY HELEN	SPOJA	FH			ACCOMPANIST			AIDE1			6			182		
SHARON	TINDALL	FH			STUDY HALL			STDYHALL			5+45			182		2%
ANGELA	WOOLETT	FH			ATTENDANCE SECRETARY			SEC2			1			184		
NATALIE	BUTLER	GA			SCHOOL SECRETARY			SEC2			12+45			181		
TERESA	DYGERT-TRASK	GA			PLAYGROUND			AIDE3			4			182		
ANITA	GERLINGER	GA			PLAYGROUND	LIBRARY		AIDE3	AIDE1		1	1				
SHERRY	HANLEY	GA			RESOURCE			AIDE2			6+PARA			182		2%
KATHY	IRWIN	GA			TITLE I			AIDE2			2+PARA			182		
SHANNON	MAXWELL	GA			FOOD SERVER			FS			3+30			181		
LISA	NETTE-RAU	GA			BEHAVIORAL			B-AIDE3			1			182		
CLYDE	RETTNER	GA			CUSTODIAN			MAINT2			15			260		3%
LINDSEY	RICKL	GA	CK		FOOD SERVER	PM KITCHEN AIDE		FS	KA		3	3				
SUE	STANDLEY	GA			TITLE I			AIDE2			6+PARA			182		
FLEETA	O'DELL	HP	HP	HP	OFFICE	SUB CALL-IN	PLAYGROUND	AIDE1	AIDE1	AIDE3	6+30	6+30	4+30	182		
DARLA	QUINLAN	HP	HP	HP	SUB CALL-IN	RESOURCE	PLAYGROUND	AIDE1	AIDE2	AIDE3	6+PARA	6+PARA	4+45	182		
PAT	BENES	HP	HP		2ND GRADE AIDE	PLAYGROUND		AIDE2	AIDE3		1	1		182		
SUSANNAH	EASTMAN	HP	HP		RESOURCE	PLAYGROUND		AIDE2	AIDE3		4+PARA	4		182		
DARCY	MCLENDON	HP	HP		2ND GRADE AIDE	PLAYGROUND		AIDE2	AIDE3		3+PARA	3		182		
BETTE	MCPHERSON	HP	HP		BEHAVIORAL	PLAYGROUND		B-AIDE3	AIDE3		6+45	4+45		182		
LYNNE	PRINDLE	HP	HP		RESOURCE	PLAYGROUND		AIDE2	AIDE3		5+PARA	4		182		
DEVNEY	WELSH	HP	HP		TITLE I	PLAYGROUND		AIDE2	AIDE3		4+PARA	3		182		
JERRY	GIEDD	HP			CUSTODIAN			MAINT2			6			260		
BARBARA	HOLLAND	HP			FOOD SERVER			FS			2+45			181		
FLEETA	O'DELL	HP			FOOD SERVER			FS			4+30			181		
DEBRA	SMITH	HP			SCHOOL NURSE			NURSE			4			182		
JENIFER	BLAZICEVICH	JH			TITLE I			AIDE2			2+PARA			182		
DERREE	KAMP	JH	JH		LIBRARY	STUDY HALL		AIDE1	STDYHALL		6+45	4+45				
STEVE	KELLY	JH			HEAD CUSTODIAN			MAINT3			8+30			260		
JOANN	LANTZER	JH			ACCOMPANIST											
JAN	MANE	JH	CK		FOOD SERVER/CASHIER	PM KITCHEN AIDE		FS	KA		1	0				
CHRISTY	ROGERS	JH			SCHOOL SECRETARY			SEC2			5			209		
BARB	SAUBY	JH			RESOURCE			AIDE2			6+PARA			182		
KIM	WIEGERT	JH			RESOURCE			AIDE2			3+PARA			182		
DENISE	WILLIAMS	JH			FOOD SERVER/CASHIER			FS			4+45			181		
TRACY	CONNOR	LC			TITLE I			AIDE2			6+PARA			182		2%
GRETCHEN	CONRAD	LC			RESOURCE			AIDE2			4+PARA			182		
JODY	D'AUTREMONT	LC			SCHOOL SECRETARY			SEC2			10+30			209		
KRIS	GAPAY	LC			RESOURCE			AIDE2	AIDE2		2+PARA	2+PARA				
DAVID	GATES	LC			CUSTODIAN			MAINT2			15			260		1%
MANDIE	HUTCHINS	LC	LC		PLAYGROUND	OFFICE	SPECIAL ED AIDE	AIDE3	AIDE1	AIDE2	2	2	2			
NORINE	MCKINNEY	LC			RESOURCE			AIDE2			6+45			182		
MARY	MILLER	LC	CK		FOOD SERVER	PM KITCHEN AIDE		FS	KA		2+30	2+30				
MELINDA	THAYNE	LC	CK		FOOD SERVER/CASHIER	PM KITCHEN AIDE		FS	KA		1	1				

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

12

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

ITEM TITLE: CLAIMS

Requested By: Board of Trustees    Prepared By: Sherry Martin    Date: 06/14/2010

**SUMMARY:**

Approve claims paid through June 9, 2010, as approved by the Finance Committee.

**SUGGESTED ACTION:** Approve Claims as Presented

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

13

<u>Agenda Items</u>	<u>Additional Information</u>
13. Approve Lewistown Junior High School Activity Fund Report for May 2010	

**SUGGESTED ACTION:** No Items to Approve

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**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

13

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

ITEM TITLE: APPROVE LEWISTOWN JUNIOR HIGH SCHOOL ACTIVITY FUND REPORT FOR  
MAY 2010

Requested By: Board of Trustees    Prepared By: Christy Rogers    Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the Lewistown Junior High School Activity Fund report for May 2010.

**SUGGESTED ACTION:** Approve Lewistown Junior High School Activity Fund Report(s) as Presented

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

From: 05/01/2010  
To : 05/31/2010

## General Ledger Report

From Account: 1  
To Account: 190

Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	Payables	Working
000100 General Activities	1847.02	6.94	-44.88	0.00	1809.08	0.00	1809.08
000105 Builder's Club	106.48	0.04	0.00	0.00	106.52	0.00	106.52
000115 Cheerleaders	1631.73	0.04	0.00	0.00	1631.77	0.00	1631.77
000120 Consumer Tech	903.91	894.74	-1370.13	0.00	428.52	0.00	428.52
000125 FACS	334.46	0.04	-12.95	0.00	321.55	0.00	321.55
000130 BC,SC Store	1639.27	0.04	-10.00	0.00	1629.31	0.00	1629.31
000135 Music	99.91	0.04	0.00	0.00	99.95	0.00	99.95
000140 Photo Club	2499.94	2255.49	-20.00	0.00	4735.43	0.00	4735.43
000145 H.E.L.P.S.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
000150 Service Learning	337.67	396.09	0.00	0.00	733.76	0.00	733.76
000155 Ski Club	1602.16	0.04	-296.54	0.00	1305.66	0.00	1305.66
000160 Student Council	1604.76	0.04	-632.52	0.00	972.28	0.00	972.28
000180 NEWS	107.25	0.05	-70.13	0.00	37.17	0.00	37.17
000190 COMPUTER SERV LEARNING	129.24	0.05	0.00	0.00	129.29	0.00	129.29
Group Total	12843.80	3553.64	-2457.15	0.00	13940.29	0.00	13940.29
Grand Total	12843.80	3553.64	-2457.15	0.00	13940.29	0.00	13940.29

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Principal: \_\_\_\_\_ Date: \_\_/\_\_/\_\_



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

14

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

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees    Prepared By: Jason Butcher    Date: 06/14/2010

**SUMMARY:**

Attached is the Personnel Report for your review.

**SUGGESTED ACTION:** Approve All Items

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** June 14, 2010

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>TESAREK, Karmen</b>	School Secretary	Garfield Elementary	Accept letter of resignation	June 30, 2010	See attached letter.
<b>KURNS, Gloria Gail</b>	Second Baker	Central Kitchen	Accept letter of resignation	June 5, 2010	See attached letter.
<b>WYNNE, Tamara</b>	Business Secretary	Central Office	Accept letter of resignation	June 30, 2010	See attached letter.
<b>LONG, Leslie</b>	Summer School Instructor	Fergus High School	Approve appointment at \$15.00 per hour for 6-8 hours per week for 6 weeks	June 14, 2010	See attached memo.
<b>GUETHS, Heather</b>	Resource Aide Paraprofessional	Garfield Elementary	Approve appointment on schedule— AIDE II Step 2+Para for up to 7 hours per day for 182 days	June 14, 2010	Heather is being rehired for the 2010-2011 school year per recommendation after evaluation from Mr. Moffatt.
<b>IRWIN, Kathy</b>	Summer School Instructor	Garfield Elementary	Approve appointment at \$15.00 per hour for up to 68 hours	June 14 – July 2, 2010	See attached memo.
<b>GAPAY, Kris</b>	Special Education Extended School Year Instructor	School District #1	Approve appointment at \$15.00 per hour for up to 100 hours	June 14 – July 2, 2010	See attached memo.

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** June 14, 2010

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>GERTGE, Mary</b>	Special Education Summer School Teachers	School District #1	Approve appointment at \$15.00 per hour for up to 60 hours	June 14 – July2, 2010	See attached memo.
<b>BROWN, Tony</b>	Special Education Summer School Teachers	School District #1	Approve appointment at \$15.00 per hour for up to 20 hours	June 14 – July 2, 2010	See attached memo.
<b>RUSSELL, Jeffrey</b>	Elementary Teacher	Lewis and Clark Elementary	Approve appointment on schedule— BA Step 9	July 1, 2010	See attached hiring recommendation.
<b>RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS</b>	Extracurricular Assignments	School District #1	Approve appointment on schedule as recommended	June 14, 2010	See attached list.

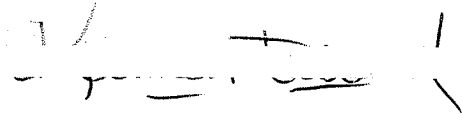
May 21, 2010

JASON BUTCHER  
SUPERINTENDENT OF SCHOOLS  
LEWISTOWN PUBLIC SCHOOLS  
215 7<sup>TH</sup> AVE N  
LEWISTOWN MT 59457

Dear Mr. Butcher:

It is with a heavy heart that I am resigning from my position as the Garfield Elementary School Secretary. I have really enjoyed my job, co-workers and the students. I appreciate being able to work in the school system. Due to family obligations I had to seek different employment.

