

**LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, July 11, 2022

REGULAR BOARD MEETING

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Meeting ID

meet.google.com/ccw-qomy-dip

Phone Numbers

[\(US\)+1 605-743-0395](tel:+16057430395)

PIN: 421 669 826#

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

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Discussion—2021-2022 Annual Report
5. Report—Committees of the Board
6. Calendar Items, Concerns, Correspondence, Etc.
7. Report—Investment
8. Report—End of Year Transfers and Recap
9. Report—Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS

MINUTES

11. Minutes of the June 13, 2022 Regular Board Meeting

APPROVAL OF CLAIMS

12. Claims

INDIVIDUAL ITEMS

13. Approve Changes for the 2022-2023 Student Handbooks
14. Approve Jr. High School Roofing Contract with Summit Roofing
15. Approve Multidistrict Agreement between Lewistown Elementary Schools and Fergus High School
16. Approve Notice of Resolution of Intent to Sell/Dispose of Surplus Property
17. Approve First Reading 2022-2027 School Board of Trustees Strategic Goals and Objectives
18. Approve 2022 MTSBA Membership Electronic Ballot
19. Approve Additions to the Substitute List for the 2022-2023 School Year
20. Approve Personnel Report

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REGULAR BOARD MEETING
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ADJOURNMENT

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

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

PUBLIC PARTICIPATION

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

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

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

LEWISTOWN PUBLIC SCHOOLS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

4

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

ITEM TITLE: DISCUSSION—2021-2022 ANNUAL REPORT

Requested By: Board of Trustees Prepared By: Thom Peck

SUMMARY:

The Lewistown Public Schools 2021-2022 Annual Report is attached for the Board of Trustees to review. This report will be placed on the next agenda as an action item for approval.

SUGGESTED ACTION: Informational

☒ Additional Information Attached

NOTES:

Lewistown Public Schools



2021-2022 Annual Report

ANNUAL REPORT

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

REPORT / ASSIGNMENT

Garfield Elementary School	Matt Lewis
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Jeff Friesen
Fergus High School	Tim Majerus
Activities - Fergus High School	Paul Bartos
Assessment	Thom Peck
Business Office	Rebekah Rhoades
Curriculum	Thom Peck
Maintenance	Jason Fry
School Food Service	Amie Friesen
Special Education	Chelsey Rogers
Technology	Scott Baldwin
Title I	Thom Peck
Transportation	Rob Odermann

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

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Lewistown, Montana 59457

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



Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

Garfield Elementary Annual Report 2021-2022

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)

This year the team consisted of Marne Dohrmann, Maria Henderson, Emily Louis, Rachael Swimley, Pam Roberts, Jack Baldwin, Shalon Wilson, Leah Strouf, Audrey Boling, and myself. Miss Henderson and Miss Swimley co-chaired this committee and need to be commended for their leadership.

The use of our "Tier Tracker," which is an excel spread sheet that allows us to track all student data and interventions, essentially going paperless. This information was used by all of the staff at some point during the school year. The MTSS team used this information for student placement into intervention groups along with teacher input. It was very useful in streamlining our data collection and it acted as a fidelity check for all staff members. This process also allows us to transfer student data to Highland Park very easily.

We continued to use the Dibels 8th addition Reading Assessment. At the Kindergarten and 1st grade level this assessment measures, non-sense word fluency, word segmentation, letter sound recognition, letter identification, sight words and a fluency assessment at the end of 1st grade. As we began the school year our benchmark scores were a little trouble some with a large portion of our students falling into the intensive academic category. It seemed to be a really eye opener for our staff and as I will show later in this report a challenge they accepted and made some great gains as a whole.

This year we also implemented our ABC club and backwards ABC club to challenge student to know there ABCs. While this seems like a given, they would know them, we were shocked to see at the end of the 1st semester only 60% of our students could say the ABCs. The students definitely rose to the challenge because at the end of the year we had 92% of the students reciting it with no assistance at all. In the end, we also had 30+ students who could recite the ABCs backwards. A big shout out to Mrs. Bateman's class who had every student in the backwards club!!

"Watch Us SOAR!"

Curriculum

This year with the help of our MTSS data team, we had a chance to sit down with each staff member and review their Dibels data and make some comparisons. This process was very powerful because it highlighted strengths and areas of improvement needed in the classroom. I can't wait to do this again next year to see the effect on our instructional practices.

We will continue to emphasize the importance of students practicing phonemic awareness skills to ensure we build the foundation for fluent readers. We are using the Haggerty Phonemic Awareness program to assist with this focus. This program focuses on 8 phonemic awareness skills: Rhyming, Onset Fluency, Blending, Isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, and substituting phonemes.

The English/Language Arts team met this year to look at adopting new materials for our schools. The K-6 team decided to go with a McGraw Hill program called "Wonders." The team had opportunities to look at several different sets of materials but felt this program had good foundational skills along with integrated writing into the spelling component. Our initial staff development day will be on June 8th. The Math curriculum team also meet to look at new materials. The K-3 team decided to go with a program called Bridges and initial professional development will happen in August. Adopting new materials can be a challenge and both were definitely needed.

Interventions

This year we continued our skill based school wide interventions for our Kindergarten and 1st grade students. The classroom teachers, Mrs. Boling, and our paras were able to create targeted, skill specific intervention groups this year. Mrs. Boling use a comprehensive reading and math skills assessment to identify the need along with the classroom teachers' observation and classroom based assessments. This allowed us to really focus on the phonemic awareness and phonics skill students were lacking and are the foundations of reading. Along with identifying number sense skills that are needed to ensure a solid math foundation. These targeted interventions were relatively short in duration and allowed the students to stay in the classroom for the core reading instruction. It also allowed us to service far more students which over time will begin to show in our future reading and math scores

KinderSteps

This was the 3rd year for our KinderSteps program. This program was designed to assist students who are age eligible but not quite ready for school on a social/emotional and academic level. This year we had 13 students enrolled in the class, which was a lot of fun to watch.

While much of the social/emotional data is more anecdotal in nature the growth shown by the students was quite noticeable. Those on the move teachable moment allowed Ms. Dohrmann and Miss Sandy to work on social interactions, such as, sharing, peer assistance, manners, how to ask for something, how to apologize, and taking responsibility. Ms. Dohrmann did a wonderful job with the academic side of things as well. The focus on number sense and getting kids to have a firm grasp of that is fundamental to later success in math. In reading, they worked on understanding parts of story, sequencing of a story, pre-writing and writing skills and long with phonics and phonemic awareness skills.

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Dibels 8th Edition Benchmark Assessments

We used Reading Benchmark Assessment to identify Intensive, Strategic and Core students in Early Reading concepts. Below are a list of the benchmark assessments.

Kindergarten Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	107	112	110
Mean (Standard Deviation)	13.9 (10.9)	33.5 (16.1)	45 (15.8)
	16% Core	38% Core	56% Core
	23% Strategic	19% Strategic	21% Strategic
	61% Intensive	43% Intensive	23% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	107	112	110
Mean (Standard Deviation)	8 (11.3)	30.6 (17.7)	41.4 (16)
	19% Core [^]	28% Core [^]	24% Core [^]
	26% Core	36% Core	25% Core
	5% Strategic	6% Strategic	24% Strategic
	50% Intensive	30% Intensive	27% Intensive
Non-Sense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	55	112	110
Mean (Standard Deviation)	9 (17.9)	22.3 (19.3)	36.5 (21.8)
	11% Core [^]	15% Core [^]	21% Core [^]
	24% Core	20% Core	41% Core
	11% Strategic	31% Strategic	15% Strategic
	55% Intensive	34% Intensive	23% Intensive
Non-Sense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	55	112	110
Mean (Standard Deviation)	1.9 (5.7)	3.5 (6.2)	8.5 (8.1)
		9% Core [^]	24% Core [^]
		33% Core	32% Core
		16% Strategic	15% Strategic
		44% Intensive	30% Intensive
Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	50	112	110
Mean (Standard Deviation)	2.5 (6.9)	5.2 (8.2)	10.7 (10.7)
		15% Core [^]	15% Core [^]
		28% Core	34% Core
		28% Strategic	18% Strategic
		29% Intensive	34% Intensive
Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	104	112	110
Mean (Standard Deviation)	281.4 (37.1)	368.4 (31.4)	428.3 (34.8)
	8% Core [^]	16% Core [^]	20% Core [^]
	13% Core	23% Core	39% Core
	21% Strategic	29% Strategic	19% Strategic
	59% Intensive	32% Intensive	22% Intensive

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Frist Grade Early Reading Benchmarks

Measure	Beginning	Middle	End
LNF – Letter naming Fluency	Goal: 42	Goal: 57	Goal: 59
Students tested	82	82	82
Mean	37.6 (16)	55 (15.5)	63.8 (14)
	37% Core	43% Core	65% Core
	29% Strategic	21% Strategic	17% Strategic
	34% Intensive	37% Intensive	18% Intensive
PSF – Phoneme Segmentation	Goal: 31	Goal: 43	Goal: 45
Students Tested	82	82	82
Mean	32.3 (16.2)	45.1 (12.3)	51.5 (12.8)
	15% Core	17% Core	22% Core
	51% Core	48% Core	52% Core
	15% Strategic	20% Strategic	17% Strategic
	20% Intensive	16% Intensive	9% Intensive
NWF – Nonsense Word Fluency-CLS	Goal: 30	Goal: 52	Goal: 55
Students Tested	82	82	82
Mean	32.5 (26.3)	51.3 (29.9)	75.9 (40.9)
	16% Core	13% Core	27% Core
	22% Core	22% Core	40% Core
	16% Strategic	26% Strategic	22% Strategic
	46% intensive	39% Intensive	11% Intensive
NWF – Nonsense Word Fluency - WRC	Goal: 5	Goal: 14	Goal: 15
Students Tested	82	82	82
Mean	7.1 (8.5)	12.6 (10.2)	22 (13.5)
	13% Core	11% Core	26% Core
	34% Core	27% Core	37% Core
	28% Strategic	20% Strategic	29% Strategic
	24% Intensive	43% Intensive	9% Intensive
WRF – Word Reading Fluency	Goal: 12	Goal: 17	Goal: 25
Students Tested	82	82	82
Mean	12 (14.8)	20.8 (17.5)	31.9 (22)
	16% Core	17% Core	18% Core
	22% Core	32% Core	26% Core
	12% Strategic	16% Strategic	30% Strategic
	50% intensive	35% intensive	26% Intensive
ORF – Oral Reading Fluency	Goal: 10	Goal: 21	Goal:39
Students Tested	76	82	82
Mean	15.5 (28.2)	26.9 (33)	53 (39)
	14% Core	16% Core	24% Core
	21% Core	22% Core	23% Core
	13% Strategic	22% Strategic	26% Strategic
	51% Intensive	40% Intensive	27% Intensive

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Measure	Beginning	Middle	End
ORF – Oral Reading Fluency - Accuracy	Goal: 67	Goal: 87	Goal: 91
Students Tested	76	82	82
Mean	39.9 (37.4)	63.1 (28.9)	86.9 (15)
	36% Core	63.1% Core	86.9% Core
	8% Strategic	34% Strategic	24% Strategic
	57% Intensive	37% Intensive	28% Intensive
Composite	Goal: 330	Goal: 389	Goal: 441
Students Tested	82	82	82
Mean	332.4 (28.8)	392.2 (33.8)	460 (42.3)
	15% Core^	16% Core^	27% Core^
	20% Core	21% Core	24% Core
	28% Strategic	26% Strategic	35% Strategic
	38% Intensive	38% Intensive	13% Intensive

In reviewing our scores this year there are some very nice gains across both grade levels. As shown above the beginning of the year scores were not good at all. The staff did a great job of focusing on those core phonemic awareness reading skills to improve scores across the board. While we did see good growth, it highlighted the need to be more diligent in how we are preparing our young readers. The key component is an even more concerted effort to ensure the core phonemic awareness skills are taught with fidelity.

As mentioned before we have four teachers pilot the eSpark math and reading assessment program. This will be an additional data point for our school in the upcoming school year. The program is standards based and is age appropriate for our beginning learners. This program also correlates with the MAP program being used in 2-8th grade so we will now have an additional tool to measure our Kindergarten and 1st grade students in reading and math.

Goal Area 2: Facilities

Utilizing space at Garfield is never a problem. We have done our best to ensure students have appropriate learning spaces. Unfortunately we do have several intervention groups and resource groups happening in one classroom. At times there are 5 different instructional groups happening at one time. This equates to just about 20 students working in different skill groups at one time.

One big concern at Garfield is our leaky roof. We have a big hole in our office ceiling where ceiling tiles have fallen down because of water damage. Our maintenance crew does a great job trying to stay ahead of the problems but it seems as though we may have reached a tipping point. In addition, we have several classrooms where water is leaking down the seam of the walls.

Mr. Clark has been a great addition to our building. He has done a great job keeping the building clean and ready to go. He works amazingly well with the other staff members and has great interactions with our students. It has been very refreshing to have him in the building.

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Goal Area 3: Community/Parent Engagement

Community and parent engagement has been a challenge this year. The restrictions we have in place has limited the number of people we have had in our building this year. The Garfield staff did reach out to parent through Google meets, social media and class dojo to accomplish some form of engagement.

This is the fourth year we began our year with “meet and greets” spending the first three days with parents and students talking about what the year will hold for everyone. This has proven to be a great way to get the parents in to the building at the beginning of the year. Our meetings were Wednesday, from 12pm to 6pm, Thursday and Friday from 8am to 4pm. Our staff has felt these meetings are very beneficial not only for the families but for our students as well. It is a great way to get families into the building and help make student comfortable as we begin the school year.

We were able to invite families and our community members to the high school for our Kindergarten and 1st grade music programs. Our music programs put on by Ms. Wright were well done. She has done a good job engaging kids and getting them to enjoy music.

Goal Area 4: Technology

Technology is always a challenge with kindergarten and 1st grade students. While during the majority of the year we use our tech tool in the classroom in what we considered a normal manner, teachers did utilize some of the things they learned from last year’s closure to enhance our instructional delivery. We had four staff members pilot an online assessment tool called eSpark. This program is a standards based program that measure students reading and math skills and knowledge. Students found the program engaging and it gave teacher some great data regarding mastery of standards. We will be using the program school-wide in the upcoming school year.

We were also able to add two Chrome Book carts to our school this year. It has been a very nice addition being able to get our students online and utilizing technology for our classrooms.

Goal Area 5: High Qualified Staff

This has been another great year with staff members. As a whole both the kindergarten and 1st grade teams began to really work together and move our school in a very positive direction. This year teachers were paired with one another to help improve our overall communication and learning opportunities. Our goal is to give staff members a chance to see what the other grade level is doing. Our hope is to build on each other’s expertise and build more rapport within our staff. This work in an okay fashion this year and I hope we can expand on the little success we had this year, moving into next year.

One big success we had this year was with our floating PIR evenings. The Garfield staff partnered with the Lewis and Clark staff for some staff development. We focused on reading and math interventions during our evening work. This was very productive time and gave everyone a chance to see how things are done at a different grade level. Teams worked together to identify meaningful interventions and share their experience and expertise with the

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group. Along with some great learning we also had some fun with a cornhole tournament at the end of the night. A little friendly competition made for a great night!!