Sincerely,

A handwritten signature in dark ink, appearing to read "Karmen Tesarek", with a horizontal line underneath it.

Karmen Tesarek  
Secretary  
Garfield Elementary School

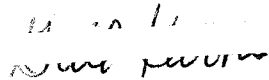
June 1, 2010

To whom it may concern:

I am retiring in August, therefore I am giving my notice as of June 5, 2010. I have really enjoyed working for school district one and all my fellow employees. Thank you for the opportunity of serving the community (especially the kids).

I will miss everyone.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gail Kurns".

Gail Kurns

June 5, 2010

Mr. Jason Butcher  
Superintendent  
Lewistown Public Schools  
Lewistown, MT 59457

Mr. Butcher:

It is my intent to retire effective June 30, 2010.

Thank you for the opportunity to work for the Lewistown Public Schools.

Tamara J. Wynne  
Business Office Secretary

# Memorandum

**To:** Board of Trustees, Lewistown Public Schools  
**Cc:** Jason Butcher, Supt.; Mike Waterman, Business Manager  
**From:** Scott A. Dubbs, Principal  
**Date:** May 29, 2010  
**Re:** Summer School

Following is the hiring recommendation for Summer School Instructor:

Leslie Long      \$15.00 per hour      6-8 Hours per week for 6 weeks

Leslie will manage the OdysseyWare for the summer high school students.

Thank you for your consideration of this request.

Scott Dubbs  
Principal

# Memorandum

**To:** Board of Trustees, Lewistown Public Schools  
**From:** Jason Butcher, Superintendent  
**Date:** June 7, 2010  
**Re:** Summer School Contract

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John Moffatt, Principal, would like to recommend the following individual as summer school teacher at a rate of \$15.00 per hour for up to 68 hours. Summer school will run from June 14 – July 2, 2010, plus one day prior and one day after.

**Garfield:**

Kathy Irwin



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# Central Montana Learning Resource Center Cooperative

215 SEVENTH AVENUE SOUTH, LEWISTOWN, MONTANA 59457  
OFFICE (406) 535-9012 FAX (406) 535-7455

## M E M O

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DT: June 9, 2010

TO: Lewistown Board of Trustees, Jason Butcher, Sandi Chamberlain

FR: Dale Lambert

RE: Extended School Year (ESY)

Additional recommendations for Special Education Extended School Year (ESY)

**Name:** Kris Gapay  
**Position:** ESY Teacher  
**Population to be served:** ESY CARE Room  
**Dates:** June 14 to July 2  
**Rate of Pay:** \$15/hr.  
**Number of hours:** Up to 100 hours  
**Budget:** ARRA funds

**Name:** Mary Gertge  
**Position:** ESY Teacher  
**Population to be served:** One on one ESY Fergus High Student  
**Dates:** June 14 to July 2  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 60 hours  
**Budget:** ARRA funds

**Name:** Tony Brown  
**Current Position:** ESY aide  
**Population to be served:** One on one ESY Fergus High Student  
**Dates:** June 14 to July 2  
**Rate of Pay:** \$15/hr.  
**Number of hours:** Up to 20 hours (in addition to previous ESY contract)  
**Budget:** Must be paid from General fund dollars, child is not identified as IDEA eligible.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**HIRING RECOMMENDATION**

The selection committee has reviewed the candidate's application and related data. On the basis of their review they recommend:

Jeffrey Russell

For:

Job Title Elementary Teacher

Classification BA

Step 9

Work location Lewis and Clark Elementary School

Date to begin work Fall 2010

Days per yr/Hrs per day 187 days per year

SELECTION COMMITTEE: Candice Dunn

Matt Lewis

Tim Majerus

Stan Monger

Germaine Stivers

Jamie Sura

RECOMMENDATION APPROVED ☒

RECOMMENDATION NOT APPROVED ☐

\_\_\_\_\_  
Superintendent of Schools

If approved, the Superintendent will recommend to the Trustees at their regular meeting on June 14, 2010.

**2010-2011 School Year**

**Starting Salary      \$30,093.00**

**FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS**

<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>CMY MENTOR ADVISOR</b>	<i>Rachel Stansberry</i>	Co-Advisors	0.0175	\$ 526.63	
	<i>Smith Works</i>	Co-Advisors	0.0175	\$ 526.63	
<b>ANNUAL</b>	<i>Fawna Kuntzelman</i>	Advisor	0.050	\$ 1,504.65	
<b>ATHLETIC DIRECTOR</b>	<i>Jim Daniels</i>	Director	0.195	\$ 5,868.14	
<b>BASKETBALL</b>	<i>Jimmy Graham</i>	Boys Head Coach	0.150	\$ 4,513.95	
	<i>Spencer Walsh</i>	Boys First Assistant	0.110	\$ 3,310.23	
	<i>Kyle Trafton</i>	Boys Assistant - 1	0.090	\$ 2,708.37	
	<i>Gary Cecrle</i>	Girls Head Coach	0.150	\$ 4,513.95	
	<i>Vanessa Moen</i>	Girls First Assistant	0.110	\$ 3,310.23	
	<i>Jolene Fuzesy</i>	Co-Girls Assistant - 1	0.090	\$ 2,708.37	
<b>BUSINESS PROFESSIONALS OF AMERICA</b>		Advisor	0.035	\$ 1,053.26	
<b>CHEERLEADERS</b>	<i>Jennifier Pfau</i>	Head Coach	0.125	\$ 3,761.63	
	<i>Katemarie Gottardi</i>	Assistant	0.074	\$ 2,226.88	
<b>CONCESSIONS</b>		Football	\$75 per game		
		Volleyball	\$50 to \$75 per game		
		Girls Basketball	\$75 per game		
		Boys Basketball	\$75 per game		
		Wrestling	\$50 per game/\$100 per day		
		Track	\$100 per day		
		Speech and Drama	\$100 per day		
		Orders		\$ 500.00	
<b>CROSS COUNTRY -- B/G</b>	<i>Susie Flentie</i>	Head Coach	0.125	\$ 3,761.63	
	<i>Pat Deschemaecker</i>	Assistant	0.085	\$ 2,557.91	

**2010-2011 School Year**

**Starting Salary      \$30,093.00**

**FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS**

<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>F CLUB</b>	<i>Victor Feller</i>	Advisor	0.015	\$ 451.40	
<b>FFA</b>	<i>Jared Long</i>	Advisor	0.110	\$ 3,310.23	
<b>FCCLA</b>		Advisor	0.035	\$ 1,053.26	
<b>FOOTBALL</b>	<i>Gary Gebert</i>	Head Coach	0.145	\$ 4,363.49	
	<i>Victor Feller</i>	First Assistant	0.105	\$ 3,159.77	
	<i>Rick Wright</i>	Assistant - 1	0.085	\$ 2,557.91	
	<i>Troy Hudson</i>	Assistant - 2	0.085	\$ 2,557.91	
	<i>Steve Foy</i>	Assistant - 3	0.085	\$ 2,557.91	
	<i>Steve Paulson</i>	Assistant - 4	0.085	\$ 2,557.91	
	<i>Rich Nearhoof</i>	Field Preparation		\$ 700.00	
<b>GOLF</b>	<i>Mary Kynett</i>	Head Coach	0.090	\$ 2,708.37	
	<i>Jeff Friesen</i>	Assistant	0.055	\$ 1,655.12	
<b>HONOR SOCIETY</b>	<i>Jeff Friesen</i>	NHS Advisor	0.035	\$ 1,053.26	
<b>INTRAMURALS w/Civic Ctr.</b>	<i>TBA</i>	Coach	Paid by Agreement		
<b>KEY CLUB</b>	<i>Debra Slagel</i>	Advisor	0.047	\$ 1,414.37	
<b>MAGAZINE SALES</b>	<i>Robin Moline</i>	Coordinator	0.020	\$ 601.86	
<b>MEET MANAGEMENT</b>		Track & Field		\$ 75.00	
		Cross Country		\$ 75.00	
		Volleyball		\$ 75.00	
		Wrestling		\$ 75.00	

**2010-2011 School Year**

**Starting Salary      \$30,093.00**

**FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS**

<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>MUSIC</b>	<i>Brandon O'Halloran</i>	FCPA Manager	0.065	\$ 1,956.05	
	<i>Rich Kuntzelman</i>	Instrumental Activities	0.110	\$ 3,310.23	
	<i>Rich Kuntzelman</i>	Jazz Band Advisor	0.040	\$ 1,203.72	
	<i>Brandon O'Halloran</i>	Vocal Activities	0.070	\$ 2,106.51	
	<i>Brandon O'Halloran</i>	Choralaires Director	0.040	\$ 1,203.72	
<b>RENAISSANCE</b>	<i>Jean Rogan</i>	Advisor	0.047	\$ 1,414.37	
<b>SCHOOL NEWSPAPER</b>	<i>Luke Brandon</i>	Advisor	0.050	\$ 1,504.65	
<b>SCHOOL PLAY</b>	<i>Luke Brandon</i>	Advisor	0.040	\$ 1,203.72	
<b>SCIENCE</b>	<i>Justin Guyer</i>	Science Bowl Advisor	0.035	\$ 1,053.26	
	<i>Justin Guyer</i>	Science Olympiad Advisor	0.020	\$ 601.86	
	<i>NA</i>	Envirothon Advisor	0.010	\$ 300.93	
<b>SKI CLUB</b>		Advisor	0.015	\$ 451.40	
<b>SOFTBALL</b>	<i>Mike Mangold</i>	Head Coach	0.125	\$ 3,761.63	
		Assistant	0.085	\$ 2,557.91	
<b>SPEECH &amp; DRAMA</b>		Head Coach	0.110	\$ 3,310.23	
		Assistant	0.075	\$ 2,256.98	
<b>STUDENT GOVERNMENT</b>	<i>Beau Wright</i>	Advisor	0.047	\$ 1,414.37	
	<i>Melanie Smith</i>	Assistant	0.023	\$ 692.14	
<b>SkillsUSA</b>	<i>Loren Drivdahl</i>	Advisor	0.035	\$ 1,053.26	

**2010-2011 School Year**

**Starting Salary      \$30,093.00**

**FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS**

<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>TENNIS</b>	<i>Diane Lewis</i>	Head Coach	0.145	\$ 4,363.49	
		First Assistant	0.105	\$ 3,159.77	
		Assistant	0.085	\$ 2,557.91	
<b>TRACK &amp; FIELD</b>	<i>Steve Olson</i>	Head Coach	0.145	\$ 4,363.49	
	<i>Vic Feller</i>	First Assistant	0.105	\$ 3,159.77	
	<i>Suzy Flentie</i>	Assistant - 1	0.085	\$ 2,557.91	
	<i>Gary Cecrle</i>	Assistant - 2	0.085	\$ 2,557.91	
<b>VOLLEYBALL</b>	<i>Tara Taylor</i>	Head Coach	0.145	\$ 4,363.49	
	<i>Josie Krause</i>	First Assistant	0.105	\$ 3,159.77	
	<i>Deena Ross</i>	Assistant	0.085	\$ 2,557.91	
<b>WEIGHT ROOM</b>	<i>Mike Mangold</i>	Coordinator		\$ 1,680.00	
<b>WRESTLING</b>	<i>Chad Armstrong</i>	Head Coach	0.145	\$ 4,363.49	
	<i>Mark Malone</i>	First Assistant	0.105	\$ 3,159.77	

<b>2009-2010 School Year</b>					
				<b>Starting Salary</b>	<b>\$30,093.00</b>
<b>JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS</b>					
<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>COORDINATOR</b>	<i>Mary Kynett</i>	Coordinator	0.0525	\$ 1,579.88	
	<i>Jim Daniels</i>	Coordinator	0.0525	\$ 1,579.88	
<b>BASKETBALL</b>	<i>Brad Breidenbach</i>	Boys Head Coach	0.070	\$ 2,106.51	
		Boys First Assistant	0.062	\$ 1,865.77	
		Boys Assistant - 1	0.055	\$ 1,655.12	
		Boys Assistant - 2	0.055	\$ 1,655.12	
	<i>Sherry Breidenbach</i>	Girls Head Coach	0.070	\$ 2,106.51	
	<i>Jolene Fuzesy</i>	Girls First Assistant	0.062	\$ 1,865.77	
	<i>Kar Conner</i>	Girls Assistant - 1	0.055	\$ 1,655.12	
		Girls Assistant - 2	0.055	\$ 1,655.12	
<b>CHEERLEADERS</b>	<i>Kate Ruland</i>	Advisor	0.030	\$ 902.79	
		Assistant Advisor	0.018	\$ 541.67	
<b>BUILDERS CLUB</b>	<i>Terri Daniels</i>	Co-Advisor	0.0075	\$ 225.70	
	<i>Kim Miller</i>	Co-Advisor	0.0075	\$ 225.70	
<b>CROSS COUNTRY</b>	<i>Mary Kepler</i>	Head Coach	0.065	\$ 1,956.05	
<b>FOOTBALL</b>	<i>Brad Breidenbach</i>	Head Coach	0.065	\$ 1,956.05	
	<i>Tony Brown</i>	First Assistant	0.057	\$ 1,715.30	
	<i>Paul Buckentin</i>	Assistant - 1	0.050	\$ 1,504.65	
		Assistant - 2	0.050	\$ 1,504.65	
<b>INTRAMURALS</b>			0.030	\$ 902.79	
<b>MATHCOUNTS</b>	<i>Katherine Spraggins</i>	Advisor	0.015	\$ 451.40	

<b><u>2009-2010 School Year</u></b>					
				<b>Starting Salary</b>	<b>\$30,093.00</b>
<b>JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS</b>					
<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>MUSIC</b>	<i>Bethany Rogers</i>	Instrumental Activities	0.034	\$ 1,023.16	
	<i>Bethany Rogers</i>	Vocal Activities	0.034	\$ 1,023.16	
	<i>Bethany Rogers</i>	Jazz Band	0.040	\$ 1,203.72	
	<i>Bethany Rogers</i>	Select Choir Director	0.040	\$ 1,203.72	
<b>PHOTO CLUB</b>	<i>Douglas Braulick</i>	Advisor	0.015	\$ 451.40	
<b>SKI CLUB</b>		Advisor	0.015	\$ 451.40	
<b>STUDENT COUNCIL</b>	<i>Teresa Majerus</i>	Co-Advisor	0.0125	\$ 376.16	
	<i>Mandy Eike</i>	Co-Advisor	0.0125	\$ 376.16	
<b>TRACK &amp; FIELD</b>		Head Coach	0.065	\$ 1,956.05	
		First Assistant	0.057	\$ 1,715.30	
		Assistant - 1	0.050	\$ 1,504.65	
		Assistant - 2	0.050	\$ 1,504.65	
<b>VOLLEYBALL</b>		Head Coach	0.065	\$ 1,956.05	
		First Assistant	0.057	\$ 1,715.30	
		Assistant	0.050	\$ 1,504.65	
		Assistant	0.050	\$ 1,504.65	
<b>WRESTLING</b>		Head Coach	0.065	\$ 1,956.05	
		Assistant	0.050	\$ 1,504.65	
<b>ELEMENTARY SCHOOLS ACTIVITY &amp; ATHLETIC RECOMMENDATIONS</b>					
<b>COORDINATOR</b>	<i>Jim Daniels</i>	Coordinator	0.065	\$ 1,956.05	



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

15

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

ITEM TITLE: APPROVE REISSUING OF LOST PAYROLL WARRANT

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the reissuing of lost Payroll Warrant #20578 dated October 30, 2008, in the amount of \$63.90, payable to Suzanne Gruna, Lewistown, Montana.

**SUGGESTED ACTION:** Approve Reissuing of Lost Payroll Warrant

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

LEWISTOWN SCHOOL DISTRICT NUMBER ONE  
215 7<sup>th</sup> AVENUE SOUTH  
LEWISTOWN, MT 59457  
Phone: 406.535.8777/Fax: 406.535.7292

INDEMNITY BOND FOR LOST OR DESTROYED WARRANT

KNOW ALL MEN BY THESE PRESENT, that, Suzanne M. Gruna, of 213 Horseshoe Bend, Lewistown, Montana 59457 as Principal, and JR Gruna, of LEWISTOWN, and JOSEPH E GRUNA, of LEWISTOWN, as Sureties, are held and firmly bound unto Fergus County, Montana, in a sum of \$127.80 to be paid to the Treasurer of Fergus County, Montana, for which payment, well and truly to be made, we bind ourselves and our heirs, executors and administrators, jointly and severally, firmly by these present.

The condition of this obligation is such that whereas a certain Warrant #20578 of Fergus County, Montana, dated October 30, 2008, in the sum of \$63.90 payable to Suzanne Gruna is alleged to have been lost or destroyed.

That sufficient proof having been made that the said warrant has been lost or destroyed, a duplicate of such warrant has been issued to the owner or holder thereof, which said duplicate is to take the place, in order of registration and payment, of such original warrant.

NOW, if the said obligors shall well and truly save harmless and indemnify the County from all loss, costs, or damages, by reason of the issuing of the duplicate, and if the said obligors will pay to any person entitled to receive the same, as the lawful holder of the original warrant, all moneys received upon such duplicate, then this obligation to be void, otherwise to remain in full force and effect.

Dated:

\*Note: Signature of each Surety  
required in two places

Suzanne Gruna  
Principal  
JR Gruna  
Surety  
Joseph E Gruna  
Surety

STATE OF )  
COUNTY OF ) ss,  
)

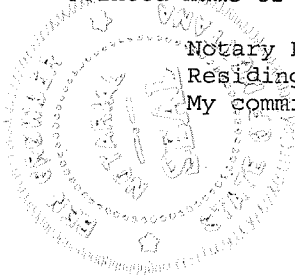
JR Gruna and JOSEPH E GRUNA, the sureties named in the foregoing Indemnity Bond, being first duly sworn, each for himself and not for the other, deposes and says that he is responsible and a householder or freeholder, within the State of MT, and is worth the amount fixed as the penalty of the said bond, over and above all his just debts and liabilities, exclusive of property exempt from execution.

JR Gruna  
Surety  
Joseph E Gruna  
Surety

SUBSCRIBED AND SWORN TO before me this 7th day of JUNE, 2010

Ben Crowder  
Signature of person authorized to take oaths  
BEN CROWDER  
Printed name of person authorized to take oaths

Notary Public for the State of MT  
Residing at LEWISTOWN  
My commission expires 5-28-2011



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

16

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

ITEM TITLE: APPROVE REISSUING OF LOST CLAIMS WARRANT

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the reissuing of lost Claims Warrant #104079 dated September 11, 2010, in the amount of \$55.00, payable to Jerry Feller, Lewistown, Montana.

**SUGGESTED ACTION:** Approve Reissuing of Lost Claims Warrant

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

LEWISTOWN SCHOOL DISTRICT NUMBER ONE  
215 7<sup>th</sup> AVENUE SOUTH  
LEWISTOWN, MT 59457  
Phone: 406.535.8777/Fax: 406.535.7292

INDEMNITY BOND FOR LOST OR DESTROYED WARRANT

KNOW ALL MEN BY THESE PRESENT, that, Jerry Feller, of 413 Barnes Street, Lewistown, Montana 59457 as Principal, and Matthew Lewis, of 614 West Montana Lewistown MT and Dale Lambert, of 824 W Virginia Lewistown as Sureties, are held and firmly bound unto Fergus County, Montana, in a sum of \$110.00 to be paid to the Treasurer of Fergus County, Montana, for which payment, well and truly to be made, we bind ourselves and our heirs, executors and administrators, jointly and severally, firmly by these present.

The condition of this obligation is such that whereas a certain Warrant #104079 of Fergus County, Montana, dated September 11, 2010, in the sum of \$55.00 payable to Jerry Feller is alleged to have been lost or destroyed.

That sufficient proof having been made that the said warrant has been lost or destroyed, a duplicate of such warrant has been issued to the owner or holder thereof, which said duplicate is to take the place, in order of registration and payment, of such original warrant.