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able to see all of the wonderful things our teachers are doing. This year I evaluated 5 non-tenure teachers and 5 tenured teachers. During our goals meeting we were able to sit down with each individual and get a sense of what they would like me to look for during my observations. This allowed for a more focused observation on the things the teacher felt they needed to work on.

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**HIGHLAND
PARK
ELEMENTARY
SCHOOL**

Matt Ventresca



Highland Park Elementary School

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Matthew Ventresca, Principal

Jenni Bristol, Secretary

2021-2022 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Enrollment:

The following table represents the ending enrollment numbers for 2nd, 3rd & 4th Grade at Highland Park for the 2021-2022 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park since we moved Highland Park to 2nd-4th grade.

Highland Park Elementary	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
2 nd Grade	97	97	104	103	98	91
3 rd Grade	94	107	99	94	98	97
4 th Grade	111	93	100	94	99	92
Total	302	297	303	291	295	280
Change (+ / -)	+5	-6	+12	-4	+15	N/A due to move

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Attendance:

Highland Park's average daily attendance for the 2021-2022 school year was 92.17%. This is a 1.81% decrease from last years' attendance rate of 93.98%. This is our most significant decrease of attendance.

With the Covid-19 quarantines and increased attention to health/sick protocols over the past two years, I believe this is why HP is having a downward trend in attendance. With all that factored in, an attendance rate of over 92% is still good!

Highland Park Elementary	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
Student Count	302	297	303	291	295	280
Membership Days	50496	50630	51,226	50,515	49,972	47,433
Absent Days	3953	3045	2,272	2,627	2,528	2,358.51
Average Daily Membership (ADM)	286.90	282.84	291.06	282.19	279.18	264.99
Average Daily Attendance (ADA)	264.44	265.77	278.05	267.48	264.95	251.75
Attendance Rate (%)	92.17%	93.98%	95.56%	94.80%	94.94%	95.03%
Change (+ or -)	-1.81%	-1.58%	+ .76%	-.14%	-.09%	+ .26%

Goal Area 1: Measurable Student Achievement

Strategic Objectives 1, 2, and 4:

Multi-Tiered Systems of Support (MTSS)

MTSS is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized academics and behavior. Lewistown Public Schools chose to apply to be a part of OPI's Districtwide MTSS district. Only five districts were chosen for this grant and Lewistown Public Schools was one of them.

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

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

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What is MTSS Made Of?

Response to Intervention (RtI)

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

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

Montana Behavioral Initiative (MBI)

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

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

Student Achievement Data

NWEA MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 3rd and 4th grade. This year, 2nd grade begin this test as well. MAP was used as a benchmark three times during the year (Fall, Winter, Spring) in Reading and Math. The data from these tests help monitor progress of our students; is used to drive instruction; and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring benchmarks.

2nd Grade Spring MAP Reading 2-5 Common Core 2010 V2

2nd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022 **1st year using this assessment for 2nd**	83% 72 students	13% 11 students	5% 4 students	191.8

2nd MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their

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zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **185** or higher by the end of 2nd grade.

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

3rd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022	80% 72 students	16% 14 students	3% 3 students	204.2
2020-2021	81% 79 students	14% 14 students	5% 5 students	202.3
2019-2020 Winter score used due to Closures	89% 80 Students	11% 10 students	0% 0 students	202.5
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
~~2017-2018~~	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	
2013-2014	84% 68 students	10% 8 students	6% 5 students	

3rd MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **197** or higher by the end of 3rd grade.

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

4th Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022	79% 86 students	10% 11 students	11% 12 students	209
2020-2021	78% 66 students	12% 10 students	11% 9 students	209.5
2019-2020 Winter score used due to Closures	70% 69 students	23% 23 students	6% 6 students	206.6
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8
2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
2015-2016	86% 84 students	7% 7 students	7% 7 students	
2014-2015	82% 62 students	9% 7 students	9% 7 students	
2013-2014	70% 53 students	16% 12 students	14% 11 students	

MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **204** or higher by the end of 4th grade.

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2nd Grade Spring MAP Math 2-5 Common Core 2010 V2

2nd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022 **1st year using this assessment for 2nd**	76% 65 students	21% 18 students	5% 4 students	192.7

2nd MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **189** or higher by the end of 2nd grade.

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

3rd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022	65% 58 students	21% 19 students	13% 12 students	201.3
2020-2021	70% 69 students	22% 22 students	7% 7 students	202.4
2019-2020 Winter score used due to Closures	60% 55 students	29% 26 students	11% 10 students	198.3
2018-2019	68% 62 students	21% 19 students	11% 10 students	203.7
2017-2018	54% 49 students	30% 27 students	16% 14 students	200.4
2016-2017	53% 47 students	37% 33 students	10% 9 students	201.8
2015-2016	71% 60 students	13% 11 students	15% 13 students	
2014-2015	71% 67 students	20% 19 students	9% 9 students	

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2013-2014	78% 63 students	21% 17 students	1% 1 student	
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3rd MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **201** or higher by the end of 3rd grade.

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

4th Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2021-2022	59% 64 students	25% 27 students	17% 18 students	208.7
2020-2021	63% 53 students	26% 22 students	11% 9 students	209.2
2019-2020 Winter score used due to Closures	56% 55 students	31% 30 students	13% 13 students	206.5
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	
2013-2014	59% 45 students	25% 19 students	15% 11 students	

4th MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **210** or higher by the end of 4th grade.

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Reading Fluency

The 2021-2022 school year, LPS K-6 schools continued to use the Dibels Data System. The Dibels system uses the **ORF (Oral Reading Fluency)** assessment that is similar to the former FastBridge CBMR (Curriculum Based Measurement for Reading) assessment where words correct in a one minute timing identify intensive, strategic and benchmark students in Oral Reading Fluency for second, third and fourth grades. The charts below give you a look at how 2nd, 3rd, and 4th fared at the end of the year Spring Benchmark with all our different reading fluency assessments over the years.

DIBELS Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. ORF is a measure that assesses Accuracy and Fluency with Text, the ability to effortlessly translate letters to sounds and sounds to words. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score.

2nd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

2 nd Grade Spring ORF	Benchmark	Strategic	Intensive
2021-2022 Dibels ORF	52%	17%	28%
2020-2021 *New Assessment – Dibels ORF*	59%	12%	29%
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%
2018-2019 FastBridge CBMR	73% 68 students	6% 6 students	20% 19 students
2017-2018 *New Assessment – FastBridge CBMR*	64% 58 students	17% 15 students	19% 17 students
2016-2017 AIMSweb RCBM	65.4% 55 students	28.5% 24 students	6% 5 students
2015-2016 AIMSweb RCBM	77% 72 students	18% 17 students	5% 5 students
2014-2015 AIMSweb RCBM	69.4% 57 students	20.6% 17 students	9.7% 8 students

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2013-2014 AIMSweb RCBM	73% 68 students	25.7% 24 students	1% 1 student
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ORF benchmark goal for 2nd grade is established at **94** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was 104. AIMSweb RCBM benchmark was **92**.

3rd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

3rd Grade Spring ORF	Benchmark	Strategic	Intensive
2021-2022 Dibels ORF	70%	15%	16%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2019-2020 FastBridge CBMR Winter - Covid	70%	16%	14%
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students
2017-2018 *New Assessment – FastBridge CBMR*	66% 60 students	9% 8 students	25% 23 students
2016-2017 AIMSweb RCBM	71.2% 62 students	16% 14 students	12.5% 11 students
2015-2016 AIMSweb RCBM	69.4% 57 students	19.4% 16 students	11% 9 students
2014-2015 AIMSweb RCBM	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014 AIMSweb RCBM	62.4% 50 students	28.8% 8 students	8.7% 7 students

ORF benchmark goal for 3rd Grade is established at **114** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **131**. AIMSweb RCBM benchmark was **119**.

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4th Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

4th Grade CBMR	Benchmark	Strategic	Intensive
2021-2022 Dibels ORF	57%	27%	16%
2020-2021 *New Assessment – Dibels ORF*	70%	12%	19%
2019-2020 FastBridge CBMR Winter - Covid	62%	6%	31%
2018-2019 FastBridge CBMR	60% 52 students	11% 10 students	29% 25 students
2017-2018 *New Assessment – FastBridge CBMR*	73% 65 students	7% 6 students	21% 19 students
2016-2017 AIMSweb RCBM	57% 49 students	24% 21 students	19% 16 students
2015-2016 AIMSweb RCBM	64.4% 60 students	18.2% 17 students	17.1% 16 students
2014-2015 AIMSweb RCBM	54.1% 39 students	31.8% 23 students	13.8% 10 students
2013-2014 AIMSweb RCBM	64% 48 students	25% 19 students	11% 8 students

ORF benchmark goal for 4th Grade is established at **125** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **150**. AIMSweb RCBM benchmark was **136**.

Montana Smarter Balanced Assessment (SBAC)

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

The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC). The 2012-13 data represents the previous paper and pencil MontCAS tests.

3rd Grade Montana Smarter Summative Percentages

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3rd Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2021-2022	12%	31%	37%	19%
2020-2021	16%	31%	39%	14%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	17%	42%	27%	14%
2017-2018	8%	32%	43%	17%
2016-2017	16%	31%	28%	25%
2015-2016	18.1%	37.3%	27.7%	16.9%
2014-2015	16%	41%	31%	12%
2012-2013 MontCAS Math	4%	55%	24%	17%

3rd Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2021-2022	24%	25%	33%	19%
2020-2021	18%	27%	33%	22%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%
2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Rdg	31%	62%	7%	0%

Our 3rd Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math scores have seen a slight decrease and ELA have fluctuated but stayed pretty consistent. To help improve scores, K-8 has adopted a new math text for general education and special education. ELA has adopted a new

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text for grades K-6. We are hoping to start seeing scores increasing with our new texts and interventions for both math and ELA.

4th Grade Montana Smarter Summative Percentages

4 th Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2021-2022	7%	23%	41%	29%
2020-2021	9%	31%	38%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	5%	17%	58%	20%
2017-2018	10%	32%	41%	18%
2016-2017	5%	27%	55%	14%
2015-2016	14.7%	28.4%	49.5%	7.4%
2014-2015	22%	33%	34%	11%
2012-2013 MontCAS Math	31%	38%	16%	15%

4 th Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2021-2022	19%	31%	21%	30%
2020-2021	21%	29%	29%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	19%	33%	27%	21%
2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%
2012-2013 MontCAS Math	40%	47%	9%	4%

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Our 4th Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math and ELA scores have fluctuated but stayed pretty consistent, other than a spike in Novice scores this year. To help improve scores, K-8 has adopted a new math text for general education and special education. ELA has adopted a new text for grades K-6. We are hoping to start seeing scores increasing with our new texts and interventions for both math and ELA.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2030 (2021-2022 4th graders), Class of 2029 (2020-2021 4th graders), Class of 2028 (2019-2020 4th graders), Class of 2027 (2018-2019 4th graders), 2026 (2017-2018 4th graders) and the Class of 2025 (2016-2017 4th graders) from MAP, Reading Fluency, and SBAC assessments that become common and taken every year beginning in 2nd or 3rd grade through their final year at Highland Park in 4th grade.

Class of 2030 MAP Reading Rdg and Math Longitudinal Data

Class of 2030 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2020-2021 3rd Grade	81% 79 students	14% 14 students	5% 5 students		70% 69 students	22% 22 students	7% 7 students
2021-2022 4th Grade	79% 86 students	10% 11 students	11% 12 students		59% 64 students	25% 27 students	17% 18 students

Class of 2029 MAP Reading Rdg and Math Longitudinal Data

Class of 2029 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2019-2020 3rd Grade *Winter Covid	89% 80 Students	11% 10 students	0% 0 students		60% 55 students	29% 26 students	11% 10 students
2020-2021 4th Grade	78% 66 students	12% 10 students	11% 9 students		63% 53 students	26% 22 students	11% 9 students

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Class of 2028 MAP Reading Rdg and Math Longitudinal Data

Class of 2028 (4 th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg	Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2018-2019 3 rd Grade	76% 69 students	12% 11 students	12% 11 students	68% 62 students	21% 19 students	11% 10 students
2019-2020 4 th Grade **Winter Covid**	70% 69 students	23% 23 students	6% 6 students	56% 55 students	31% 30 students	13% 13 students

Class of 2027 MAP Reading Rdg and Math Longitudinal Data

Class of 2027 (4 th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg	Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2017-2018 3 rd Grade	78% 71 students	15% 14 students	7% 6 students	54% 49 students	30% 27 students	16% 14 students
2018-2019 4 th Grade	80% 70 students	11% 10 students	8% 7 students	52% 47 students	32% 29 students	16% 14 students

Class of 2026 MAP Reading Rdg and Math Longitudinal Data

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

Class of 2025 MAP Reading Rdg and Math Longitudinal Data

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

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Class of 2030 Fluency Longitudinal Data (Dibels ORF & FastBridge CBMR)

Class of 2030 (4 th) Dibels ORF & FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2021-2022 Dibels ORF	57%	27%	16%

Class of 2029 Fluency Longitudinal Data (FastBridge CBMR & Dibels ORF)

Class of 2029 (4 th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2018-2019 2nd Grade *FAST	73% 68 students	6% 6 students	20% 19 students
2019-2020 3rd Grade **Winter FAST Covid**	70%	16%	14%
2020-2021 4th Grade *Dibels	70%	12%	19%

Class of 2028 Fluency Longitudinal Data (FastBridge CBMR)

Class of 2028 (4 th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2017-2018 2nd Grade *FAST	64% 58 students	17% 15 students	19% 17 students
2018-2019 3rd Grade *FAST	72% 65 students	7% 6 students	22% 20 students
2019-2020 4th Grade **Winter FAST Covid**	62%	6%	31%

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Class of 2027 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

Class of 2027 (4 th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
2016-2017 2 nd Grade *AIMS	65.4% 55 students	28.5% 24 students	6% 5 students
2017-2018 3 rd Grade *FAST	66% 60 students	9% 8 students	25% 23 students
2018-2019 4 th Grade *FAST	60% 52 students	11% 10 students	29% 25 students

Class of 2026 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

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

Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM)

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

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Class of 2030 SBAC Longitudinal Data

Class of 2030 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2020-2021 3 rd Grade	45%	33%	22%		47%	39%	14%
2021-2022 4 th Grade	50%	21%	30%		30%	41%	29%

Class of 2029 SBAC Longitudinal Data

Class of 2029 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2019-2020 3 rd Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A
2020-2021 4 th Grade	50%	29%	21%		40%	38%	21%

Class of 2028 SBAC Longitudinal Data

Class of 2028 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2018-2019 3 rd Grade	48%	32%	19%		59%	27%	14%
2019-2020 4 th Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A

Class of 2027 SBAC Longitudinal Data

Class of 2027 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2017-2018 3 rd Grade	52%	33%	15%		40%	43%	17%
2018-2019 4 th Grade	52%	27%	21%		22%	58%	20%

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Class of 2026 SBAC Longitudinal Data

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

Class of 2025 SBAC Longitudinal Data

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

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

Our Elementary Bond passed this fall. This will help with Safety/Security and lack of space issues. By moving the entrance of Highland Park to the north side of the building and moving 4th grade to Lewis & Clark Elementary, we have a good start in addressing the Safety/Security and lack of space issues. Moving 4th grade to Lewis & Clark will open up four classrooms so that Highland Park Title and Special Education teachers will have their own regular sized classrooms and more flexibility if there is an enrollment increase in coming years. Moving the entrance of Highland Park to the northside of the building will help the school be more safe by taking the entrance off a busy street and will help create more office space for support staff. I have also been working with Jason Fry on other facility needs that can be addressed outside of the Bond using ESSER funding and/or Building Reserve funds. We are replacing fluorescent lighting fixtures with LED, removing most of our carpet areas, replacing it with tile, and adding security cameras.