NOW, if the said obligors shall well and truly save harmless and indemnify the County from all loss, costs, or damages, by reason of the issuing of the duplicate, and if the said obligors will pay to any person entitled to receive the same, as the lawful holder of the original warrant, all moneys received upon such duplicate, then this obligation to be void, otherwise to remain in full force and effect.

Dated:

\*Note: Signature of each Surety  
required in two places

Jerry L Feller  
Principal

Matthew Lewis  
Surety

Dale Lambert  
Surety

STATE OF )  
COUNTY OF ) ss,

Matthew Lewis and Dale Lambert, the sureties named in the foregoing Indemnity Bond, being first duly sworn, each for himself and not for the other, deposes and says that he is responsible and a householder or freeholder, within the State of Montana, and is worth the amount fixed as the penalty of the said bond, over and above all his just debts and liabilities, exclusive of property exempt from execution.

Matthew Lewis  
Surety

Dale Lambert  
Surety

SUBSCRIBED AND SWORN TO before me this 10 day of June, 2010.

Sandra L. Chamberlain

Signature of person authorized to take oaths

Sandra L. Chamberlain

Printed name of person authorized to take oaths

Notary Public for the State of Montana  
Residing at Lewistown,  
My commission expires 12-11-2012

(\*Note: This bond should be double the amount of the warrant alleged to have been lost or destroyed.)

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

17

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

ITEM TITLE: APPROVE REQUEST FOR RIGHT-OF-WAY EASEMENT BY MID-RIVERS TELEPHONE COOPERATIVE, INC.

Requested By: Board of Trustees    Prepared By: Jason Butcher    Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve granting a right-of-way easement to Mid-Rivers Telephone Cooperative, Inc. Mid-Rivers is planning to provide telecommunication services to residents in the Lewistown area. In order to provide these services, telecommunication facilities need to be placed on school property, specifically Highland Park Elementary. Attached are drawings showing the proposed route of construction.

**SUGGESTED ACTION:** Approve Granting Easement to Mid-Rivers Telephone Cooperative, Inc.

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# **Mid-Rivers**

TELEPHONE COOPERATIVE, INC.

P.O. Box 280 • 904 C Avenue  
Circle, Montana 59215  
(406) 485-3301 • Fax: (406) 485-2924  
800-452-2288 • [www.midrivers.com](http://www.midrivers.com)

June 7, 2010

Trustees of School Dist #1  
Attn: Paul Stengel  
215 7<sup>th</sup> Ave S  
Lewistown, MT 59457

RE: Lewistown OSP Upgrade  
Mid-Rivers' Work Order No. 110535018

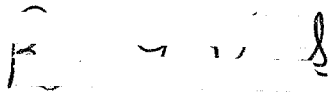
Trustees:

Mid-Rivers Telephone Cooperative, Inc. is planning to provide telecommunications services to residents in the Lewistown area. In order to provide these services, telecommunications facilities need to be placed on School District Number 1 property.

We ask your help by granting Mid-Rivers an easement. Enclosed is a drawing showing the proposed route of construction (highlighted). Please sign, have notarized, and return the easement in the enclosed envelope. Mid-Rivers will ensure that all cleanup is performed to your satisfaction.

If you have any questions or comments, please contact me at 1-800-452-2288 or write to 105 Seven Mile Drive, Glendive, Montana 59330.

Thank you for your cooperation.



Ryan L. Dick  
OSP Engineer

Enclosures

Return to:  
Mid-Rivers Telephone Cooperative, Inc.  
Attn: Secretarial Group  
105 Seven Mile Dr  
Glendive MT 59330

Mid-Rivers' Work Order #110535018

**RIGHT-OF-WAY EASEMENT**  
**(FOR UNDERGROUND COMMUNICATION SYSTEM)**

KNOW ALL MEN BY THESE PRESENTS: That the undersigned, **SCHOOL DISTRICT NUMBER ONE (1) OF FERGUS COUNTY, MT.**(hereinafter called the grantor), 215 7<sup>TH</sup> Avenue South, Lewistown, MT 59457, for a good and valuable consideration, the receipt whereof is hereby acknowledged, does hereby grant and convey unto Mid-Rivers Telephone Cooperative, Inc., of Circle, Montana, a corporation, an easement and right of ingress and egress, including the right to enter upon the lands of the grantor, situated in the County of Fergus, State of Montana, and more particularly described as follows:

TOWNSHIP 15 NORTH, RANGE 18 EAST  
Section 16: Highland Park (Lewistown) Block 6 Lots 1 through 16.

and to place, construct, operate, repair, maintain, relocate and replace thereon and in or upon all streets, roads, or highways abutting said lands, underground communication facilities, and such appurtenant above-ground connecting facilities as are reasonably necessary for the operation, maintenance, and repair of an underground communication system thereon and thereunder, including the right to permanently emplace buried facilities such as cable, pedestals and appurtenances and to enter upon said land to expand or repair existing facilities or those hereafter installed. This easement shall be for the exclusive use of Mid-Rivers Telephone Cooperative and its affiliates, and shall not be assigned without Grantor's written consent; provided, however, that Mid-Rivers Telephone Cooperative may without Grantor's consent assign this easement to any parent, subsidiary, or successor controlling entity.

The grantor agrees that all communication facilities, including all equipment, installed on or in the above-described lands at the Cooperative's expense shall remain the property of the Cooperative, removable, at the option of the Cooperative.

The grantor covenants that it is the owner of the above-described lands, and that the said lands are free and clear of encumbrances and liens of whatsoever character, except

IN WITNESS THEREOF, the grantor has set its hand and affixed its seal this \_\_\_\_\_ day of \_\_\_\_\_, 2010.

**SCHOOL DISTRICT NUMBER ONE (1) OF FERGUS COUNTY, MT.**

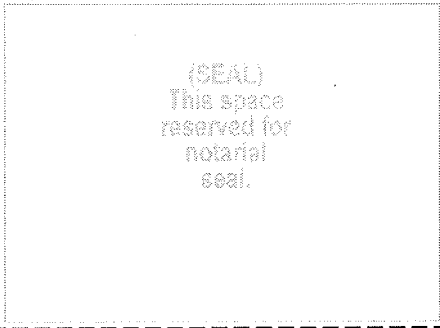
By: \_\_\_\_\_  
Title: \_\_\_\_\_

By: \_\_\_\_\_  
Title: \_\_\_\_\_

STATE OF MONTANA    )  
                                  ) ss:  
COUNTY OF \_\_\_\_\_)

On this \_\_\_\_\_ day of \_\_\_\_\_, 2010, before me, the undersigned, a Notary Public for the State of Montana, personally appeared \_\_\_\_\_ and \_\_\_\_\_, known to me to be the \_\_\_\_\_ and \_\_\_\_\_, respectively, of **SCHOOL DISTRICT NUMBER ONE (1) OF FERGUS COUNTY, MT.** that executed the within instrument, and acknowledged to me that executed the same as \_\_\_\_\_ and \_\_\_\_\_ of **SCHOOL DISTRICT NUMBER ONE (1) OF FERGUS COUNTY, MT.**

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year first above written.



Notary Public for State of Montana  
Printed Name: \_\_\_\_\_  
Residing at: \_\_\_\_\_  
My Commission Expires: \_\_\_\_\_ 20 \_\_\_\_\_

\_\_\_\_\_(NOTARIAL SEAL above 1" line)

**CAUTION!**  
BURIED POWER,  
GAS & TEL. IN AREA  
CALL (800)-424-5555  
OR 811

**Note: Facilities Shown Are For Informative Purposes Only, Not All Facilities Are Shown! Contractor Responsible For All Locates**



**DRAWING NOT TO SCALE**



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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

18

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:** APPROVE ADDITIONS TO ELEMENTARY HANDBOOK

**Requested By:** Board of Trustees    **Prepared By:** Matt Lewis    **Date:** 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the additions to the Elementary Handbook as submitted by Matt Lewis, K-4 Elementary Principal.

Information being added has been highlighted.

**SUGGESTED ACTION:** Approve Additions to Elementary Handbook

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

## IV. STUDENT GUIDELINES AND PARENT INFORMATION

### ALLERGY GUIDELINES

The following are guidelines that the Lewistown School District will work to follow to address the needs of students with specific food allergies.

- Food zones: Due to the configuration of each cafeteria and how lunch is served in each building, food zones will be as follows:
  - Highland Park School will have students who bring cold lunch sit at a “cold lunch table”.
  - Garfield and Lewis and Clark schools will establish “safety zones” where nuts will not be consumed by children who have brought or choose to consume nut products as a part of their lunches. Each “safety zone” will consist of one half of the tables in the lunch room.
  - Fergus High School and Lewistown Junior High School will look to implement “Safety Zones” in the fall of 2010.
- Cleaning-Food Service staff will take appropriate measures to clean the tables with an approved cleaner that is proven to remove all residue.
- Students will be encouraged to wash their hands with soap and water after lunch if possible and when they return from recess.
- Training-The District plans provide training to each elementary building at a staff meeting to further educate all staff about the issues related to food allergies. The District then plans to provide time at the opening all staff meeting each Fall to reinforce the above mentioned training.
- The Food Service program will not serve foods containing nuts like Peanut Butter cookies, Peanut Butter bars, Peanut Butter sandwiches, etc. in grades K-6.
- Lewistown Public Schools will encourage treats to be healthy and/or pre-packaged so that labels can be seen and read to assure that they are safe for all students.

## DRESS CODE

Students are encouraged to dress appropriately for the school environments and weather. Questionable items will be handled at the discretion of the principal. Use common sense in your dress and there will be no problems.

The following specific expectations will apply at all of our elementary schools:

- Students may wear shorts of modest length during moderate weather. (Modest length means just above the kneecap similar to the Bermuda shorts type.) These shorts should be of the loose-fitting “Bermuda” type. Gym shorts, short shorts, spandex biking shorts, etc. will not be allowed.
- Shirts advertising alcohol or tobacco products, or displaying inappropriate messages will also not be allowed.
- High platform shoes, “heelies” rubber shoes with rollers, and flip flops are unsafe for vigorous play, so we ask that children not wear them.
- Other unacceptable apparel includes: bathing suits, jean cut-offs, tank tops, or halter tops.
- No bare midriff shirt or blouse is acceptable.