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

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Parent Meetings

Highland Park held numerous parent meetings this year to help keep parents informed. This 2021-2022 school year grades K-4 hosted their Parent Meet and Greets. Teachers scheduled times for each parent and student to come in to meet with the teacher individually prior to the 1st day of school. The 2nd, 3rd, and 4th grade teachers felt this was great way to start the year so we will be continuing these Parent Meet & Greets. We also held separate parent meetings for our Showdown Ski Trip and 4th Grade Science Fair.

3rd and 4th Grade Ski Days

With the help of our PTO, we were able to take our 3rd and 4th grade students skiing three times each this year. About ¾ of the students were going to the top of the mountain and skiing down. We had at least 10 parent volunteers for each trip and the staff at Showdown made our experience a great one.

Grade Level Music Programs

First, we must say thank you again to Mrs. Grensten for making music so much fun for our kids this challenging year. Mrs. Grensten put on a variety of music programs. We were able to have all our concerts in person this year. We did continue to streaming them live after receiving good feedback during the Covid time especially for family members who live outside of Lewistown. The programs were energetic and engaging for all involved. The FCPA and our Highland Park gym were packed for each of the programs.

Highland Park Talent Show

Mrs. Grensten also coordinated our talent show this year. We were able to host our HP Talent Show normal this year. We had over 30 acts and hosted them along with families and Highland Park classes in our gym over to afternoons.

Fundraising Efforts

Our school/district did run a few fundraisers. We were able to run our PTO fall fundraiser this year after not being able to do it last year with Covid. We ran a few fundraisers to help local staff and students who had medical issues by allowing students to wear hats and staff to wear jeans and/or hats and pay a dollar each day. This fundraiser netted hundreds of dollars for these families to help cover medical costs.

I Love to Read Month

Highland Park Elementary Staff and students had a great time during February and “I Love to Read” month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. This year, each grade level had their own goal to achieve. 2nd grade met their goal was able to have a Human Soccer Ball game.

Talking Zoo

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

Science Fair

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students' projects were outstanding. After hearing great feedback from parents about less requirements, we kept the written report out of the Science Fair and just did the boards. We hosted the science fair by having only one class in the gym at a time for an hour. We allowed parents to come in and view their child's project and allowed classes to come through the gym.

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Highland Park Picnic

To help celebrate a great school year and increase parent involvement, we invited families to meet us at Kiwanis Park on the last day of school. I was raining pretty hard so we went to Plan B and staggered our lunches to all parents to come into our gym and eat with their child(ren). Our student body met their SOAR Ticket goal so each student got a popsicle at this end of the year celebration.

Field Trips

We were able to get back to our regular field trips this year. We did our annual 3rd/4th grade ski days in February and March. Then in April, our 2nd graders were able to go to Farm Safety Days at the fairgrounds. We ended the year with our 2nd graders doing their annual Ft. Benton Montana History field trip, 3rd grade taking their annual Zoo Montana field trip and 4th grade checked out the new American Prairie Discovery Center that is now a part of our community. We did send letters home for parents who wanted to opt out and had a little over 10 students not attend.

Monthly Communication to Parents

Highland Park Refrigerator Reminder

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

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

NOVEMBER

Refrigerator Reminders

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

Highland Park Elementary on Social Media

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

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Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

With the help of ESSER funds from Covid-19, we were able to install security cameras at Highland Park. We currently have 7 operational cameras with 2 more to hopefully be installed over the summer. These cameras have been extremely helpful. We have used them to identify two separate acts of vandalism to the school this year. They also were used for behavioral support with quite a few student behavioral issues were student stories did not match or there was a case of theft.

Technology in the Classroom

Technology Plan

With the help of ESSER funds from Covid-19, we were able to bring Highland Park to a one-to-one student to chromebook ratio. The access for students to have their own Chromebook for the year and for teachers to have access to a classroom set of computers at all times has helped us use personalized learning tools and has made our state/district benchmark testing much more efficient. We did a school training on using Securely for our staff in order for them to keep an eye on all the student screen at one time and have students project anything they are doing that needs to be projected to show the class.

Classroom Parent Engagement Apps.

In the spring of 2020 our K-6 elementary team decided to have K-6 use a common parent engagement app. We have continued using only ClassDojo. This helps parents with multiple children in the district and/or year after year to have only one app to monitor and keep up with.

Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

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

Professional Development

Social Emotional Learning (SEL)

A big part of our focus this school year was on SEL. We continued using a web-based program called schooltoostv.com. It consists of a daily one-minute video based on an SEL topic. In the past teachers were required to share this video at some point during the day. To help make sure these videos were being shown, I made the videos a part of our daily morning announcements by using Google Meet to video broadcast our daily announcements with students and show this video to the whole school. Along with this, I continued a group called SOAR CAFÉ made up of Tier 3 behavior students. We meet daily Monday-Thursday from 8:35-8:50 to discuss SEL and start their day off right.

“Watch Us SOAR!”

Curriculum Adoption – ELA & Math

This 2021-2022 school year, we had a lot of curriculum work to accomplish. Due to last year's Covid difficulties placed on teachers, we decided NOT adopt a new math curriculum to keep less on teacher's plates. This created a unique situation this year. We adopted both ELA and Math curriculums this year. I am the math curriculum director so our team met monthly throughout the year for the adoption process. We started with eight texts to review and narrowed that down to three. From that three we decided to split our grade levels in order to help our math needs and focus on increasing math scores. K-3 adopted a math curriculum that really focused on number sense and primary math priorities called Bridges in Mathematics. Grades 4-8 adopted a more upper level curriculum that focuses on concepts more for upper elementary and middle school called Big Ideas Math Modeling Real Life. This was a big process and the math curriculum team put in a lot of work and did great! I was not a part of the ELA team, but attended a couple meetings to see how the process was going. Grades K-6 went with Wonders for ELA.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

Our district administrative team worked with our business manager, Rebekah Rhoades (Business Manager of the Year), most of the year on balancing our budget for the upcoming 2022-2023 school year. The ESSER money released by the federal government helped our district by finding creative ways to not impact our taxpayers and meet our budgetary and facility needs. Our district administrative team and Board decided to run a levy for the elementary district this spring. Unfortunately, the levy was not passed by the voters.

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

“Watch Us SOAR!”

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger

LEWIS CLARK

E L E M E N T A R Y

Danny Wirtzberger, Principal 2021-2022 Annual Report

Motto: *“Achieve, Believe and Care!”*

Lewis and Clark Vision Statement:

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



Attendance:

Our average daily attendance for the school year showed a slight decrease from the previous year, with students attending 92.53% of the days. The attendance rate equates to an average of 14 students absent a day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. Our MTSS training has taught us that rewarding students for positive behavior is most effective. We still have our “10 for 20” SOAR tickets. These tickets are earned by being in school for 20 consecutive days!

Enrollment:

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

	2021 - 2022	2020 - 2021	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14	2012 -13	2011 -12	2010 -11	2009 -10
5th Grade	91	103	91	90	94	105	76	81	98	84	98	96	92
6th Grade	101	87	94	85	106	79	86	96	81	94	99	91	90
Total	192	190	185	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	+2	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10	+5	

Response to Intervention (RtI):

Lewis and Clark continued their involvement in the RtI process. All K-6 elementary buildings were accepted into Project REAL through OPI in 2013. In 2016 we signed on for five more years with the Project REAL 2.0 Grant through OPI. In 2022 Lewistown Public Schools District Number 1 was accepted into the ne MTSS Grant – Cohort 2. This has allowed us to stay current with MTSS and progress with our academic and behavioral goals. In previous years our Lewis & Clark team has attended three OPI RtI face-to-face workshops and 6 webinar sessions for MTSS (Multi-Tiered System of Support). This year was much different because trainings were virtual. Next year we will be participating in the MTSS Grant – Cohort 2. We will still continue to utilize the MTSS process in all decision making. Our MTSS OPI Facilitator was Michelle Trafton.

We have put into place Tier I, II, and III supports for Reading, Math, and Behavior and have scheduled Student Data Meetings twice a month as well as MTSS Leadership meetings bi-monthly. Teachers have a system to use with our Request for Assistance Form and we use our Classroom Problem Solving Team Planning and TIPS Forms to determine need and intervention strategies. We have now made this form more readily available for our teachers by making the form digital. This survey is completed by the classroom teacher and sent on to the MTSS leadership team. In addition, individual teachers met with our MTSS team for consultation and additional student meetings. Programs are built into our Tiers for Reading, Math, and Behavior and decisions are based on data from our SuccessMaker math probes, Dibels Reading CBM, NWEA MAP Assessments in Reading, Language, and Math, Smarter Balanced Results, curricular assessments, formative assessment, Google Forms behavioral data, and Check In Check Out program. Due to the systems we have in place, students are able to receive the assistance they need quickly and we have seen significant growth over time with our data in academics and behavior.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

Montana Behavior Initiative (MBI):

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

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

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

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

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend the center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their schoolwork and each week the center served 45-75 students.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

Title 1:

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

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

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

School Safety:

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

Student Achievement:

At our end of the year assembly, we recognized 32 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in reading or math on the winter Measure of Academic Progress (MAP) test. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized 5 students for perfect attendance and twelve students for outstanding attendance this school year.

Dibels Oral Reading Fluency (CBM)

Dibels was used to identify intensive, strategic and benchmark students in oral reading fluency. Previously, the district used AIMSweb and FastBridge to monitor progress. Percentages for every year before 2017-2018 are from AIMS, which is a different test. In 2018-2020 we used FastBridge for progress monitoring.

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
2014-2015	8%	16%	76%
2015-2016	11%	19%	70%
2016-2017	11%	21%	68%
2017-2018	23%	19%	58%
2018-2019	21%	11%	67%
2019-2020 (Winter)	15%	16%	68%
2020-2021	25%	11%	64%
2021-2022	18%	3%	77%
6th Grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	10%	22%	68%
2016-2017	11%	18%	71%
2017-2018	32%	12%	56%
2018-2019	24%	16%	60%
2019-2020 (Winter)	15%	12%	72%
2020-2021	26%	16%	59%
2021-2022	18%	15%	66%

SuccessMaker Math Computation and Concepts & Applications

SuccessMaker is used to identify intensive, strategic and benchmark students in math computation and concepts and applications. The chart below gives you a look at how the school years were in 2012-2017 with AIMSWeb. In 2017-2020 our data was pulled from FastBridge. This year we started using SuccessMaker (SM). SM not only allows our team to see assessment data for our students, it also serves as an intervention program for our students. This intervention is created individually for each student. Lewis & Clark utilizes this intervention three times a week for each student. The last chart gives the reader a look at this year's SuccessMaker data.

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade Math Computation			
2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
2014-2015	10%	15%	75%
2015-2016	3%	16%	81%
2016-2017	9%	20%	72%
5th Grade Math Concepts and Applications			
2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
2014-2015	10%	15%	75%
2015-2016	5%	36%	59%
2016-2017	9%	38%	53%
6th Grade Math Computation			
2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	6%	30%	64%
2016-2017	9%	14%	78%
6th Grade Math Concepts and Applications			
2012-2013	9%	16%	75%
2013-2014	9%	14%	77%
2014-2015	10%	14%	76%
2015-2016	19%	19%	62%
2016-2017	15%	8%	77%
5th Grade Math CAP (Overall Performance)			
2017-2018	5%	10%	85%
2018-2019	22%	4%	74%
2019-2020 (Winter)	21%	12%	66%
6th Grade Math CAP (Overall Performance)			
2017-2018	0%	11%	89%
2018-2019	21%	15%	64%
2019-2020 (Winter)	22%	2%	76%
5th Grade Math:			
Level Average:	2021 5.54	2022 5.35	
Gain:	0.77	0.75	
6th Grade Math:			
Level Average:	5.98	6.16	
Gain:	0.57	0.73	

MAP Testing

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

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

2020-2021

5th Grade

Mathematics



Grade Report

Grade 5

Term: Spring 2021-2022
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	89
Mean RIT Score	222.3
Standard Deviation	15.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218.7
Students At or Above Grade-Level Mean RIT	55

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- 5mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Math: Math K-12	17	19%	11	12%	14	16%	23	26%	24	27%	221-222-224	15.9

Reading



Grade Report

Grade 5

Term: Spring 2021-2022
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CCSS 2010 V4 / Common Core State Standards English Language Arts/Literacy: 2010

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	214.2
Standard Deviation	13.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	211
Students At or Above Grade-Level Mean RIT	58

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CCSS 2010 V4 / Common Core State Standards English Language Arts/Literacy: 2010	12	14%	9	10%	19	22%	28	33%	19	22%	213-214-216	13.1

6th Grade

Math



Grade Report

Grade 6

Term: Spring 2021-2022
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	97
Mean RIT Score	227.4
Standard Deviation	16.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	222.9
Students At or Above Grade-Level Mean RIT	64

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	14	14%	13	13%	19	20%	22	23%	29	30%	226-227-229	16.6

Reading



Grade Report

Grade 6

Term: Spring 2021-2022
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms
Weeks of Instruction: 32 (Spring 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	98
Mean RIT Score	219.5
Standard Deviation	12.7
District Grade-Level Mean RIT	"
Students At or Above District Grade-Level Mean RIT	"
Grade-Level Mean RIT	215.4
Students At or Above Grade-Level Mean RIT	64

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Language Arts: Reading	11	11%	14	14%	22	22%	29	30%	22	22%	218-219-221	12.7

Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and Math. It took each class one week of testing to complete this assessment for all grade levels and classrooms.

Here are the results of the first report of the 2022 Smarter Balanced Tests.