Shoes or tennis shoes must be worn at all times. We have received excellent cooperation from parents and students regarding appropriate school dress in the past and we appreciate your continued support in this area.

## FIELD TRIPS, EXCURSIONS AND OUTDOOR EDUCATION (policy #2320)

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Building principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities which enhance its usefulness.

It is also important to remember that field trips are extensions of our school and student behavior expectations will follow those that we have within the school building. Students’ who are not living up to our school wide expectations prior to the field trip may not be included or a parent may be asked to come along if student behavior is in question.

**Please note for all field trips and student activities if a student rides the bus to a school sponsored activity they will be riding the bus home with their class or team. The only exception to this policy is if the custodial parent or guardian is at the event and signs the student out, taking on full responsibility for transporting the child home from the school sponsored event.**

## LEAVING SCHOOL GROUNDS

During the school day, students may not leave the school grounds. Exceptions are as follows:

1. Parents/Guardians may pick students up at school by checking students out of school from the school office.
2. Students go home for lunch, and parents have notified the school that this happens regularly during the school year via a note at the beginning of the school year.
3. Students have written permission from parents to leave school for a specific purpose. Such permission should be given to the teacher and presented to the principal. This should be kept to a minimum, and is subject to approval by the principal.

## USE OF SCHOOL TELEPHONE

School telephones are primarily for school business needs. Students will be permitted to use the telephone in case of emergencies or if they have a pass from their teacher. Plans for after-school activities should be made before coming to school.

## OTHER THINGS TO CONSIDER

On occasion, students have chosen to bring rather undesirable items to school or play inappropriate games. As in any school situation, certain actions and items can be disruptive and/or dangerous to others, and (in many cases) easily lost, broken or stolen. With this in mind, we recommend that the following items not be brought to school:

1. Hard baseballs, softballs or bats
2. MP3 players, iPods, electronic games, or other electronic equipment
3. Frisbees or other hard-to-control throwing toys
4. Pets (unless accompanied by an adult for Show & Tell)
5. Any other expensive or potentially dangerous items
6. Toy weapons
7. Any type of game that would display threatening actions (play fighting, pretend shooting etc.) is not acceptable behavior at school.

If you are uncertain whether or not an item should be brought to school, please contact the principal.

The following items will not be brought to school under any circumstances:

1. Pocket knives or other sharp objects
2. Guns of any kind, bullets or matches

Possession of these items could result in suspension or expulsion.

## WHAT CAN PARENTS DO?

You, as a parent, can help your elementary schools be the best possible schools for your kids. Some things you can do are listed below:

- ❖ Join our PTSG. (Parent Teacher Support Group)
- ❖ Volunteer to help in classrooms and/or the library.
- ❖ Support school policies and discipline.
- ❖ Communicate with the school and faculty regularly.
- ❖ Model appropriate behaviors at home, and encourage your children to be responsible for their behaviors.
- ❖ Be careful not to park, drop off, or pick up children in the bus zones or crosswalks around the school. Use school side parking areas.
- ❖ Encourage children to cross streets at corners, and in the crosswalks.
- ❖ Drive carefully around the school. Avoid making U-turns or other potentially dangerous vehicle maneuvers on streets around the school, especially during arrival or dismissal time.
- ❖ Call the office whenever your child will not be in school.
- ❖ Make sure we have a phone number at which you can be reached
- ❖ Please mark your child/children's clothing with his/her name (tennis shoes, overshoes, coats, caps, gloves, etc.)
- ❖ Check our lost and found when you are in the building. We have an amazing amount of students' possessions left at the end of the school year.

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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

19

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

**ITEM TITLE:** APPROVE REQUEST TO INCREASE SALARY AMOUNT FOR DRIVER EDUCATION INSTRUCTORS

**Requested By:** Board of Trustees    **Prepared By:** Dian Oldenburg    **Date:** 06/14/2010

**SUMMARY:**

After receiving the survey results of all school districts in the State, we find that we are at the lowest salary level in Montana, with the exception of one Class C School. The average Driver Education salary amount in the State is \$20.00 per hour; our instructors are currently earning \$17.00 per hour. (Please see the attachments.)

Diane Oldenburg, Driver Education Director, is requesting the Board of Trustees approval to raise the salary for our Driver Education instructors to \$20.00 per hour, retroactive to June 7, 2010, which was the start date of our summer sessions.

**SUGGESTED ACTION:** Approve Salary Increase for Driver Education Instructors

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

**NOTES:**

<b><i>Board Action</i></b>	<b>Motion</b>	<b>Second</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Other</b>
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# Memorandum

**To:** Jason Butcher, Superintendent  
**From:** Diane Oldenburg, Driver Education Director  
**Date:** June 9, 2010  
**Re:** Driver Education Salary Increase

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I am requesting the Board of Trustees approval to raise the salary for our Driver Education instructors to \$20.00 per hour, retroactive to June 7, 2010, which was the start date of our summer sessions. After receiving the survey results of all School Districts in the State, we find that we are at the lowest salary level in Montana, with the exception of one Class C School. The average Driver Education salary amount in the State is \$20.00 per hour; our instructors are currently earning \$17.00 per hour. (Please see the attachments.)

We have had a very difficult time this school year trying to find instructors who would teach for this program. We were only able to enroll 51 students this summer compared to our 90 student capacity for summer sessions. We simply did not have enough instructors to handle that number of students.

Driver Education instructors must acquire, and keep current, a special endorsement for teaching this subject in Montana. I believe that raising the salary level for our Driver Education instructors would facilitate the hiring process in the future, as well as bringing them into alignment with the other Districts in the State.

Thank you for your consideration of this matter.

Diane Oldenburg  
Director, Driver Education  
Lewistown Public Schools



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

opi.mt.gov

# **TRAFFIC EDUCATION SALARY and PROGRAM FEES STATEWIDE REPRESENTATIVE SAMPLE\***

FOR THE PERIOD 2008 SUMMER AND  
2008 -2009 SCHOOL YEAR

SCHOOL/CITY	TRAFFIC EDUCATION TEACHER PAY PER HOUR	SEMESTER HELD			PROGRAM FEES	Class**	HOURS
ALBERTON	\$17.00 to \$27.00	1 <sup>st</sup>	2 <sup>nd</sup>		\$100	C	During/Outside
BAINVILLE	\$20.00			Summer	\$0	C	Summer
BAKER	\$20.00 to \$36.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$50	B	During/Summer
BELGRADE	\$22.99	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$185	A	Outside/Summer
BILLINGS	\$24.16	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$190	AA	Outside/Summer
BOZEMAN	\$22.28		2 <sup>nd</sup>	Summer	\$240	AA	Outside/Summer
BUTTE	\$19.00			Summer	\$200	AA	Summer
CASCADE	\$19.50		2 <sup>nd</sup>	Summer	\$175	B	Summer
CHOTEAU	\$15.00 to \$19.55		2 <sup>nd</sup>	Summer	\$150	B	Summer
COLSTRIP	\$18.80 to \$36.78	1 <sup>st</sup>	2 <sup>nd</sup>		\$100	B	During/Outside
COLUMBIA FALLS	\$25.48	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$200	A	Outside/Summer
CONRAD	\$15.25 to \$17.75			Summer	\$125	B	Summer
DARBY	\$18.50		2 <sup>nd</sup>	Summer	\$165	B	Outside
GERALDINE	\$22.44 to \$26.52		2 <sup>nd</sup>	Summer	\$100	C	Outside
GLASGOW	\$20.00	1 <sup>st</sup>	2 <sup>nd</sup>		\$100	B	Outside
GLENDIVE (DHS)	\$20.30			Summer	\$150	A	Summer
GREAT FALLS	\$15.00 to \$20.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$150	AA	Outside/Summer
HAMILTON	\$18.75	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$240	A	Outside/Summer
HARLEM	\$35.45	1 <sup>st</sup>	2 <sup>nd</sup>		\$0	B	During
HAVRE	\$20.98 to \$23.76			Summer	\$160	A	Summer
HELENA	\$20.00 to \$22.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$235	AA	Outside/Summer
KALISPELL (FHS)	\$26.22	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$240	AA	Outside/Summer
LEWISTOWN (FHS)	\$16.50		2 <sup>nd</sup>	Summer	\$280	A	Outside/Summer
LIBBY	\$22.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$200	A	Outside/Summer
MILES CITY(CCDHS)	\$19.75	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$170	A	Outside/Summer
MISSOULA	Dist. Salary Schedule \$21.96 to \$42.53	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$340	AA	During/Outside/Summer
PLENTYWOOD	\$16.00			Summer	\$125	B	Summer
POLSON	\$19.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$130	A	Outside/Summer
ROCKY BOY	\$18.00 to \$45.94	1 <sup>st</sup>	2 <sup>nd</sup>		\$0	C	During/Outside
RONAN	\$20.00	1 <sup>st</sup>	2 <sup>nd</sup>		\$135	A	During/Outside
SHERIDAN	\$16.70 to \$17.65	1 <sup>st</sup>	2 <sup>nd</sup>		\$160	C	During/Outside
SIDNEY	\$20.00 to \$25.00	1 <sup>st</sup>	2 <sup>nd</sup>		\$230	A	Outside
ST. IGNATIUS	\$22.00			Summer	\$160	B	Outside/Summer
STEVENSVILLE	\$17.00 to \$30.00	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$250	A	During/Outside/Summer
SUPERIOR	\$25.00			Summer	\$175	C	Summer Only
THREE FORKS	\$20.74 to \$21.59		2 <sup>nd</sup>	Summer	\$100	B	Outside/Summer
VALIER	\$25.73	1 <sup>st</sup>	2 <sup>nd</sup>		\$0	C	During/Outside
WHITEFISH	\$21.06 to \$24.06	1 <sup>st</sup>	2 <sup>nd</sup>	Summer	\$200	A	During/Outside/Summer
WINIFRED	\$18.50		2 <sup>nd</sup>		\$60	C	During/Outside
<b>MODE 2009 for all 134 high schools</b>	<b>\$20.00 per hour</b>				<b>\$150 per student</b>	<b>**MT HS Assoc. Class Size</b>	<b>18 Districts charged no fee for TE programs in 2009</b>

\*This information was compiled by the Montana Office of Public Instruction from 2008- 2009 Traffic Education Year End Reports completed by all high school districts conducting state-approved traffic education programs.