2022 Smarter Balanced 5th Grade ELA/Literacy Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		90	2515 ± 10	Percent Count 24% 22 16% 14 34% 31 26% 23	60%
 Lewis & Clark Sc...		90	2515 ± 10	Percent Count 24% 22 16% 14 34% 31 26% 23	60%

2022 Smarter Balanced 5th Grade Mathematics Results

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient															
District		90	2514 ± 10	<table><tr><th>Level</th><th>Percent</th><th>Count</th></tr><tr><td>Level 1 (Red)</td><td>24%</td><td>22</td></tr><tr><td>Level 2 (Orange)</td><td>27%</td><td>24</td></tr><tr><td>Level 3 (Green)</td><td>18%</td><td>15</td></tr><tr><td>Level 4 (Blue)</td><td>31%</td><td>28</td></tr></table>	Level	Percent	Count	Level 1 (Red)	24%	22	Level 2 (Orange)	27%	24	Level 3 (Green)	18%	15	Level 4 (Blue)	31%	28	49%
Level	Percent	Count																		
Level 1 (Red)	24%	22																		
Level 2 (Orange)	27%	24																		
Level 3 (Green)	18%	15																		
Level 4 (Blue)	31%	28																		
Lewis & Clark Sc...		90	2514 ± 10	<table><tr><th>Level</th><th>Percent</th><th>Count</th></tr><tr><td>Level 1 (Red)</td><td>24%</td><td>22</td></tr><tr><td>Level 2 (Orange)</td><td>27%</td><td>24</td></tr><tr><td>Level 3 (Green)</td><td>18%</td><td>15</td></tr><tr><td>Level 4 (Blue)</td><td>31%</td><td>28</td></tr></table>	Level	Percent	Count	Level 1 (Red)	24%	22	Level 2 (Orange)	27%	24	Level 3 (Green)	18%	15	Level 4 (Blue)	31%	28	49%
Level	Percent	Count																		
Level 1 (Red)	24%	22																		
Level 2 (Orange)	27%	24																		
Level 3 (Green)	18%	15																		
Level 4 (Blue)	31%	28																		

2019 Smarter Balanced 6th Grade ELA/Literacy Results

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		99	2537 ± 9	Percent: 20% 27% 29% 23% Count: 20 27 29 23	53%
Lewis & Clark Sc...		99	2537 ± 9	Percent: 20% 27% 29% 23% Count: 20 27 29 23	53%

2019 Smarter Balanced 6th Grade Mathematics Results

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		99	2546 ± 10	Percent: 22% 26% 23% 28% Count: 22 26 23 28	52%
Lewis & Clark Sc...		99	2546 ± 10	Percent: 22% 26% 23% 28% Count: 22 26 23 28	52%

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Sixth and fifth grade students have band or choir at Lewis and Clark twice a week for 40 minutes. Our one formal concert was well attended and students worked hard demonstrating growth throughout the year. Lewis & Clark welcomed Mr. Mike Hamling last year to help guide our music program. In the short time he has been here, we have seen tremendous growth for our students.

Athletics

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

After School Learning Center

This year we held the After School Learning Center on Monday, Tuesday, and Thursday from 3:20-4:00. Students could volunteer to attend, be assigned by a teacher, or assigned by a parent. Students received assistance with their work and were given an after school snack and drink from our Parent Teacher Organization. The center was well attended with 4 to 16 students each session. We saw an improvement in attitude, work ethic, and grades in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

Service Council

We had multiple students involved in Service Council over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. The service council met every other week with the principal. Some of the activities they were involved with were: making announcements to classrooms, helping with teacher appreciation week, touring School Board members, working on projects to benefit students in need, working for the good of others, assisting around the school, fundraising for service projects, and serving as positive role models.

Fish, Wildlife, and Parks Program

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

Spelling Bee

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

Zaner-Bloser Handwriting Contest

The Zaner-Bloser handwriting contest was held in December. Students get to show off their cursive handwriting. One student's writing sample from each grade level was chosen to compete at the state and national level.

Snowshoeing

This year we continued into our sixth year of snowshoeing at Lewis & Clark School. Each class had PE with Mr. Lear where they learned how to put on the shoes, tighten the bindings, remove the shoes, and walk in the shoes. They then went through a Snow Disc Golf Course at the Pine Meadows Golf Course and had to navigate with directions and landmarks to get through the course with their team and disc. Big thanks to Mr. Russell and Mr. Cloud for their leadership in the snowshoe adventures.

I Love to Read Month

The entire month of February was dedicated to "I Love to Read" month through our school libraries and classrooms. The theme this year was, "ABC, 123, I Love to Read" and we had a variety of activities throughout the month to promote the love of reading. Both the 5th and 6th grade students took part in "Reading Buddies" and took busses over to Highland Park School where they read to 2nd, 3rd, and 4th grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books.

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. All stakeholders were encouraged to join us here at Lewis & Clark for the Museum. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent!

Talent Show

Lewis & Clark Elementary held its 12th Annual Talent Show this year. There were 17 acts and 28 students involved! Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. PTO provided treats for our Schoolwide SOAR rewards, and helped in our After School Learning Center.

PTO is also very involved in our Teacher Appreciation Week with bringing treats and special gifts for all staff. Our staff truly appreciates the kindness and dedication of PTO volunteers that contribute their time, energy, and care to our students, staff, and schools. We are very fortunate to have PTO involved with our schools; they contribute so much to our continued success.

Parents have also been involved in our school throughout the year with the Parent/Student Orientation (Virtually) and Open House the day before school starts (Virtually), Parent/Teacher Conferences, volunteering during school events such as fish dissection, lure making, fly tying, cow eye dissection, ice fishing, snowshoeing.

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

LEWISTOWN JUNIOR HIGH SCHOOL

Jeff Friesen

Lewistown Junior High School

Annual Report

2021-22

Jeff Friesen, Principal



We returned to a “more normal” pattern of education this year. LJHS remained at full capacity with no activity cancellations for the entirety of the school year! After a rocky start with last-minute staffing changes, we regrouped and had a solid school year. Our mission at the junior high continues to be to take elementary students and turn them into high schoolers. Even as we identify areas of improvement, the LJHS staff and students should feel proud of our successes this year. Our motto is “Where Excellence and Enthusiasm Collide” and we are staffed with personnel who have strong work ethics, compassionate attitudes and a mindset to continually improve. This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2021-22 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

Yellowstone Trip

Lewistown Junior High School went on *Expedition Yellowstone* this year from May 9th - May 12th. Mr. Shelagowski and Mr. Buehler escorted 27 students down to Yellowstone National Park. *Expedition Yellowstone* teaches students about the natural and cultural history of Yellowstone National Park, investigates current issues affecting the Greater Yellowstone Ecosystem, and promotes stewardship and preservation in the park and in home communities. Emphasis is on learning through direct experience in the outdoors. Students participate with teachers and parent chaperones in hikes, field investigations, discussions, creative dramatics, and journal writing.

Veteran’s Day Assembly – LJHS honored our veterans again this year during the Veteran’s Day Assembly on Thursday, Nov. 11. We were able to return to an “in-person” assembly after the COVID year. We had a great turnout at our assembly from area veterans. Our featured speaker this year was Lieutenant Colonel Zachary D. Manning. Lieutenant Colonel Manning is now retired after spending 20 active years as a fighter pilot in the US Air Force. We were proud to honor all of our veterans during this assembly that has become a part of the local tradition. It is our way of recognizing those that have given so much to our nation while teaching our students the importance of the sacrifices they have made.

ACTIVITIES

STUDENT ACTIVITIES

At the junior high we stress the importance of school involvement. For this reason we offer a number of clubs and activities to help students get involved beyond the classroom. Clubs and activities have proven to give students a greater sense of belonging to a school. This sense of belonging helps students with better attendance and ultimately, better grades.

Builders Club-The Builders Club is a service club that finds ways to help the school and community. Mrs. Blazicevich was the advisor for Builders Club. They operate the student store to raise money to purchase items to make the school a better place for the students.

Drama Club- This was a new club started this year. Several students met in the library and participated in a few activities led by Mrs. Poser-Brown in the library. They met on Tuesdays (and some Thursdays) during lunch.

MathCounts - The MathCounts program continues to have a strong group of students. LJHS sent 5 students to the State competition in February - a great showing from our school! The students participated against all classifications of Montana schools.

Running Club- The winter running club continued to be a success under the guidance of Ms. Walters. This group of students meets after school on Mondays and Thursdays, between the winter and spring sports' seasons.

Ski Club- The ski club was a great success with Mrs. Poser-Brown being the advisor. By joining ski club for a membership fee of \$35, students have the opportunity to join the club on one or all of the eight scheduled trips to Showdown. The membership covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel.

Student Council- This year's student council officers were: President - Pedro Martignoni, Vice President - Norri Solheim, Treasurer - Sydney Wichman, and Secretary- Sophie Lark. Ms. Walters was the advisor for student council. Each year the student council puts on dances, organizes spirit days and, of course, organizes Homecoming activities.

Parent Teacher Organization (PTO)- The PTO does so many things to support our school(s). Each year in the past they have helped sponsor the eighth grade dance, provided treats for the after school learning center, provided money for SOAR reward prizes and funded the purchase of the student planner books. We appreciate their support.

Recognition of Talent

Scholastic Awards Ceremony-We again ended the year by recognizing those students who have done well in meeting or exceeding the standards of our school. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. As a capstone, each year two students are selected for the DAR award. These two 8th graders are selected by staff and are exemplary of positive attitudes and a willingness to put forth an extraordinary effort. This year's DAR award winners were Rhett Comes and Holly Myers.

Talent Show - Five acts performed during the talent show. The talent show was followed by a slideshow put together by the Yearbook class.

Staffing

The junior staff welcomed a couple of new members to the teaching staff. The following made up the staff at the junior high:

Certified Staff

*Jake Rhoades.....	8 th Grade Social Studies
Jenifer Blazicevich (lead para).....	7 th Grade Special Education
Tasha Lahr (lead para).....	STAR Room Teacher
Matt Donaldson.....	7 th Grade Math
Maida Walters.....	8 th Grade English
Jocelyn Krogstad.....	Family and Consumer Science
Katie Wirtzberger.....	Art/Yearbook
*Dylan Buehler.....	8 th Grade Science
Lora Poser-Brown.....	Librarian (0.5 FTE)
*Karin Webb.....	8 th Grade Special Education
*Steve Ziegrowsky.....	Counselor
Jeff Friesen.....	Principal
Nicole Wichman.....	7 th Grade English
Brett Shelagowski.....	7 th Grade Science
Lauren Wright.....	Choral (0.5 FTE)
Chase Auger.....	Band (0.5 FTE)
Katherine Spraggins.....	8 th Grade Math
Brooke Zeiler.....	7 th Grade Social Studies

Classified Staff

Sara Peterson.....	Secretary
Misti Birdwell.....	Paraprofessional

*Bob Agostinelli.....	Paraprofessional
Cheryl Savinelli.....	Paraprofessional (one-on-one)
*Shannon Maxwell.....	Paraprofessional (one-on-one)
Tasha Lahr.....	STAR Room Paraprofessional
Cynthia Battrick.....	STAR Room Paraprofessional
Steve Kelly	Custodial
James Wright.....	Custodial
Beth Davis.....	Kitchen Staff
Sherri Sebek.....	Kitchen Staff
Mandi Kingsford.....	Kitchen Staff

*New staff at the junior high.

MTSS

The Junior High continues our commitment to the MTSS (Multi-Tiered Systems of Support) process. This process has helped us identify and show measurable progress of system strengths and weaknesses at LJHS each year. In addition, MTSS is our primary process for putting into place academic and behavioral interventions and supports for Tier I, II & III students. The MTSS team this year included: Nicole Wichman, Karin Webb, Katie Wirtzberger, Katherine Spraggins and Steve Zieglofsky.

District Goal Area 1: Measurable Student Achievement

The most important task in measuring student achievement is to routinely assess a variety of data. Though academic performance is the ultimate measure of success, there are a number of smaller data resources that help contribute to a positive learning environment.

Data from:

1. Daily attendance,
2. Classroom performance,
3. Benchmark and criterion referenced testing, and
4. Student management and school climate.
5. Curriculum and intervention effectiveness.

1. Daily Attendance - LJHS continues to promote daily attendance as one of the key factors to success in every student's education. We continue to strive for measurable progress in hopes of improving student daily attendance. The goals that we will continue to work on are:

- a. Provide incentives to reward and encourage good attendance
- b. Provide tools to assist parents in getting their child to school
- c. Create procedures in dealing with chronic absenteeism

Our goal for the 2021-22 school year will continue to be to use grade level team meetings to proactively identify attendance problems and communicate with parents on a regular basis regarding absences. Involving parents in the process, and providing them with support, has proven to be the most effective approach in addressing chronic absenteeism.

Our attendance rates were as follows:

	Enrollment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th grade	93	95.04%	91.58%	90.94%	91.37%
8th grade	93	90.79%	90.14%	90.73%	90.71%

2. Classroom performance- With each school year teachers face a new class of students with their unique knowledge and learning abilities. This continuous variety is why teachers assess progress on an ongoing basis. At LJHS we stress that homework, projects, quizzes, and tests are all a means of having students practice new knowledge and assess their progress. Grades are a means of measuring progress and motivating students to excel. Making the honor roll is a strong motivator for students. McDonald's continues to sponsor the posting of our Quarterly Honor Roll in the newspaper. At the end of the school year LJHS recognizes students who have maintained a GPA of 3.67 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

	First Year Recipients	Second Year Recipients
7th Grade	24	--
8th Grade	7	21

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

Gold Card achieved a 4.0 GPA or increased GPA by 1.0

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

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

3. Benchmark and criteria reference testing- NWEA MAP testing continues to be our benchmarking tool for student progress. NWEA provides schools with a number of report

options to desegregate the data on individual students and student groups and helps determine their potential on the state SBAC tests. Below is a chart that provides a set of data regarding projected growth. The NWEA MAP test is assessed up to three times a year to monitor student growth. Our task as educators is to seek the most effective means of helping each student progress with the targeted growth.

Grade 8

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010

Grade Report

Grade 8

Term: Winter 2021-2022

District: Lewistown Public Schools

School: Lewistown 7-8

Norms Reference Data: 2020 Norms.

Weeks of Instruction: 20 (Winter 2022)

Grouping: None

Small Group Display: No

Math: Math K-12

Summary

Total Number of Students With Valid Growth Scores	88
Mean RIT Score	231.1
Standard Deviation	15.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	228.1
Students At or Above Grade-Level Mean RIT	56

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Math: Math K-12	10	11%	17	19%	21	24%	23	26%	17	19%	229-231-233	15.6

Growth: Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010



GROWTH

Grade Report

Grade 8

Term: Winter 2021-2022

District: Lewistown Public Schools

School: Lewistown 7-8

Norms Reference Data: 2020 Norms.

Weeks of Instruction: 20 (Winter 2022)

Grouping: None

Small Group Display: No

Language Arts: Reading

Summary

Total Number of Students With Valid Growth Scores	88
Mean RIT Score	224
Standard Deviation	12.8
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	220.5
Students At or Above Grade-Level Mean RIT	64

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Language Arts: Reading	10	11%	5	6%	34	39%	22	25%	17	19%	223-224-225	12.8

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010



Grade Report

Grade 8

Term: Winter 2021-2022
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2022)
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	88
Mean RIT Score	224.1
Standard Deviation	13
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	217.7
Students At or Above Grade-Level Mean RIT	63

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	7	8%	11	13%	15	17%	26	30%	29	33%	223-224-226	13

Grade 7

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010



Grade Report

Grade 7

Term: Winter 2021-2022
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2022)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	92
Mean RIT Score	224.4
Standard Deviation	15.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	224
Students At or Above Grade-Level Mean RIT	48

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	17	18%	13	14%	24	26%	22	24%	16	17%	223-224-226	15.7

Growth:Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010



Grade Report

Grade 7

Term: Winter 2021-2022
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2022)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary

Total Number of Students With Valid Growth Scores	92
Mean RIT Score	217.9
Standard Deviation	14.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	217.1
Students At or Above Grade-Level Mean RIT	48

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	13%	20	22%	20	22%	27	29%	13	14%	216-218-219	14.1

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010



Grade Report

Grade 7

Term: Winter 2021-2022
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2022)
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Summary

Total Number of Students With Valid Growth Scores	92
Mean RIT Score	217.2
Standard Deviation	13.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	215.3
Students At or Above Grade-Level Mean RIT	49

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	15	16%	12	13%	21	23%	24	26%	20	22%	216-217-219	13.4

SBAC – Montana Smarter tests were administered in ELA and Math for all LJHS students. In addition, 8th grade students only took the Science test. Here are the results:

2022 Smarter Balanced 7th/8th Grade ELA Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 7 ELA - Summative	7	Spring 2022 (SBAC Summative)	91	2532 ± 10	 Percent Count: 29% 26, 27% 25, 35% 32, 9% 8
Grade 8 ELA - Summative	8	Spring 2022 (SBAC Summative)	90	2547 ± 9	 Percent Count: 20% 18, 34% 31, 41% 37, 4% 4

2022 Smarter Balanced 7th/8th Grade Mathematics Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 7 Math - Summative	7	Spring 2022 (SBAC Summative)	90	2524 ± 10	 Percent Count: 29% 26, 33% 30, 28% 25, 10% 9
Grade 8 Math - Summative	8	Spring 2022 (SBAC Summative)	90	2537 ± 10	 Percent Count: 37% 33, 34% 31, 16% 14, 13% 12

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2021-22 school year the MTSS team continued to make an effort to listen to our students through the MyVoice Survey and by active listening sessions with random Student Feedback groups. Areas that students felt needed improvement include:

Short Term goals -

- Increase school pride by updating and maintaining facilities - fix all drinking fountains, update locker room lockers
- Consistently reward positives - Attendance, Behavior, Academics (SOAR system)
- Make Student Council THE voice of the junior high
- Activity options for students during lunch free time
- Continue to keep dress code in handbook current and associated disciplinary issues consistent
- Quarterly recognition/awards ceremonies to celebrate and promote student successes

Long Term goals -

- Facilities - will be prioritized according to the bond levy
- Continue to brainstorm and formulate new clubs
- Refine Accelerated Reader

Positive/Negative Behavior Interventions - One of the primary goals of MTSS is to make student success a focus. A review of the MyVoice survey showed our school climate remains strong and continues to improve. There are a number of ways that we interact with and recognize students on a regular basis. For recognition, students were awarded with SOAR certificates and with the Renaissance program. And, each week teachers met by grade level to select 3 students who demonstrated positive/SOAR behaviors. For each of these students, a teacher would send a postcard home recognizing these behaviors. Advisory provides a place each day for students to connect with teachers. We also have provided several electronic outlets on the student website for students to have a “voice” if there is a need for more anonymity. This includes a counselor referral form, a bully reporting form and a form for school improvement ideas. A component of our Health/PE classes is the Power Up/Speak Out program. This is a very proactive approach by our counseling department and the PE department towards developing and maintaining healthy relationships among students.

With that said, there is still a requirement by MTSS to monitor Office Discipline Referrals (ODRs). Here is a breakdown by grade of documented referrals by the office and referrals submitted via our discipline-referral form by teachers.

	Major Office referrals	Minor Office referrals	Total Teacher-document referrals
7th grade	10	6	64
8th grade	12	5	104

5. Academic Interventions/Curriculum - An important piece of effective intervention and curricular decisions is the evaluation of student data. Our intervention system continues to be within the regular scheduled classes with IXL and monitoring MAP test scores to measure student progress.

Additional interventions include:

- a. After School Learning Center (ASLC) - ASLC was offered both during lunch and after school Monday thru Thursday. ASLC serves anywhere between 5 to 15 students each

session. Students that needed additional help or had 5 or more missing assignments were assigned to ASLC by classroom teachers. Data was reviewed to see which students this program was being effective with and which ones needed additional assistance.

b. Study Hall – Our study hall environment is an opportunity for students to get additional time to complete assignments and to work on organizational skills. A Tier 2 study hall was added in the second semester for 7th graders that were chronically behind with assignments.

e. Advisory – This is a proven strategy where teachers have a daily opportunity to meet with students to monitor student progress.

f. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in one of four different ability leveled classes (five different levels for 8th grade math). This process ability allows us to address the specific needs of students in a smaller setting.

g. Title Classes- The junior high offers leveled classes in both English and math. These Title classes provide more individualized instruction and smaller class sizes. The goal of Title classes is to address areas of academic gaps.

h. One-on-one instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently spend time with students during their lunches, before school, or after school to help students who are struggling with learning concepts.

Curriculum Offerings-

Offering as many electives as possible continues to be a priority at LJHS. In addition to offering an Ag&Tech class last year, we added STEM Physical, Fisheries, Digital Media Productions, Montana Geographical Information Systems (GIS) and Intro to Weightlifting. This gives students more class options and utilizes study halls to a lesser degree.

District Goal Area 2: Facilities

On a daily basis, we strive to keep the building in top condition and appearance to create a positive learning environment. New lockers for the locker room have been purchased and will be installed during the summer of 2022. The remaining hallway lockers were installed to make all lockers consistent. With the passing of the bond levy, our major focus will be educating through construction in the least disruptive manner. LJHS is appreciative of the Lewistown community supporting the growing and changing needs of education by approving the bond levy.

District Goal Area 3: Community and Parental Engagement

Working in and with the community helps create real life learning experiences, builds connections, and promotes a positive image of our school. Another important part of engagement is involving parents in their child's education.

1. Community Involvement - To be successful, education takes a community. At LJHS we see the importance of stepping out of the traditional setting and becoming involved in the community.

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

A. Infinite Campus- Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.

B. Google Classroom- All staff maintain Google class sites to provide access to assignments when at home.

C. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.

D. Facebook- LJHS continues to provide parents information about current events and changes through our Facebook page.

E. Activities - Parents regularly volunteer and help out where needed for different athletic and activity events.

District Goal Area 4: Technology

The most important aspect of technology is not how many computers you have, but how technology is implemented into instruction and management of our school environment. This year students were again issued chromebooks on a one-to-one basis. Below are some of the areas technology is utilized at LJHS:

a. Data collection with Google Forms has allowed us the opportunity to collect and manage data from, and on, student achievement. This data is easily shared and evaluated.

b. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently. This is also a primary means for us to deliver messages to parents.

c. Facebook and Remind - Parent Communication improved with the use of Facebook as a means of getting information out to parents. Facebook use by parents is vital to communicating almost everything and Remind is a texting tool that has been very helpful to students and parents alike in reminding them of upcoming events and updates.

d. Google Classroom - Teachers have all created a site for each of their classes. This was a crucial tool when dealing with an uncertain future during the school year. Google Classroom will continue to be used in the future on a full time basis.

e. Document sharing with Google Drive provides opportunities for students to edit their work and collaborate with a group on work. In conjunction with Google Classroom, also students can also electronically turn in assignments to their teachers.

f. Google Meet is an important part of teacher instruction. Google Meet is an easy to use video conferencing and recording tool used day in and day out by staff to share needed instruction to our students. It allowed teachers to maintain connections with students and allowed teachers to share their video recordings for students unable to attend live lessons.

District Goal Area 5: Highly Qualified Staff

One of the strengths of the junior high is our teaching and support staff. Not only do they all meet the standards of highly qualified, they are dedicated to helping students do their best. A high percentage of the certified staff have obtained a Master's level of education. This year we had five full-time certified teachers join LJHS.

Below are the staff changes at LJHS:

1. Certified Staff: Brooke Zeiler - 7th Social Studies, Dylan Buehler - 8th Science, Jake Rhoades - 8th Social Studies, Karin Webb - 8th SPED, Steve Zieglowsky - Counselor

District Goal Area 6: Fiscal Management/Responsibility

At LJHS we strive to base our spending on curricular and student needs. Over the last decade the junior high has seen a number of reductions to meet budget requirements. The staff at Junior High Staff continues to be fiscally responsible. This year we were able to continue supplementing our normal budget with ESSER (Elementary and Secondary School Education Relief) funds from the government. The bond levy will be a big priority in the upcoming years as we best meet our building needs in a fiscally responsible manner.

FERGUS HIGH SCHOOL

Tim Majerus

Fergus High School

2021-22 Annual Report

Tim Majerus, Principal
Paul Bartos, Assistant Principal/Athletic Director

The end of each school year provides a time to reflect and assess the challenges we've faced and the successes we experienced. Continued school improvement comes from honest conversations regarding our strengths and our weaknesses. These conversations took place throughout the school year in MTSS meetings and from collaboration of teachers during our PIR days. It's through a team approach that an organization can find the most effective solutions. This annual report is more of a narrative to tell the story of the school year than it is a collection of data. Please enjoy.

Fergus High Enrollment

2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
352	344	349	343	337	333	306	304	330	330	330	330

Distinguished School Award

Each year the National Association of ESEA State Program Administrators (NAESPA) selects schools from across the nation to be recognized as National ESEA Distinguished Schools. Fergus High School was selected as one of two schools to represent Montana. We were selected because of the significant improvement in our graduation rate from 2019 to 2021. What made this award even more impressive was the increase in graduation rate occurred during a time when COVID was disrupting our nation's education systems.

The selection came with a \$20,000 award. We had the option of spending this money on sending a group to the 2022 National ESEA Conference in New Orleans, but instead attended virtually and spent the balance to support our Title I programs.

Professional Development

Professional development is an important part of continued growth and self reflection throughout the school year. This year our professional development focused on self-care, positive student/teacher and teacher/teacher relationships, department meetings, and curriculum evaluation. The use of department meetings continues to assure cohesive instruction and goals as students transition through departments.

Course Offerings

This year we increased our dual enrollment opportunities by signing on with Dawson Community College. We made the switch to DCC because of their intention of offering courses at the Educational Center here in Lewistown. However, during the summer of 2021, DCC pulled out of Lewistown as quickly as they had come in. We stayed with our commitment to offer our dual enrollment courses through DCC for this school year. However, we will have three individuals attending the Dual Enrollment Summit in

Missoula this summer to explore our options for better serving students and assisting teachers who offer dual enrollment courses. During the 2021-22 school year the following dual enrollment courses were offered:

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Welding - Welding 110 - Welding Theory

Seven Advanced Placement courses were offered with a total of 95 students enrolled. **Advanced Placement results won't be available until July.** The following AP classes were offered this year:

- World History
- Government
- Calculus
- Spanish
- Chemistry
- English
- Physics

Providing remediation for our tier two students can play as important of a role in our education services as advanced classes do. This year we took a new approach to our Title I English classes. Instead of modifying the regular grade level English curriculum for our Title students, we established courses by ability at four different levels. Our English 100 through 300 classes focused on the remediation of reading and writing skills for freshmen through juniors. English 400 was for seniors and focused on reading and writing career readiness.

We also offered an Integrated Science course to help prepare the lower Tier 2 and upper Tier 3 students for Title classes in Earth Science and Biology. Through this remediation efforts we hope to see an improvement in future assessment data for the Tier 2 & 3 students.

The numbers in our CTE programs continue to grow as student interest in career preparation increases. Three years ago Fergus High School went from having one Agriculture Education teacher and one Industrial Tech teacher to two Agricultural Education teachers. Having two instructors has allowed the Ag Department to create more cohesive pathways. The Family and Consumer Science Department, with new teacher Megan Vincent, is developing new pathways to meet the increasing number of students interested in her department.

The Business Department has continued a number of traditional classes with Accounting, Personal Finance, Annual, and Business Math and has added two online computer classes. Applied Digital Skills is a free program from Google that provides online lessons for students to learn practical applications while working at their own pace. In addition to Applied Digital Skills, Fergus High offers online Computer Science and Coding classes. This was also the second year Fergus High School has been selected as a rural school to be sponsored by Amazon for these classes. Enrollment in both these online programs have increased slightly over the past two years and is showing a significant growth for the 2022-23 school year.

Fine Arts programs at Fergus High School are also showing some growth. Students are only required to complete one year of fine arts, but more students are choosing to continue with our Fine Arts courses of art, band, choir, and drama. Fine arts classes to earn their elective credits. The band classes have seen significant growth and enthusiasm under the direction of second year teacher Chase Auger while the drama class was brought back after a five year absence from our curriculum.

Another addition to the FHS course offerings this year was Intro to Education. This course was designed to provide students with an opportunity to explore their interest in becoming a teacher. Next year this course will be replaced with a four semester series of dual enrollment courses offered by Montana State University in conjunction with Montana Digital Academy.

Four years ago Fergus High School began working with the Department of Public Health & Human Services (DPHHS) in their Vocational Rehabilitation and Pre-Employment Transition Services (Pre-ETS). With this program, Fergus High School is provided assistance in helping students in five categories; job exploration counseling, work-based learning experiences, counseling on transition or postsecondary education, workplace readiness training, and instruction in self-advocacy. In addition to providing these services, representatives from DPHHS came to Lewistown on a monthly basis to meet with students and their parents to discuss services that are provided beyond the school year and graduation. Fergus High School receives more than \$40,000 annually for providing these services.

This was the fourth year that FHS offered the HiSET Option Program to seniors who, because of life circumstances, would come up short on credits for graduation. This year two students participated in the program and were able to successfully complete the requirements to graduate with their peers. To prepare the students for the five exams we utilized the Essential Education program to prepare students for the five HiSET exams. Essential Education is one of only two programs approved by ETS (HiSET organization). This program has been a success as long as our strict application process is followed, allowing only those students who have a strong desire to take advantage of this opportunity to graduate.

This was our second year of offering the Structured Learning Room (SLR). This classroom provides structure for students whose identified disabilities interfere with their learning, and the learning of others, in a regular classroom environment. Students were assigned to SLR for specific classes or, in some cases, the whole day. The goal was to provide academic success and behavioral support. The grades of the students assigned to SLR showed dramatic improvement and office referrals declined sharply.

Beginning this year we increased our counseling from 1.3 to 2.0 FTE in order to help increase our focus on the three content areas of school counseling; academic, career, and social/emotional development. One important role of school counselors is to teach the Signs of Suicide (SOS) program in November and December. *“S.O.S. is an Evidenced Based Program that teaches middle school and high school students how to identify peers and/or themselves that may be showing signs of suicide and help and resources that are available.”* (Montana OPI website) The counselors were available after each classroom session and met independently with students who needed one-on-one counseling instead of the group

presentation. The increase in counselor FTE also provided more time to work with students on academic and career pathways. I'm pleased with the decision to expand our counseling staffing.

Academic Performance

Assessment is an important part of continued improvement. As is the case with class enrollments of one hundred students or lower, each student counts as one or slightly more than one percentage point when assessing data. For this reason we rely more on trends than changes seen from one year to the next.

The data below shows MAP reading scores of freshman and sophomores and ACT results taken by every junior. The freshman and sophomore MAP scores are categorized by the grade level they were in when they took the spring assessment and the ACT scores of juniors are identified by the year they will graduate. This year's juniors are the class of 2023 and were freshman in 2020 and sophomores in 2021.