\$	Salary
40.61 (hi)	Frenchtown
36.00	Browning
30.00 (hi)	Stevensville
27.62 (hi)	Sidney
27.17 (hi)	Corvallis
24.62	Columbia Falls
24.28 (lo)	Sidney
23.69 (hi)	Whitefish
23.60 (lo)	Corvallis
23.00	Beaverhead, Bigfork
22.30 (hi)	Belgrade
22.00 (lo)	Belgrade, Libby
21.43	Anaconda
20.30	Dawson
20.20	Hamilton
20.00	Laurel, Ronan, Havre
19.50	Custer Co.
19.00	Polson
18.95 (lo)	Whitefish
17.95 (lo)	Frenchtown
17.50	Hardin
17.00 (lo)	Stevensville, Park
16.00	Fergus

### Salary costs divided by total costs

%	
96	Browning
91.3	Frenchtown
88	Anaconda
86	Park
82.3	Sidney
81.5	Laurel
80.9	Custer Co.
79.4	Dawson
77.8	Havre
77.3	Colombia Falls
77.3	Corvallis
73	Ronan
71.7	Fergus
71.2	Hardin
63.9	Whitefish
62	Polson
59	Stevensville
58.2	Belgrade
52.2	Bigfork
52	Libby
31.6	Hamilton
28.4	Beaverhead

Average 70%



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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

20

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:** APPROVE VOIDING OUTDATED STALE CLAIMS WARRANT

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 06/14/2010

**SUMMARY:**

Attached is a report of outstanding, stale dated warrants (checks) that should be cancelled at this time. 20-9-233, MCA authorizes the Board to cancel any warrants which have been issued and outstanding for at least one year. The District will not reissue these warrants at this time. Please note that I attempted to contact the vendor, but she does not have a listed phone number.

Districts should cancel stale dated warrants annually. Note also that although cancelled, the District must honor these warrants for eight years from the date of issuance in the unlikely event they are presented for payment. [27-2-202(1), MCA]. We will cancel stale dated warrants again each June (to close the fiscal year) and annually thereafter. Following are the applicable statutes for your reference. Please contact me with questions.

**20-9-223. Cancellation of outstanding warrants -- duplication.** The trustees of any school district shall be authorized to cancel any warrant that has been issued for at least 1 year. However, the contractual obligation of the district that has been satisfied by the issuance of the warrant shall not be terminated until the time specified by 27-2-202(1) has elapsed. When a warrant has been canceled and the obligation has not terminated under 27-2-202(1), the district may issue a duplicate warrant without the completion of an indemnity bond by the payee.

**27-2-202. Actions based on contract or other obligation.** (1) The period prescribed for the commencement of an action upon any contract, obligation, or liability founded upon an instrument in writing is within 8 years. (2) The period prescribed for the commencement of an action upon a contract, account, or promise not founded on an instrument in writing is within 5 years. (3) The period prescribed for the commencement of an action upon an obligation or liability, other than a contract, account, or promise, not founded upon an instrument in writing is within 3 years.

**SUGGESTED ACTION:** Approve Voiding Outdated Stale Payroll/Claims Warrants

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

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**Lewistown School District No. One**

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**Outstanding Check Listing**

Fiscal Year: 2009-2010

**Criteria:****Bank Account:** COUNTY TREASURER LEWISTOWN**From Date:****From Check:****From Voucher:****From Clear Date:****To Date:****To Check:****To Voucher:****To Clear Date:****Types:** ☒ Expense ☐ Manual ☐ Payroll ☐ Payroll Deductions ☐ Other Disbursements**\* Indicates gap in check sequence**

	Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
*	104524	10/29/2008	NICOLE GAMAS-REFEREE	\$55.00	1037	Printed	Expense	<input type="checkbox"/>		
			Total Amount:	\$55.00						
			Report Total Amount:	\$55.00						

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**End of Report**

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Printed: 06/10/20 8:48:10 AM

Report: rptCSACheckListing

2.6.07

Page:

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LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

21

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

ITEM TITLE: FIRST READING—BOARD POLICY #7329—PETTY CASH FUNDS

Requested By: Board of Trustees   Prepared By: Mike Waterman   Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #7329—Petty Cash Funds.

Information being added has been highlighted.

**SUGGESTED ACTION:**   Approve First Reading—Board Policy #7329—Petty Cash Funds

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# FIRST READING

## **Lewistown School District**

### **FINANCIAL MANAGEMENT**

7329

#### Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials under the amount of Twenty-Five Dollars (\$25), postage, delivery charges, and freight. Individual personal reimbursements which exceed Twenty-Five Dollars (\$25) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account will be limited to One Hundred Dollars (\$100) in the Elementary buildings and Four Hundred Dollars (\$400) at Fergus High School. Fergus High School and Lewistown Junior High School are further authorized to keep petty cash on hand for athletic events. These cash boxes will be limited to Six Hundred Dollars (\$600) and Three Hundred Dollars (\$300), respectively.

Each administrator of a school or department with a petty cash fund account may appoint and designate a fund custodian to carry out the bookkeeping and security duties. Moneys which are not specifically petty cash moneys shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers (and cash on hand from buildings that do not remain open during the summer) returned to the business office for processing.

The District business office shall be responsible for establishing the procedures involving the use and management of petty cash funds.

#### Policy History:

Adopted on: June 28, 2004

Revised on: September 22, 2008

Revised on: November 10, 2008

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

22

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

ITEM TITLE: SECOND READING—BOARD POLICY #4330P—RENTAL OF SCHOOL FACILITIES

Requested By: Board of Trustees   Prepared By: Jason Butcher   Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #4330P—Rental of School Facilities and consider the adoption of said policy.

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

**SUGGESTED ACTION:**   Approve Adoption of Board Policy #4330P—Rental of School Facilities

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

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# SECOND READING

Lewistown School District

4330P  
Page 1 of 5

## RENTAL OF SCHOOL FACILITIES STATEMENT OF RENTAL CONDITIONS AND CHARGES

### I. Authorization for Rental of Facilities

- A. Community organizations, commercial agencies, sectarian groups, and non-sectarian groups must submit a request to use school facilities to the respective building principal.
- B. The building principal shall recommend authorization for use of the facilities, based on the following considerations:
  - 1. Facility availability
  - 2. District personnel required for the activity
    - a. Supervisory staff
    - b. Custodial staff
    - c. Food service staff
    - d. Others
  - 3. School equipment needed for the activity
  - 4. Nature of the activity
  - 5. Regulatory laws which might apply to the activity (e.g., seating capacity, etc.)
- C. Authorization for rental of the facilities must be given by the Superintendent or his authorized representative.

### II. Rental Conditions

- A. Rental Charges for One Time or Infrequent Use  
Community organizations, commercial agencies, sectarian groups, and non-sectarian groups will be assessed a minimum two-(2)-hour rental charge for use of facilities and/or equipment. See the attached rate charts for specific groups or organizations.

- B. Rental Charges for Extended Use  
EXTENDED USE IS DEFINED AS: More than one (1) time in a calendar month or more than two (2) months in succession.

Community organizations, commercial agencies, sectarian groups, and non-sectarian groups must contract with the Board of Trustees for extended use of school facilities. Rental terms should be stipulated in written contract form. See attached rate charts for specific groups or organizations.

- C. Rental Charge Waiver

Certain community organizations and community agencies (non-sectarian) will not be charged rental fees because of the public nature of the activities involved. Such organizations or agencies include but will not be limited to: Boy Scouts of America, Girl Scouts of America, and 4-H groups. Said groups, with adult supervision, must assume responsibility for supervision of the activity.

D. Custodial Services for Above Rentals

Custodial services during the minimum one-(1)-hour rental period include:

1. Opening and closing building
2. Tending heating, lighting, ventilation, water and sewage systems
3. Normal custodial cleanup during the one-(1)-hour minimum period

E. Additional Custodial Charges

In cases of excessive clean-up work or additional usage time beyond the stipulated rental period, an additional hourly charge equal to the hourly overtime rate of the custodian will be charged.

F. Food Service Personnel Charges

Organizations or groups renting the District building kitchen facilities during any rental usage period must have a District food service staff member present to supervise kitchen activities. An hourly charge equal to the hourly rate of the District food service staff member assigned during the rental period will be assessed during the rental period.

G. Damage or Replacement Charges

The Rental Party will be assessed a damage and/or replacement charge equal to the actual repair or replacement costs incurred in the event of such damage or loss of facility and/or equipment.

H. Additional Auditorium Charges

Additional use of lights and sound systems in the auditorium may require arrangements to be made for additional staff time. An hourly charge will be established for such use at the time rental arrangements are made.

III. Rental Charge Billing and Payment Procedures

- A. Upon receipt of authorization for rental of facilities from the proper administrative authority, the School District No. One Business Office will send billing for rental charges to the Rental Party.
- B. Billing for rental on one-(1)-time or infrequent basis will be sent after rental authorization. Billing will include regular rental fees and related additional charges.
- C. Billing for rental for extended use will be sent upon contract approval.
- D. Payment of rental charges must be made to the Lewistown School District Number One Business Office within thirty (30) days after billing.

IV. Rental Rates - COMMERCIAL AGENCIES AND SECTARIAN GROUPS

The following rates include only one (1) hour of custodial time. At time of rental, an assessment of needed custodial time should be made and additional charges assessed. See Section II. E.