Spring Reading Comprehension Scores				
Year	Grade	Tier 1	Tier 2	Tier 3
2022	9	85%	9%	6%
	10	79%	12%	9%
2021	9	72%	19%	8%
	10	54%	10%	6%
2020	No Spring Data Collected			
2019	9	55%	11%	10%
	10	68%	13%	8%
2018	9	69%	13%	9%
	10	56%	10%	9%
2017	9	63%	11%	10%
	10	67%	11%	11%

Average ACT Scores Taken Their Junior Year										
Class of	English		Mathamatics		Reading		Science		Composite	
	<i>Fergus</i>	<i>State</i>	<i>Fergus</i>	<i>State</i>	<i>Fergus</i>	<i>State</i>	<i>Fergus</i>	<i>State</i>	<i>Fergus</i>	<i>State</i>
2017	18.0	18.5	20.1	20.0	20.3	20.3	20.0	20.2	19.7	19.9
2018	19.3	18.6	20.3	20.0	21.8	20.7	21.2	20.2	20.7	20.0
2019	18.3	18.3	20.5	19.8	20.7	20.3	20.8	19.8	20.2	19.7
2020	16.6	18.3	18.8	19.6	19.3	20.3	18.6	19.6	18.4	19.6
2021	16.6	18.3	18.6	19.6	19.1	20.1	19.2	19.8	18.5	19.6
2022	17.8		19.8		19.7		20.0		19.5	19.9
2023	16.4		18.7		19.0		19.0		18.4	19.9

School Climate

The sense of belonging at school is an important factor in a positive learning environment and a desire to attend school on a daily basis. One of our school-wide goals continues to be to provide a positive school climate. Part of achieving this goal is to involve students in the decision making process. Throughout the school year the administration met with student council members to discuss ideas and Advisory teachers held discussions with all students

during their Advisory period. In April the student council held an Eagle Pride Workshop to evaluate the information gathered in the My Voice Surveys, topics of discussion with all students during scheduled Advisory periods, and from their meetings with administration. One student council member's comment that stood out to me was that the students' pride is at the highest level in his high school career. He continued that it was not only in sports, but in the classrooms, and hallways. Below is a summary of the student council's activities.

Student Council 2021-22 Year in Review

Submitted by Michelle Trafton and Meggan Cirrincione

The Student Council had a very successful and busy year, beginning immediately in the fall with the officer elections and the start of activities for the 2021-22 school year.

The Student Council remained very active in the fall with homecoming activities, including hallway decorating, spirit week dress up days, float decorating, coronation, the pep assembly, the parade, fall activity/sporting events, and the formal dance!

Meetings continued through the year as Student Council members worked on recognitions for staff as well as two Fergus Eagle Recognition Assemblies for students. Recognition categories included: Students of the Month, Club Recognition, Sports Recognition, Advisory Attendance, Student Voice, Student Awards & Achievements, Staff Recognition, Students/Staff in the News, and the Kindness Drawing.

Winter Spirit Week was a success with the dress up days and recognition for speech, drama & debate, basketball, wrestling, cheerleading, and the band at the send off assembly for Divisionals and State.

The junior class officers, along with their junior class, junior staff advisors, and prom coordinator put an immense amount of time, planning, and work into their junior/senior prom through Butter Braid fundraising for the decorations and supplies. They also worked throughout prom week and for a full day to decorate the gymnasium for their Midnight in Paris prom as well as preparation for the grand march and coronation. The sophomore officers served at the prom and several sophomore officers and students cleaned up the day after prom. The prom consisted of the coronation, grand march, prom dance, and after prom party (put on by the junior parents). The entire week of prom was a success with high attendance and a lot of fun!

This year, the Student Council also put a great amount of time and work into finalizing and completing the Fergus High School Student Council Bylaws to create a framework for Student Council processes, procedures, and plans moving forward.

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Student Council wrapped up their year with an Eagle Pride Workshop to gather input from students to present to administration. They presented Student Voice survey results from each Advisory class (including categories of Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, Confidence to Take Action), thoughts and ideas from this year that students enjoyed with ideas to carry forward, ideas for welcoming Freshmen next year, Student Council Bylaws, Homecoming planning for next year, and their 2021-22 Student Council Legacy. A few of things that were brought forward and mentioned at the Golden Eagle Workshop were to bring back the Club Fair so students can learn and be more involved and connected throughout their year, having more student recognition on the school monitors throughout the year, having more communication between students and teachers through possible use of information bulletin boards, and adding more activities for students.

Student Council students and several other students were involved in the end-of-year Fergus High School Awards Ceremony, including Blue & Gold Awards and leadership awards for our members who have dedicated their time and efforts this year in Student Council and their thoughtful service to the student body.

The 2021-22 Student Council worked diligently this year toward their goals for student involvement, leadership, and school spirit. They found some things that worked very well throughout this year and plan to continue some of these ideas, such as more student involvement in homecoming hallway decorating by including individual locker decorating and themes for each class, acknowledging and spreading kindness through the use of the kindness awards & drawings, recognizing students and staff for all kinds of in-school and out-of-school accomplishments, including each class (freshman-senior) in a variety of ways for student events, having Student Council elections in the spring, and focusing each spring on the improvements that have been made throughout the year as well as areas in need of improvement to carry forward to future years. It was a very successful and innovative year, and we are proud of the Student Council officers' accomplishments and their service to our school, student body, and staff!

Technology

If there was anything positive that came from the pandemic it would be the manner in which schools utilize technology. Teachers learned through the pandemic era of distance learning the value of using Google Classroom for posting and turning in assignments and utilizing an online method for assessment.

During the pandemic we had assigned students individual Chromebooks for the school year. The staff has agreed that the best practice is to have Chromebooks available in each classroom with spare Chromebooks being made available at a central location to be checked out for the evening. This practice requires more devices be available, but avoids the issues of students forgetting their Chromebooks at home, having a device with inadequate battery life, or a device that has been damaged.

Parental Engagement

A change for this year was the new format for parent/teacher conferences. Instead of the open schedule where any parent could come in and wait for an opening with a teacher, we created three meeting rooms for a team of teachers and scheduled meetings with the parents of students who were struggling. There were 18 thirty minute time slots for each

meeting room. For the spring conferences we had four meeting rooms with 8 time slots for each.

Another addition in the Fall was to have teachers conduct individual conferences with each of their students over the two weeks before conferences. These individual meetings addressed student successes and areas in need of improvement. After meeting with their teachers the students were asked to share with their parents the notes from the individual meeting.

The teachers felt that the team approach to parent conferences were highly effective, there was still a need to allow an opportunity for those parents who didn't receive an invitation to attend a conference. Teachers also felt that the individual student/teacher meetings were important, they did take a lot of class time to complete.

Summary

As I come to the end of another school year and to the end of a career in education, I'm proud to say that Fergus High School is on a positive trajectory of academic and career opportunities, school environment, and teacher collaboration. Early in my career I was told by a veteran administrator that the key to success is to surround yourself with good people. Fergus High School is staffed with certified and classified staff that have chosen a profession in education to provide opportunities for the youth of our community. They are "good people" truly committed to student success.

During my four years at Fergus High School we've experienced a number of traumatic circumstances. With each experience the staff and students came together with support and understanding. The increase in positive school pride comes, in part, from the positive things that are happening in our school, but also from the shared experiences of staff and students and the experience of getting through it together.

I extend my gratitude to the LPS staff, board of trustees, and Central Montana community for their support during my eighteen years with Lewistown Public Schools. Most importantly, my appreciation goes out to the three decades of students who have humbled me with their dedication, resilience, and unpredictable youthful energy. It's been an honor to serve the Lewistown community.

A handwritten signature in black ink that reads "Tim Majerus". The signature is written in a cursive, slightly slanted style.

Tim Majerus, Fergus High School Principal

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Paul Bartos

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

2021-2022
Year End Report

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

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

Some of the many HIGHLIGHTS for the 2021-2022 school year include:

The Academic All-State Awards sponsored by the Montana Coaches Association (MCA) reinforce the importance of academics to our student athletes. To qualify for an award, an individual must earn a varsity letter in athletics and maintain a 3.5 grade point average during the respective quarter of participation. For the 2021-2022 school year we had a grand total of **128** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-08; Football-10; Cross Country-10; Wrestling-07 ; Volleyball-14; Boys Basketball-14; Cheerleading-08; Track and Field-20; Tennis-15; Softball-12; and Golf-10.

The 2021-22 Fergus High School **Band** program kicked off the school year with marching band performances. The bands marched down Main Street for the homecoming parade, accompanied by the junior high school bands. Later that evening, the Screamin’ Eagle Marching Band gave a halftime performance of “80’s Around the World” during the homecoming football game. The fall pep band season consisted of 6 total performances for football and volleyball.

The Screamin’ Eagle Pep Band’s winter season consisted of many energetic nights playing for the girls’ and boys’ basketball teams, following them to Billings to play at divisional tournament. Having won the divisional championship, the pep band also traveled with the boys’ team to Missoula for state tournament, performing at their 3 games, including the state

championship. The Fergus Percussion Ensemble was even able to perform a song during the halftime intermission during the championship game.

On the concert side of the program, the band of 44 students performed 3 concerts for the community: a holiday concert in December, a “classical”-themed concert in March, and a video game theme for May. In addition to these regular performances, the bands attended Eastern A Band Festival in Laurel, where they received 2 Superior ratings and 2 Excellent ratings from adjudicators. Three students represented Fergus High in the Eastern A Honor Band, and 2 more represented our school in the Eastern A Percussion Ensemble.

The band performed 2 pieces for District 8 Music Festival in April and received “Straight Superior” ratings. Thirteen students performed solos for adjudicators, and of that group 11 were eligible to perform at State Music Festival in Billings. Nine soloists received Superior ratings at State Festival.

The Fergus High bands ended their wonderful year by performing at the graduation ceremony with “Pomp & Circumstance” as well as a chosen senior song. Mr. Auger wishes the nine graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

The 2021 Fergus High School **Golf** team ended the season with 8 girls and 16 boys. The first practice was Thursday August 12th and the State tournament ended on Saturday October 2nd. We attended 10 tournaments in all: 4 were JV only, 1 was JV and Varsity combined, and 9 were Varsity only which included the Divisional and State tournaments in Sidney and Polson, respectively.

The girls’ team placed 6th at the Divisional Tournament in Sidney, MT with no All-Conference Honors. Three of the 5 qualified as individuals to play in the state tournament. They competed as individuals at the state tournament which was held in Polson, MT. All five girls that played in the divisional tournament, plus our alternate, earned their Letters.

The boys’ team placed 4th at the Divisional Tournament in Sidney, Montana, with no All-Conference Honors. They competed in the state tournament in Polson and placed 7th as a team. None of the boys earned All-State recognition. All five boys that played in the divisional tournament, plus our alternate, earned their Letters.

Coaching was done by Brett Thackeray (tenth year with the team, eighth year as head coach) and Keithon Walter (eighth year as assistant coach).

The 2021-2022 **Speech/Drama/Debate** season finished at State! It’s a daunting two day competition with several levels of elimination. Our Drama team shone like the supernovas they are. In Pantomime Jasper Fairchild secured her third straight State Championship, taking 1st place. In Dramatic Theatre, she and Logan Baldwin also dominated, taking 1st place in their first year of competition as a duet. This put the teams overall standing in Drama at fifth place in the State of Montana Class A. Their teammate Olivia Tucker worked very hard but was eliminated in the Semi-Finals competition. The Fergus debate squad brought a lot of pressure to their arguments. Julia Kunau secured her dominance by competing in the finals round against a senior debater from the West. Despite her stupendous abilities and determination, she lost her debate, but still ranked second in the Lincoln Douglas debate for Class A State. An absolutely

heroic achievement. She is now the most feared Lincoln Douglas debater for upcoming competitions. Her teammates Gracie Howells and Rachel Comer were equally fierce in their arguments, but were defeated in the preliminary rounds. The Speech squad did very well. Only Catherine de Guzman was able to take a medal. She placed eighth in Impromptu speaking. Her teammates Tommy Brandon, Zeke Baumann, Chloe Baumann, and Leah Naber Y Rosario were eliminated in preliminary rounds but are all determined to dominate their events in the fall.

It was a wonderfully exciting experience to be back in person for this year's competitions. Coach Lee Stahl and the Team are looking forward to recruiting the next generation of competitors and expanding the fear embodied by our fierce and formidable teammates.

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The Student Council remained very active in the fall with homecoming activities, including hallway decorating, spirit week dress up days, float decorating, coronation, the pep assembly, the parade, fall activity/sporting events, and the formal dance!

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The 2021 **Football** season is a season to remember. This group of boys made a decision to commit to the weight room and our off-season workouts. Because of their improved attendance the football team had one of our best seasons in program history.

Our first game of the year was on the road in Glendive. The boys were nervous but anxious to get the season going. That game was a monumental win for our program. We battled adversity on the road and found a way to beat a very good football team. This team started preparing for the season back in March. For them to see their hard work payoff gave this group all the confidence they needed.

The varsity ended the season 8-2 winning a home quarterfinal game and qualifying for the State Semifinals for the 1st time in 20 years, where we eventually lost to the State Champion Hamilton. Our biggest win of the year was beating Billings Central for the first time in 3 decades on the road. Our 2 losses this year came to Laurel and Hamilton who were the eventual State Championship Game participants.

After the biggest win of the year came the biggest loss of the year. That weekend we lost the heart and soul of our football team, Dylan Morris. By sticking together and our Family approach, this group of young men found a way to push through and overcome this tragedy. The best word to describe this team is resilient. We are confident that this group will go on and do great things in the world. Coach Lear is honored and proud to be the head coach of this football team. They earned the respect that they deserve, because of the hard work and "Win the Day"

approach they had on a daily basis. This 2021-2022 Fergus Football Team will be remembered for years to come as the team that put Fergus Football back on the map.

The 2021-2022 Fergus **Girls Basketball** season was the first season under Head Coach Newell Roche. Coach Roche was assisted by Steve Foran, Thom Webb, and Nicole Wichman.

Ultimately, we came up one win short of where we really wanted to be. All year we talked about getting to that Saturday morning game and giving ourselves a chance to go to state. Win that game and you're in. We got there but just couldn't finish it. To the girls' credit, none of them have even seen Saturday at the tournament. They had never gotten there. It was good to get that close. Now, we just need to take the next step. It was a fun year. We really took a step forward as a program and raised expectations. We expect to do well next year-move up a little bit and challenge some of those top teams a little more. These girls won three games last year. This year we won nine. Next year we want more. This is a great group of girls and being around them every day was two of the best hours of the day. It was a group effort as far as coaching. We are all looking forward to next year and continuing to build this program.

The Fergus Golden Eagles 2021-22 **Cross Country** team demonstrated grit and determination throughout their season. Nineteen girls and five boys participated in the 2021 season. The girls' varsity team shifted runners throughout the season but consistently in the top seven were Ava Robinson, Becca Birdwell, Megan Vaughn, and Bethany Householder. Kylee Peterson and Winnie Phansombun were often running in the top seven. The seventh spot changed between Katie Gaines, Ida Bokemeyer, and Catherine de Guzman. The girls' varsity placed 4th at divisional and 9th at state. The top time of the season went to freshman Ava Robinson with a 21:19 in the Helena 7 on 7 meet. Freshman Becca Birdwell was not far behind with a 21:32 run at State in Missoula. Seniors Winnie Phansombun, Katie Gaines, and Cora Pavlovick ran their 4th and final season and all three attended the state meet – Phansombun and Gaines running on the state team and Pavlovick attending as team manager. The entire girls' team exhibited young and talented runners with a high potential for continued success in upcoming seasons.

What the boys lacked in numbers, they made up for in effort. All five boys ran to fill out a varsity team. However, without a 6th and 7th runner, they faced a disadvantage against other full teams. Dalton Haugen led the boys' team with a season best time of 17:55 run at the Miles City Invitational. Kaden Gardner improved drastically and continued to improve his PRs throughout the season. The boys earned 8th place at divisional and 17th at state.

The teams were coached by first year head coach Maida Walters and assistant coach Regan Bold. Coaching the high school team was a new learning experience for both coaches and one that both immensely enjoyed.