Minimum Charges

		<b>2 Hours</b>	<b>3 Hours</b>	<b>4 Hours</b>	<b>Hourly Rate Beyond 4 Hours</b>
<b>Fergus High</b>	Gymnasium	\$80.00	\$100.00	\$120.00	\$20.00
	Auditorium	80.00	100.00	120.00	20.00
	Classroom	21.00	22.00	23.00	1.00
	Cafeteria	25.00	28.00	31.00	3.00
	Library	25.00	28.00	31.00	3.00
<b>Junior High</b>	Gymnasium	50.00	55.00	60.00	5.00
	Auditorium	50.00	55.00	60.00	5.00
	Classroom	21.00	22.00	23.00	1.00
	Library	25.00	28.00	31.00	3.00
<b>Lincoln</b>	Board Room	21.00	22.00	23.00	1.00
<b>Garfield</b>	Gymnasium	40.00	45.00	50.00	5.00
	Classroom	21.00	22.00	23.00	1.00
	Library	25.00	28.00	31.00	3.00
<b>Highland Park</b>	Gymnasium	40.00	45.00	50.00	5.00
	Classroom	21.00	22.00	23.00	1.00
	Library	25.00	28.00	31.00	3.00
<b>Lewis &amp; Clark</b>	Gymnasium	40.00	45.00	50.00	5.00
	Classroom	21.00	22.00	23.00	1.00
	Library	25.00	28.00	31.00	3.00
<b>H.S. Shop</b>	I. A. Shop	40.00	45.00	50.00	5.00
	Vo-Ag Shop	40.00	45.00	50.00	5.00
	Classroom	21.50	23.00	24.50	1.00
	School Kitchens Only	24.00	25.00	26.00	1.00

**Two (2) or more classrooms rate: One-half (½) of single classroom rate per additional room.**



V. Rental Rates - COMMUNITY ORGANIZATIONS (NON-PROFIT NON-SECTARIAN)

The following rates include only one (1) hour of custodial time. At the time of rental, an assessment of needed custodial time should be made and additional charges assessed. See Section II. E.

		Minimum Charges			
		2 Hours	3 Hours	4 Hours	Hourly Rate Beyond 4 Hours
<b>Fergus High</b>	Gymnasium	\$60.00	\$75.00	\$90.00	\$15.00
	Auditorium	60.00	75.00	90.00	15.00
	Classroom	20.00	21.00	22.00	1.00
	Cafeteria	23.00	26.00	29.00	3.00
	Library	23.00	26.00	29.00	3.00
<b>Junior High</b>	Gymnasium	40.00	45.00	50.00	5.00
	Auditorium	40.00	45.00	50.00	5.00
	Classroom	20.00	21.00	22.00	1.00
	Library	23.00	26.00	29.00	3.00
<b>Lincoln</b>	Board Room	20.00	21.00	22.00	1.00
<b>Garfield</b>	Gymnasium	35.00	40.00	45.00	5.00
	Classroom	20.00	21.00	22.00	1.00
	Library	23.00	26.00	29.00	3.00
<b>Highland Park</b>	Gymnasium	35.00	40.00	45.00	5.00
	Classroom	20.00	21.00	22.00	1.00
	Library	23.00	26.00	29.00	3.00
<b>Lewis &amp; Clark</b>	Gymnasium	35.00	40.00	45.00	5.00
	Classroom	20.00	21.00	22.00	1.00
	Library	23.00	26.00	29.00	3.00
<b>H.S. Shop</b>	I. A. Shop	35.00	40.00	45.00	5.00
	Vo-Ag Shop	35.00	40.00	45.00	5.00
	Classroom	20.00	21.00	22.00	1.00
	School Kitchens Only	22.00	23.00	24.00	1.00

**Two or more classrooms rate: Half of single classroom rates per additional room.**

VI. Rental Rates (Track and Tennis Facilities)

1. Invitational Meets -- \$400 Track or \$200 Tennis Rental  
Schools will be assessed a \$25.00 fee per team/\$50.00 fee per school (\$25 boys team/\$25 girls team) with exception to all 7C schools as their district contributed to the project.

~~Contributing Schools — Denton, Grass Range, Hobson, Judith Gap, Roy, Winnett and Winifred~~

2. ~~Practice — \$25 fee per team/\$50 fee per school per day~~ No charge for practice uses, with exception to reimbursement should damages occur.

VII. Montana High School Association (MHSA) Activities

1. Facility Fee -- \$100 per day when hosted by Fergus High School.
2. Facility fee for non-hosted MHSA activities will be at the non-profit rate found on page 4.
3. Custodial Fee fees and other associated fees will be charged on an actual cost basis, as needed.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

06/14/2010

Agenda Item No.

23

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

ITEM TITLE: SECOND READING—BOARD POLICY #5331—INSURANCE BENEFITS FOR  
EMPLOYEES

Requested By: Board of Trustees   Prepared By: Mike Waterman   Date: 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #5331—Insurance Benefits for Employees and consider the adoption of said policy. The District's new health provider requires that employees work a minimum of 20 hours per week before they are eligible for the District's health plan. Current Board policy establishes this threshold at 17.5 hours. The proposed policy change establishes eligibility at the greater of the benefit plan minimum or the District's current 17.5 hour requirement.

Board policy also does not specify the District's contributions toward employee health benefits. The revised policy documents our current practice.

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

**SUGGESTED ACTION:**   Approve Adoption of Board Policy #5331—Insurance Benefits for Employees

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

# SECOND READING

## Lewistown School District

### PERSONNEL

5331

#### Insurance Benefits for Employees

Newly hired employees will be eligible for insurance benefits offered by the District for the particular bargaining unit to which the employee belongs. Other employees will be offered benefits consistent with the District's benefit plan, with the exceptions noted below:

1. Classified employees who are less than half time (that is, who are regularly scheduled to work the greater of the District's benefit plan minimum or ~~less than~~ seventeen and one-half (17½) hours per week) will not be eligible for group health, dental, and life insurance, and will not be considered to be a member of the defined employee insurance benefit groups.

In the absence of a collective bargaining agreement, the District will pay classified insurance benefits as follows:

- Full time employees (classified employees contracted to work at least 35 hours per week): During the period of actual service, the District will pay the employee's portion of any District sanctioned group health and dental plan plus half of the premium for additional covered dependents. The District will also pay the employee premiums for the District sanctioned group life and disability insurance during the period of service. Premiums due for the months outside of service are the sole responsibility of the employee.
  - Half time employees (classified employees eligible for insurance, but contracted to work less than 35 hours per week): During the period of actual service, the District will pay half of the employee's portion of any District sanctioned health and dental plan plus 25% of the premium for additional covered dependents. The District will also pay the employee premiums for the District sanctioned life and disability insurance during the period of service. Premiums due for the months outside of service are the sole responsibility of the employee.
2. Any permanent employee who works half time or more is eligible for group health and/or dental insurance irrespective of the unit to which the employee belongs. All medical and dental insurance premiums shall be prorated in the amount of the full contract in terms of full-time equivalency times the District's maximum contribution as prescribed by the applicable collective bargaining agreement or Board policy.

If an eligible employee wishes to discontinue or change health insurance coverage, it is incumbent upon the employee to initiate the action by contacting the personnel office and completing the

appropriate forms. A medical examination at the expense of the employee may be required if the employee elects to join the District health insurance program after initially refusing coverage during the “open enrollment” (\*~~July~~).

Anniversary dates of the health ~~and dental~~ insurance policies for the District shall be September 1<sup>st</sup> through August 31<sup>st</sup>.

Legal Reference:	§ 2-18-702, MCA	Group insurance for public employees and officers
	§ 2-18-703, MCA	Contributions

Policy History:

Adopted on: June 28, 2004

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

06/14/2010

**Agenda Item No.**

24

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:** APPROVE ADDITIONS TO TRANSPORTATION HANDBOOK

**Requested By:** Board of Trustees    **Prepared By:** Steve Klippenes    **Date:** 06/14/2010

**SUMMARY:**

The Board of Trustees needs to approve the additions to the Transportation Handbook as submitted by Steve Klippenes, Transportation Supervisor.

Information being added has been highlighted.

**SUGGESTED ACTION:** Approve Additions to Transportation Handbook

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

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bristol						
Granot						
Jackson						
Monger						
Pierce						
Schelle						
Weeden						

## ACTIVITY TRIP POLICIES

### ACTIVITY TRIP PAY

1. Effective the 2009/2010 School Year, for actual driving time, the rate of pay will be calculated at the highest hourly rate paid for driving a route.
2. For 'On Duty/Not Driving' time, the rate of pay will be \$10.00 per hour and each activity trip will pay two (2) hours maximum per day for 'On Duty/Not Driving' time. These two hours will be used for vehicle start and warm-up, vehicle inspection with appropriate documentation and student loading and unloading.
3. Activity trips requiring two drivers will be paid as follows: Each driver will be paid actual driving time as referenced above plus the 'On Duty/Not Driving' rate of \$10.00 per hour equal to their individual driving times plus the two (2) hours for vehicle start and warm-up, vehicle inspection and student load/unload, as referenced above.
4. Multi-day activity trips exceeding two days, (i.e. three and four day trips), the middle day/days will include an additional four (4) hours to the existing allowance of two (2) hours for those days to the 'On Duty/Not Driving' time. This results in a total of six (6) hours 'On Duty/Not Driving' time to the middle day/days.
5. Upon arrival at the activity destination and the bus has been unloaded and secured, the driver is totally and completely relieved from duty. The driver is expected to use this off duty time for his/her own purposes.
6. Should an unusual circumstance occur that would require the driver to go back on duty, (i.e. an injured student, etc), the driver will document the circumstances on the trip sheet and will be compensated for their on-duty time.

### ACTIVITY TRIP ASSIGNMENTS

To be equitable, all drivers that are qualified and wish to drive activity trips will be placed on a 'Rotation List' in alphabetical order. To be qualified means extra training on the activity buses, (MCI Cruisers), as well as having a signed Extra Duty Contract in place. (*Note: All* potential activity trip drivers must sign an Extra Duty Contract prior to being placed on the driver rotation list).

All activity trips will be placed on the activity 'Trip Board', in the order they are received. The first driver on the rotation list has first option for the first trip. If the first driver refuses the first trip, that driver will go to the bottom of the Rotation List and the first trip on the Trip Board will be the option of the second driver on the Rotation List; and so on. The first driver in from their trip goes back on the Rotation List first. The only option available will be to accept or refuse a trip; no trading trips will be allowed.

In the event of 'two-driver' trips and in the interest of training, management reserves the right to assign a second driver. If training is not an issue, the second driver will be taken from the Rotation List as usual.

THE BOARD OF TRUSTEES OF LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**2009-2010 GOALS AND STRATEGIC OBJECTIVES**

Lewistown Public Schools, as entrusted by the Lewistown Community, provides children with an accountable, high quality, rigorous education in a safe, nurturing environment; developing the full potential of each child and preparing them for lifelong success in their personal lives and careers, wherever they may be in the world.