The 2021-22 Fergus **Boys Basketball** season was the seventh season under head coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 22-2 and were regular season Conference Champions, Divisional Champions for the first time since 1988, and advanced to the state title game for the first time in 34 years dropping a heart breaker to Butte Central 61-58 on a 30 ft. shot as time expired. The state tournament saw the Eagles defeat Hamilton in the first round, and followed it up with a thrilling win over Dillon with Bryce Graham hitting the go ahead shot with four seconds remaining in the game. At the divisional tournament, the Golden Eagles picked up wins over Hardin and Laurel, before defeating Dawson County in the championship game. School records were set for wins in a season, team 3 pt. percentage, and total rebounds. Fischer Brown set the individual points scored record for a season, and Bryce Graham became the all-time leader in assists. Royce Robinson and Fischer Brown were selected All-State, and Bryce Graham along with Robinson and Brown were named to the All-Conference 1st Team. Luke Clinton was selected 2nd Team All-Conference and Nolan Fry earned Honorable Mention All-Conference. Robinson, Brown, and Graham were all selected to play in the HIT tournament at the conclusion of the season, featuring the top basketball talent in the state. Robinson was selected the tourney MVP in leading Class A to the tournament title. The Golden Eagles were led by seniors Bryce Graham, Luke Clinton, Nolan Fry, Christian Karhi, and Chance Fields. Juniors Royce Robinson, Gage Norslien, Matt Golik and Avery Crouse all lettered and contributed a great deal to the team. A strong sophomore class of Fischer Brown, Maxx Ray, Brody Jenness, Trajan Sparks, and Kieran Netburn earned their letters and will be relied on for significant roles next year. Thirteen of the fourteen lettermen earned Academic All-State honors. Twenty-seven athletes participated in the program. Kylie Moline, Melissa Biddisson, and Luke Derheim served as team managers. The JV team finished 19-0 while the freshman team went 12-6.

The **volleyball** program under the direction of Head Coach Adrienna DeCock saw another increase in turnout this season - 35 girls tried out for the high school squad; 26 players made it through tryouts for the C-squad, JV, and Varsity. Projected numbers for the program are looking good with Junior High participation staying steady. The program is not graduating any seniors this season; all starters will hopefully be returning next season. The Golden Eagles also saw a new face in the coaching staff as Lesley Kassmier (2004 Fergus Graduate) joined the program as the C-squad coach.

After graduating seven seniors last year, there was a lot of learning to do with our younger players; however, they all did an amazing job of stepping up to the next level. There were some bumps along the way, but we improved each week. With everyone returning, and having no seniors this season, we will be able to continue where we left off.

We were happy to be back at the Divisional Tournament and went 2-2 losing to Dawson County two matches short of making the state tournament. Varsity ended with a season record of 7-13 and a conference record of 2-6.

Earning 1st Team All-conference and All-State honors was junior Brooke Weinheimer; Honorable Mention All-Conference honors went to junior Rylee Armstrong. Not only is there an expectation for excellence on the court, but also in the classroom, and 7 out of 8 players earning a Varsity Letter this season earned Academic All-State honors; maintaining a 3.5 GPA or higher throughout the season (first quarter).

Our sub-varsity teams both had great seasons. C-squad, under Coach Lesley Kassmier, finished the season 10-3 and JV, under Coach Paige Nash, finished 8-5. Both squads showed lots of improvement over the season and we are looking forward to next season to pick up where we left off, and continue working towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2021-2022 **Wrestling** team was coached by Brendon DeCock and assisted by Robert Wallace. Wyatt Blythe was a volunteer assistant.

We had a very young team this year after graduating a very good class of seniors last year. We were not just young, but green as well. We had many kids that have never wrestled before. We were stacked up in the middle weights and had very few light weights which made duals difficult. It was nice to be back into a regular season again and hit tournaments and see all schools, AA, A and BC. We grew much throughout the season and by the end, kids were starting to figure things out. Our numbers to start the year were very good but were plagued by injuries. We took 11 kids to divisional and advanced 8 to the state tournament. We placed 3 wrestlers at state.

This is also the first year that Fergus High School offered girls wrestling. We had four girls come out and they stuck with it all year. We capped off their season with placing 2 out of our four girls.

We had 2 seniors.

- Kason Olson - 2nd divisional and 2nd state
- Payson Jensen

We had 2 juniors

- Damen McCord
- Jett Boyce - 4th divisional and 4th state

We had 10 sophomores

- Wyatt Elam - 2nd divisional and 2nd state
- Liam Gordon
- Caden Ferdinand
- Jake Simac
- Christian Wolfe
- Carson Nelson
- Byron Lopez
- Carson Lotan
- Quinn Boogman
- Kate Maxwell - 5th state

We had 6 freshman

- Andrew Kuhlmann
- Zac Chinn
- Kyle Sannar
- Peyton Hartford
- Rebecca Birdwell - 5th state
- Lidia D'Hooge

The 2021-22 Fergus High School **Cheer Team**, featuring twelve Varsity Cheerleaders and one Mascot, had an outstanding season!

Jennifer Pfau (Head Cheer) and Rayna Phelps (Assistant Coach) coached the Cheer Team. The team had a slow start to the season due to COVID (missing almost a month in the fall) and all but two cheerleaders were new to the program (including three foreign exchange students from Germany), but what the team lacked in experience they made up for with hard work, dedication, and great attitudes! Throughout the year the Cheer Team stayed extremely busy practicing 2-3 times each week, as well as cheering at all home football, volleyball, and girls' and boys' basketball games. They also cheered on our teams at two football playoff games and divisional and state basketball tournaments. It was quite an exciting basketball season, helping to cheer our boys' team onto a 1st Place finish at Divisional and a 2nd Place trophy at State. In February, 96 elementary school kids participated in Junior Cheer Camp.

In March, the team hosted CheerFest – the largest high school cheer, dance, and mascot competition in the state! The Fergus Cheer Team took home the following awards: 1st Place in the Mascot Division – Mitchel LePage; 1st Place Class A Cheer Team – Fergus; All-Around High Point Cheer Team Winner – Fergus! This is only the third time that our program has won the coveted All-Around High Point Cheer Team trophy, which means our Cheer Team scored the highest for their team performance out of all the schools in all classes that participated.

At the Annual Awards and Recognition Night, the following awards/plagues were presented:

Most Valuable Cheerleader – Skyler Zufelt
Outstanding Cheerleader – Aaliyah Koenig
Most Improved Cheerleader – Hanna Schubert

Mr. Chase Auger, Band Teacher, was also recognized at the Award Night as an “Honorary FHS Cheer Team Member” for his outstanding leadership of the Pep Band and his enthusiasm leading the band and entire crowd in cheering with our team!

This 2022 **Track** season had its ups and downs. Our girls' team took second at the divisional meet in Lockwood with 86 points. Rylee Armstrong had a great meet winning four of her five events. She won the 100 hurdles, 300 hurdles, long jump and triple jump. She took third in the 100 meter dash. Ida Bokemeyer also has a great meet taking second in the long jump, third in the 100 hurdles and fifth in the 300 hurdles and triple jump. Aniya Ross took second in the shot put, fifth in the javelin and sixth in the discus. Sam Schiuchetti took third in the 300 hurdles. Lidia D'Hooze took fifth in the discus and Chelsie Brand took sixth in the shot put. The girls 4x100 relay took fifth.

The boys had a tough meet scoring 26 points and taking ninth. Gage Norslien took first in the 300 hurdles. Sean Zimmer won the discus. Jett Boyce took fifth in the 110 hurdles. Matt Golick took 6th in the javelin. Kyler Fleming took sixth in the high jump. The boys 4x100 relay took fifth.

At the state meet, the girls took 8th with 20 points. Rylee Armstrong took second in the triple jump, fourth in the 300 hurdles and fifth in the 100 hurdles and long jump. Aniya Ross took fourth in the shot put.

The boys took 13th with 11.5 points. Gage Norslien took fourth in the 300 hurdles and

sixth in the 110 hurdles. Sean Zimmer took fourth in the discus. Matt Golick took fifth in the javelin and Kyler Fleming tied for sixth in the high jump.

Helping Coach Olson with the track program were Coaches Vic Feller, Gary Cecrle, Orin Johnson and volunteers Mike Hamling and Suzie Flentie.

Next year could be a good year for the Fergus Golden Eagles as all of our main placers are underclassmen.

The 2021-2022 Golden Eagle Fastpitch **Softball** team finished with a 12-13 record, 2nd place at Divisional and another trip to the State tournament in Hamilton. The young squad improved dramatically over the year as it started the season 1-7, then went 11-6 the second half of the season, including a win over Glendive at Divisional and a dramatic win over Park at State. Post season honors this year went to Sophomore Eliazar Southard earning All-State and 1st Team All-Conference, Senior Shelby Sannar-1st Team All-Conference; 2nd Team All-Conference players were Junior Karolyne Southworth, Freshman Jaden Martin, and Freshman Kiya Foran; Freshman Kloe Southworth earned Honorable Mention honors. This year's team was coached by Mike Mangold, Kirsten Miller, Jeremy Long, and McKenzie Morgan.

The 2021-22 Fergus High **Tennis** team returned to the courts on March 14, 2022 under the direction of first year co-head coaches Sherry Breidenbach and Shannon Fisk.

Coaches Breidenbach and Fisk are both Fergus High teachers coaching their rookie tennis seasons together. There were no assistant coaches this year.

This tennis season was mighty in enthusiasm and girls but smaller in numbers, specifically in the boy's ranks.

The Fergus High Tennis Team fielded

	<u>Girls</u>	<u>Boys</u>
Freshmen	2	1
Sophomores	7	4
Juniors	1	1
Seniors	<u>5</u>	<u>1</u>
	15	7

Eighteen players earned varsity letters during the 2021-22 season.

The Class A Northeast Divisional Tournament was held in Glendive. All players competed hard, with one player, sophomore Skylar Rutten, earning a berth at the State A Tournament; one girls' doubles team came within one match of competing at State.

The team competed in seven overnight invitational tournaments. The players should be commended for their hard work and resilience, as Spring 2022 was consistently cold, windy, and rainy resulting in one cancellation and many delays during invitational play.

Overall, the players and coaches learned a lot about tennis, teamwork, and sportsmanship this year (along with how to layer clothing for inclement weather). Coaches Breidenbach and Fisk are excited to build numbers and grow their team from the solid base of enthusiastic returning tennis players.

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

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

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

Respectfully submitted,

Paul Bartos
Vice Principal/Activities Director

ASSESSMENT

Thom Peck

May assessment report will provide a District-wide perspective and each school will be a little more specific to the school and/or grade level. We made a few critical changes that actually date back to the 2019-20 school year and I really believe those changes in our assessment program helped us come out of the pandemic much better than most schools. Those change before the pandemic involved increasing our Reading and Math time and putting those classes more in the prime part of the school day at all three elementary schools. The Leadership Team felt that our test scores really did not reflect our student achievement that we saw on a daily basis in the classroom. Full disclosure on my part, I feel we formally test kids too much and some of that is due in part because we are either federally or state mandated to test kids but I think it is in excess. Our kids are much more complicated that what a mandated test typically evaluates and I believe classroom instructional time should be kept to a premium. Most of the assessment we have added has been more intervention driven and more targeted to individual student needs.

That being said we have changed our assessment program, especially at the elementary level. We use Dibels at all three elementary schools. Dibels is primarily a test to measure reading fluency. At Garfield, in addition to Dibels, they have really emphasized teaching phonemic skills or letter sounds. They use the Haggerty Phonemic Awareness program. They have seen great progress in this regard and they have been able to target specific skills for certain kids. Another very targeted intervention program used at Garfield and Highland Park, the Sonday program, is a comprehensive reading and math program. This is more of a formative assessment and is based more on classroom observations and assessments. The tasks are all timed and are shorter in duration. This allowed the students to stay longer in the classroom yet we witnessed very good gains specific to each student. At Highland Park this year, we added 2nd grade to our MAP Progress Monitoring assessment. We MAP benchmark test three times each year – Fall, Winter and Spring – in both Math and Reading. I believe MAP tests drive our instruction better than any other test and challenges our students to improve. At Lewis and Clark Elementary and Lewistown Junior High, we also use another targeted intervention assessment tool called SuccessMaker. This assessment is designed to identify students at the intensive, strategic and benchmark level in math computation and math concepts/applications. Math has always been a tough area for our upper elementary and junior high students. We believe SuccessMaker will help our students' progress more rapid and gives those students in the intensive and strategic areas that extra push. Finally, the State mandated test SBAC is used for grades 3-8 for reading and math. This test is always done in the spring of the year. In my opinion, this is the worst test but it is the only mandated test.

At the high school level, we conduct the ASVAB test which is designed for kids going into the Military to find their areas of interest and ability. We also use the SBAC for grade 11 Science, as well as, MAP progress monitoring. The State mandated test is the ACT for juniors. The ACT was meant for college bound students but every junior takes the ACT at least once and the State provides funding for the first time students take the ACT.

The other assessment tool we use, district-wide is MTSS or Multi-Tiered Systems of Support. Lewistown Public Schools have been heavily involved with MTSS since 2013 and this year, we were fortunate enough to be one of 7 school districts in Region 2 and 3 to receive a MTSS grant for three years - \$7500 for the 2022-23 school year, \$20,000 for the 2023-24 and 2024-25 school years. We use MTSS to provide Tier I, Tier II and Tier III supports for English Language Arts, Math, Behavior and Social Emotional or Whole Child. There is a District Implementation Team and each building has a Building Implementation Team. Typically, the District Team meets twice a month and the Building Teams meet twice a month to review data, determine needs of our students, interventions for students and student progress. All of the previous assessment tools are used and combined by our MTSS Teams. We have seen significant growth in academics, behavior, and now whole child learning with the MTSS system. I believe the umbrella aspect of MTSS is the most relevant and comprehensive assessment tool we have.

In my opinion, longitudinal data is more important in analyzing how well our kids are improving, especially in the grades K-8. We look for trends in all of our assessments and the emphasis is always on improving. Each year, the benchmark for students increases in our MAP and SBAC scores. It still looks like our test scores should be better and we will continue to look for ways to improve our test scores while providing more targeted intervention classroom instruction.

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2021-2022 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2021-2022 school year proved to be another year of change, challenges, and successes. The pandemic and all that has come with it have added to and emphasized the many complexities of School Finance. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office.

Main Business Office Functions:

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

Highlights of the year included:

- Excellent Audit Report
- Navigating ESSER II and ESSER III Federal Funding due to the Coronavirus Pandemic
- Passage of the Elementary Bond Levy

Goals for the Future:

It is always my goal to continue to streamline processes in the District and this will be a continued process. As a department, we continually evaluate our procedures as we look for ways to improve our operations. Our ongoing goal is to become more efficient while maintaining a high level of accuracy.

My primary goals for the upcoming year include:

- **ESSA Coding Compliance:** As part of the new ESSA Federal requirements, schools with more than one physical location are required to report all expenses by school building code. Three years ago we completed a major overhaul to several of our district-wide account codes and reported under these codes on the Trustee Financial Summary for the first time this August. This is an ongoing project, as the rules for reporting are continually changing.
- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring

platform was put in place in 2019-2020. The software is not yet being used to its fullest, but will create efficiencies that will assist better communication and processes for payroll.