**Goal Area 1: Measurable Student Achievement**

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has developed an outstanding educational program that ensures that every student achieves the highest academic performance possible and has multiple opportunities to actively participate in both co-curricular and extra-curricular activities offered by our District. We use a multitude of measures to gauge student performance based on district-created progress goals. We adequately prepare students for their career/job choices and life choices. Our staff is highly supporting and enthusiastic about our differentiated approach to instruction.*

**Strategic Objectives:**

1. Support staff as they find ways to motivate students in the required testing process.
2. Implement (maximize the positives, minimize and/or alleviate the negatives) whatever recommendations are approved by the Board during 2008-2009 regarding full-time kindergarten.

**Goal Area 2: Facilities**

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has developed a state-of-the-art facilities program that meets the needs of our students and staff on a long-term basis. We have prioritized our facility needs and have a plan in place for resources necessary to achieve our facilities program. Our facilities program is fully supported by our community. In planning for our facilities, we have adequately addressed the issue of technology and incorporated that in to our facilities plan.*

**Strategic Objectives:**

1. Complete the process to develop, with staff and community, a 10-year facilities plan. Research financing options, and develop and implement a plan to secure community understanding and approval of it.
2. Conclude by February 28, 2010, a feasibility study about how to get out of the Lincoln Building, secondary to results of the Facility Study and Plan.

**Goal Area 3: Community / Parental Engagement**

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has created an environment of collaboration and transparency with families of students and with our community as a whole. Families of students are actively involved in their children's education. The community is highly engaged in helping provide the best education possible for our children. As a result of our community's and family's commitment to public education, we have established a collaborative approach to solving public education issues that includes our local legislators.*

**Strategic Objectives:**

1. Obtain data on parent use of Infinite Campus portal and utilize data to increase usage.
2. Implement steps to reach out to the community (don't wait for people to come to us), such as: visiting local coffee clubs, radio programs, newspaper articles and columns/opinions (from staff, administrators and trustees).
3. Assess our efforts to reach out to the community – including steps taken during 2008-2009 – and fine tune and improve for 2009-2010.



## **Goal Area 4: Technology**

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has developed a technology plan that incorporates regular upgrades of both hardware and software and training of staff on existing and new programs. We have successfully incorporated technology into our facilities and all aspects of our educational program in a methodical and effective manner that prepares our students for the real world. We have systems in place to ensure the safety of our students and compliance with District standards.*

### **Strategic Objectives:**

1. Keep technology infrastructure current and sound (routers, switchers, servers, internet service and work stations). Continue to prevent problems and keep technology accessible (security, filtering, preventative updates).
2. Develop a plan to insure that we are investigating and, wherever necessary and affordable, implementing new technologies for cost-efficient delivery of technology for students and staff (such as expanding terminal services, implementing virtualization, proven open-source software solutions).
3. Encourage and support the expanded use of instructional aids for the classroom (projectors, interactive white boards, document cameras).
4. Develop and implement efforts to develop a consistent approach/philosophy by our staff to the use of technology in the classroom as an effective and proven learning tool.
5. Insure that, beginning in 2009-10, the technology staff is consulted and included in textbook/publisher decisions as these decisions increasingly have technology components and impacts.
6. Develop and implement a plan to address the technology generational gap (between staff and students).
7. Determine if and how the district should help educate parents about the ways their children use technology (in and out of school, for good and bad reasons).
8. Develop a timeline on researching, understanding and implementing a plan to leverage social networking and other technology to support better teaching and learning by expanding student-to-student and student-to-faculty connections for collaborating beyond the classroom.

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

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has developed a recruitment and retention program to ensure that the District hires and retains high quality, effective personnel. Our teachers and other staff have been provided professional development opportunities that directly correlate to the high academic standards set by the District. Our teachers and other staff have embraced the use of technology into all aspects of our educational programs. The staff shares the vision of the Board in providing differentiated educational programs in order to meet the needs of our students and in achieving the District's high academic standards.*

### **Strategic Objectives:**

1. Seek input from staff on non-financial ways to make jobs more rewarding.
2. Seek to remain competitive with classified, certified and administrative wages and benefits.
3. By September 30, 2009, assess and implement efforts to improve communication with our staff (including roundtables, regular building visits by administrators and suggestions from staff).

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

**Statement of Intended Outcome, 2009-2010:** *Lewistown Public Schools has secured adequate, sustainable funding from the State and has developed a process to prioritize the financial resources that we have according to the educational goals set by the District. We have secured funding sources that are not earmarked for specific causes and have the discretion to determine where funds are needed in order to achieve our high standards and our goals. Through our community engagement initiative, our community understands our budgeting process, they support our schools and they understand our needs and the strategic direction of our District.*

**Strategic Objectives:**

1. Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.
2. Seek ways, prior to January 1, 2010, to better involve staff in budget development.
3. Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2011).
4. The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.
5. Conclude, prior to August 15, 2010, a review of the Strategic Plan with the adoption of new one-year goals and objectives (2010-2011) and two-year goals and objectives (2011-2012). Revisit our five-year goals and objectives and insure they still represent appropriate and realistic milestones on our way to our 20-year vision.
6. Need to have budget talks with projections early in the fall with an idea for retirement incentives, etc. by November 2009.
7. Have budget projections and potential cuts presented to the public before the School Election held in May of 2010.

## School District #1 Mission Statement:

*Excellence Today, Success Tomorrow*

### Core Values of the Lewistown Public Schools:

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

# **BOARD OF TRUSTEES**

Jeremy Bristol  
Jennifer Granot  
Becky Jackson  
Stan Monger  
Lisa Pierce  
Mary Schelle  
Monte Weeden

## **LEWISTOWN PUBLIC SCHOOLS** **2009-2010 SCHOOL CALENDAR**

### **A. Pupil Instruction**

First Semester					89 Days	Second Semester					91 Days
FIRST QUARTER					DAYS	THIRD QUARTER					DAYS
First Week	Aug	25 --	Aug	28	4	First Week	Jan	25 --	Jan	29	5
Second Week	Aug	31 --	Sept	4	5	Second Week	Feb	1 --	Feb	5	5
Third Week	Sept	8 --	Sept	11	4	Third Week	Feb	8 --	Feb	12	5
Fourth Week	Sept	14 --	Sept	18	5	Fourth Week	Feb	15 --	Feb	19	5
Fifth Week	Sept	22 --	Sept	25	4	Fifth Week	Feb	22 --	Feb	25	4
Sixth Week	Sept	28 --	Oct	2	5	Sixth Week	Mar	1 --	Mar	5	5
Seventh Week	Oct	5 --	Oct	9	5	Seventh Week	Mar	8 --	Mar	12	5
Eighth Week	Oct	12 --	Oct	14	3	Eighth Week	Mar	15 --	Mar	19	5
Ninth Week	Oct	19 --	Oct	23	5	Ninth Week	Mar	22 --	Mar	26	5
Tenth Week	Oct	26 --	Oct	30	5	Tenth Week	Mar	29 --	Mar	30	2
					<b>45</b>						<b>46</b>

SECOND QUARTER					DAYS	FOURTH QUARTER					DAYS
First Week	Nov	2 --	Nov	4	3	First Week	Mar	31 --	Apr	1	2
Second Week	Nov	9 --	Nov	13	5	Second Week	Apr	6 --	Apr	9	4
Third Week	Nov	16 --	Nov	20	5	Third Week	Apr	12 --	Apr	16	5
Fourth Week	Nov	23 --	Nov	24	2	Fourth Week	Apr	19 --	Apr	23	5
Fifth Week	Nov	30 --	Dec	4	5	Fifth Week	Apr	26 --	Apr	30	5
Sixth Week	Dec	7 --	Dec	11	5	Sixth Week	May	3 --	May	7	5
Seventh Week	Dec	14 --	Dec	18	5	Seventh Week	May	10 --	May	14	5
Eighth Week	Jan	4 --	Jan	8	5	Eighth Week	May	17 --	May	21	5
Ninth Week	Jan	11 --	Jan	15	5	Ninth Week	May	24 --	May	28	5
Tenth Week	Jan	19 --	Jan	22	4	Tenth Week	Jun	1 --	Jun	4	4
					<b>44</b>						<b>45</b>

### **B. Pupil Instruction Related Days (No School for Students)**

		Totals
August 21	All Staff Orientation/PIR	1.0
August 24	PIR	1.0
September 21	PIR	1.0
October 15-16	Staff Development Days - Teachers Convention	2.0
November 4-5	Parent Teacher Conferences (Evening on 4th, All Day on 5th)	1.5
January 18	PIR	1.0
April 8	Parent Teacher Conference (Evening ONLY-- <b>Regular School Day for Students</b> )	0.5
Floating	One Day PIR (or Two 1/2 Days)	0.5
		<b>9.0</b>

### **C. Holidays (Dates Inclusive)**

September 7	Labor Day
September 21	PIR (Vacation Day for Students)
October 15-16	Fall Vacation (Teachers -- Convention)
November 5	Parent Teacher Conferences ( <b>Vacation Day for Students</b> )
November 6	Vacation Day
November 25-27	Thanksgiving Vacation
December 21-January 1	Christmas Vacation
January 18	PIR (Vacation Day for Students)
February 26	Vacation Day
April 2-5	Spring Break
May 31	Memorial Day

<b>2009-2010</b>		
<b>Regular Board Meetings</b>		
July	27	5:30 p.m.
Aug.	10	5:30 p.m.
Aug.	24	7:00 p.m.
Sept.	14	7:00 p.m.
Sept.	28	7:00 p.m.
Oct.	12	7:00 p.m.
Oct.	26	7:00 p.m.
Nov.	9	7:00 p.m.
Nov.	23	7:00 p.m.
Dec.	14	7:00 p.m.
Jan.	11	7:00 p.m.
Jan.	25	7:00 p.m.
Feb.	8	7:00 p.m.
Feb.	22	7:00 p.m.
Mar.	8	7:00 p.m.
Mar.	22	7:00 p.m.
Apr.	12	7:00 p.m.
Apr.	26	7:00 p.m.
May	10	7:00 p.m.
May	24	7:00 p.m.
June	14	5:30 p.m.
June	28	5:30 p.m.