- **Purchasing Review:** It has been many years since our purchasing process has been reviewed. Over the past 10 years we have introduced credit cards as a form of payment and the use of more and more online purchasing. While this can be very convenient, it has led to some challenges. It is our goal to review our processes and set up better guidelines so that we are ensuring that we are spending tax dollars responsibly.
- **Student Activities Financial Management:** It is my goal to ensure that training and education take place to be sure that we remain finding-free in both the Junior High and High School Student Activities accounts. I plan to meet with our “new” Athletic Director to set a better budgeting process for the High School Student Activities.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will continue to replace manual processes used in the past. The Business Office staff has taken several trainings to improve our use of the software. We intend to move to iVisions, a web based version of our software, in the near future. We are currently in the process of moving to being hosted off-site, which is essential for the security of our data.
- **Budget Training (ongoing):** It has been several years since training was provided to the Principals and Classified Administrators on budget reporting. I plan to implement one-on-one training this year to improve this process. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department. It is my intent in all Leadership Meetings to convey our budget to the best of my ability and to remain as transparent as possible.
- **Cross-Train Business Office Employees (ongoing):** As with all businesses, we need to make sure our positions are not reliant on any one person. Each Business Office employee is creating a list of duties that will be used to determine a cross-training plan for those duties that cannot be neglected. This is a continual work in progress. We recently added hours to a current employee to assist with payroll functions, which will provide additional cross training in that area.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many rules and reporting requirements that our District is required to follow. I plan to continue to attend various training seminars as offered and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.
- **Address the need for Human Resource Staffing:** The overlap between the Business Office and Human Resources duties has grown. Eliminating the Curriculum Director and CMEC Director positions, making the Superintendent Secretary part-time registrar, and the significant turnover in staffing has increased the workload on the Business Office. We did add a few hours to a current employee to assist with payroll functions, which has help, but it likely will not be enough going forward.
- **Bond:** The Board ran a Bond Election in November 2021 to improve facilities districtwide. While the HS Bond failed, the Elementary Bond did pass. I learned a great deal about bond financing and purchasing, but the real test will be as we move forward over the next 3 years of construction. I will need to remain diligent in the required reporting for bond projects.
- **ESSER Funding:** The District has been given ESSER I, ESSER II and ESSER III funds

from the Federal Government as a result of the Coronavirus Pandemic. ESSER I was expended in 2020-2021, but there are still remaining funds in both ESSER II and ESSER III. The funds will need to be spent over the next two years, so time will be spent identifying needs, prioritizing and ensuring that we are spending the funds as set forth in the Law. I and the Administrative Team are working diligently to ensure that those items being paid for out of ESSER funds do not cause us to run over a fiscal cliff when the funds are no longer available.

- **Classified Salary Matrix Review:** We have contracted with Associated Employers to conduct a classified salary matrix review. Upon receipt of their findings, the Classified Salary Matrix review team will begin meeting to discuss the possibility of implementing changes to that matrix, being mindful of budget constraints, but allowing LPS to be competitive in the job market.

Review of Board Objectives

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

OBJECTIVE 1

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

Status: All staff members need to be taught to look for ways to streamline our operations. Many improvements have been made in the past few years, including implementing a district-wide printer maintenance contract and implementation of substitute use of the time clock. We also use our Accounting software to generate the following years' contracts, a process that used to be updated manually. The focus at this point is to continually evaluate the effectiveness of new processes implemented and continually look for other ways to improve. Since we have "decentralized" our purchasing, it is important to take time to educate all staff on purchasing processes to eliminate "hidden" expenses related to purchasing (shipping, personnel, etc.). Educating staff is the area that we in the Business Office need to focus on more than we have in the past due to so many options in online purchasing.

Current objectives in this area include:

- Training for Administrators and Staff on the Purchasing Process
- Use of Accounting Software to Streamline Processes
- Cross-Train Business Office Employees
- Review the Purchasing Process and identify areas of improvement/cost savings

OBJECTIVE 2

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

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

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

Current objectives in this area include:

- Continued Budget Training for Principals and Directors
- Continued Budget Report Training for Secretaries
- Educational Sessions to the Administrative Team regarding the different Funds and how they may be used
- Attend Staff Meetings, as requested, to share budget information
- The new Athletic Director has requested to utilize the software for budgeting athletics. We will continue to work toward getting this in place.

OBJECTIVE 3

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2023).

Status: The 2023 Legislative Session will likely prove to be an interesting one. As we recover from the Covid Pandemic and the resulting inflation, it will be seen how our State government will respond. As it stands currently, the inflationary increase is a set amount not to exceed 3% each year (MCA 20-9-326(2)). The actual inflationary increase provided in the past 10+ years has never been the full 3%. There will likely be more decisions that will need to be made at the local level to meet budget and carefully consider increasing taxes, both permissively and as a request to voters when necessary. As always, we will need to continue to be transparent and conscientious when setting the budget each year. As a District we have many organizations lobbying on our behalf, but the Board should continue to consider its involvement in the next legislative session. If Trustees do desire a “strong and influential presence” as the stated objective indicates, it is my recommendation to begin identifying stakeholders, opening communication channels, and establishing relationships in the very near future.

OBJECTIVE 4

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

Status: The District currently cooperates with neighboring districts for technology services and hopes in the future to be able to bring back the Construction Academy. We will continue to aggressively seek out opportunities to share resources whenever possible. Acquiring the Central Montana Education Center Building and implementing Agreements with the University of Providence and Job Service is another way that the School District is providing opportunity in our community. We have also hired a HiSet Examiner and provide those services to the community and Nexus using the Adult Education Fund.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office is increasingly feeling the burden of the complex world of school finance. In addition to that, many Human Resource duties are falling on us. With budget reductions made in the District, Legislative decisions, Federal mandates, and the “Great Resignation” impacting staff turnover, there is increasingly more being put on our plates with the same number of staff. Each year, we strive to improve communication, streamline processes, integrate new technology, and become better than we were the year before, but it is becoming very challenging to do so. We have dependable, hard-working, competent employees and I am thankful for all of the sacrifices they make. I look forward to working through these goals and challenges with them in the coming year.

Curriculum

Thom Peck

The 2021-22 school year was the fourth year that Principals and I shared Curriculum duties. COVID did set our time-line back but we were fortunate enough with the outstanding effort of Mr. Lewis (English Language Arts) and Mr. Ventresca (Math) we were able to update our ELA and Math Curriculum materials, including online resources, for Grades K-8. The last time those materials were updated was 2009. I would like to thank all of the teachers that served on those two committees for their tireless work and multiple meetings away from the classroom and their family. In addition, I worked with Steve Olson and Orin Johnson to research new curricular materials and matched them to the current Montana Health Enhancement standards. We were able to update the junior high curriculum including textbooks and online resources for the junior high Health Enhancement. We will update the high school the following year because Steve is considering retirement after next year. One of the things that we learned through the pandemic was that people need people – teachers need to be around kids, kids need to be around other kids and our teachers are much healthier emotionally and mentally when they are with their colleagues. One aspect of our professional development and curriculum that we will continue to emphasize is the Whole Child Instruction, including the mental and emotional health of our students and staff. For the 2022-23 school year we will focus our professional development on the ELA and Math and implementing the new materials and begin to look at our Montana Standards in Business Education (grades 7-12) and Science (K-12). Further, we will return our focus to incorporate Standards Based Curriculum and Grading training with Alliance for Curriculum Enhancement (ACE). This is a huge endeavor that was curtailed during the pandemic and we will continue this process in the 2022-23 school year and most likely, into the 2024-25 and 2025-26 school year. This will demand teachers and administrators to give up valuable classroom time to attend the trainings and embrace this huge paradigm shift with fidelity.

It is important to remember that curriculum development is a cycle and continuous process, especially with our monster move to Standards Based Curriculum and Grading. We have some serious catch up to do with specific curricular areas that we lagged behind due to past history and the pandemic. We will continue with our KinderSteps program at Garfield. We try to keep the class load to 11-12 students in the program and we feel this has been very beneficial to students. Families have spoken very highly of the program. In addition, we will continue to pursue a Pre-K program for 3-4 year olds and target those identified Special Needs students once we have space at Garfield. This will take some of the stress of our Head Start program and area daycare programs. We will also continue with our Self-Contained Life Skills or CARES Special Ed program at Garfield, Highland Park and eventually, Lewis & Clark Elementary. This program is designed for our high risk Special Education students. We feel the Program meets these students' needs and also, helps the regular education teacher by narrowing the spectrum of needs of the regular classroom students. This allows for more Differentiated and personalized instruction. We continue to add electives at LJH and are working toward eliminating or reducing our study hall periods. We have returned to the A/B Schedule at LJH which allows students to take more elective classes. This past year we offered an Ag Tech class taught by Ms. Rianda from FHS, a STEM Physical Science, a Fisheries class, Digital Media Productions class, a Montana GIS class, and a Introduction to Weightlifting. The additional electives have been very beneficial to students be have found these classes have helped our student-teacher

relationships. At Fergus High School, we will continue the EMT National Certification Class offered to Seniors at FHS by the Central Montana Medical Center. This program has provided a hands-on, relevant, Career Readiness class that has benefited students. This year FHS offered Advanced Placement classes in World History, Government, Calculus, Spanish, Chemistry, English and Physics. Advance Placement Classes given an opportunity for students to take an exam in the spring and depending on their score, students can get college credit. In addition, FHS offers dual credit classes in English 12 -College Writing 101, Advance English 11 – Writing 101 - College Writing, Pre-Calculus – Math 121 - College Algebra, Advanced Biology – Biology 160/161. Welding – Welding 110 and beginning in the spring of 2023, we will offer a Teacher Education CTE pathway through MSU, Gallatin College and Montana Digital Academy - EDU101US Teaching and Learning. This program will offer 5 courses or an equivalent of a semester at college at a fraction of the cost. We can use our Montana Education Opportunities grant to help families pay for the courses. Finally, we hope to offer more relevant, hands-on, Career Readiness courses offered through our Central Montana Education Center and Dawson Community College, the Montana Digital Academy and hopefully, MSU-Great Falls Vocational College that will lead to student internships and/or apprenticeship programs. We believe both of these providers can offer not only FHS students but the entire area, job readiness skills, Certification in Skills and even Associate Degrees in many areas. We are working very closely with the Montana Department of Labor and American Jobs for America's Youth (AJAY) to set up job apprenticeships or internships with area employers. Fergus High also offered a different approach to our Title I classes to help with remediation for our Tier II students in English, Integrated Science, and Social Studies. Our numbers in FHS Career and Technical Education classes continue to grow in our Ag classes and Family and Consumer Science. Lastly, we will continue our Pre-Employment Transition Services class to get junior and senior students ready for the workplace and we will also, continue our HiSET Options program.

MAINTENANCE

Jason Fry

Facilities & Maintenance Annual Report

Fiscal Year 2021-2022

During fiscal year 2021-2022 the district decided to utilize an owner's representative to help manage the bond design process and Hulteng was selected. It was then decided it would be most beneficial to the district to bring on the General Contractor early on in the design process through an RFP/RFQ. Sletten Construction was selected and by bringing them on early it helps keep the overall project within budget. The classroom edition for Lewis & Clark will begin in late summer of 2022 with the L&C gym and Junior High additions to follow. In January of 2022 I was officially signed up with the Department of Labor to be a Facility Director Apprentice. Because of my years of experience I am going through the program on a competency basis and helping develop the curriculum. Classes started in April of 2022. Once the classroom work has been completed I will become a Journeyman Facility Director and a mentor for any future apprentices going through the course. The Apprenticeship is going to be available to high school aged students as a pre-apprenticeship program which can give them credited hours in multiple skilled trade apprenticeships. The Journeymen title will be nationally recognized.

Completed Maintenance Projects 2021-2022:

- Painted Parking Lot at FHS
- Gear Box Cooling Tower
- LED Working Lights on FHS Stage
- Auditorium House Lights
- Lead in Schools Program
- Shed for FHS
- LED Classroom upgrade

Completed Contract Projects 2021-2022:

- Seal Main Parking lot FHS
- Sidewalk / Drainage Lincoln
- Carpet / Tile Highland Park and FHS
- Service Entry Doors Junior High
- Pump / Filter for Football Field
- Quiet Room Door Highland Park

The summer of 2021 started with Red Clay Construction sealing all the cracks then applying two coats of sealant on the FHS main parking lot. District Maintenance painted the parking lot and altered a few parking spots to make easier access to the back of FHS gym for emergency response vehicles. Casino Creek Concrete replaced the Lincoln Building sidewalk along Janeaux Street. This included ADA required curb cuts at the intersections of 6th / 7th Avenues and a new retaining wall. Casino Creek Concrete also fixed the drainage issues we have had on the staircase going to our lower parking lot, this repair

included a drain pit with an eight inch outlet pipe. This project was paid for with the help of the Lewistown TIF District. In August the Maintenance Team installed new LED fixtures in the Center for Performing Arts. This included high bay working lights for the stage and new house lights. We utilized color temperature changing LEDs to accommodate the multi-functional use of the area. With the new LED lights we also updated the look of the house light pods by replacing all the plastic waffle style drop in ceiling sections with black ceiling tiles. This change has a great new look and the ceiling tiles help with acoustics. Nearing the end of summer we had a failure with our cooling tower at FHS. We had to remove the gear reducer for the fan and have Fabians re-build the internals. It was replaced just in time for Cowboy Poetry.

We utilized ESSER funding to tackle a few projects over the summer: Smart's Abbey Carpet replaced worn-out carpet at Highland Park and at FHS with floor tile/carpet. We had Birdwell Builders replace the service entry doors and boiler room doors at the Junior High, they also installed a door from our cares classroom into our quiet room at Highland Park. The State of Montana instituted a new Lead in Schools Program in 2021. The program came with the need to extensively map plumbing fixtures in all school buildings. This included any faucet that someone would consume water out of or prep food. The numbers came back surprisingly well for the age of our facilities. We had one fixture at Garfield, two fixtures at Highland Park, three fixtures at Lewis and Clark, one fixture at the Junior High, and four at Fergus High School. Any fixtures that tested higher than 0.005 mg/L were rectified as soon as possible and we are in compliance with the state.

Recently Good Earth Works out of Billings installed a new pump for the football field irrigation at FHS. With the pump a variable speed drive was installed and qualifies for a Northwestern Energy rebate. The old pump was worn out and inefficient. At the tail end of the school year the maintenance department had to level off an area outside of the gym at FHS for a new storage shed. This included anchoring railroad ties for a boarder and bringing in crushed gravel. To finish the fiscal year we installed color temperature changing LED fixtures in a classroom at FHS. I believe these types of fixtures will be best for the classroom setting and want to test out one classroom first.

2022-2023 Goals:

- Track and Tennis Court Maintenance
- Finish Facility Director Apprenticeship
- Continue to Focus on the Bond
- Work on ESSER Priorities

SCHOOL FOOD SERVICE

Amie Friesen

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



ANNUAL REPORT 2021-2022

The 2021-2022 School Year was filled with small returns to normal. All meals were served in the school's cafeterias, and we saw a sharp return in participation for the entire year, we were able to provide traditional school meals to our students. Working as we do within all six of the district buildings, lots of communication and team work was essential for the success of Food Service. We try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs. Lunch participation climbed to 60% this year. Breakfast was around 26%. The school received full sponsorship for meal as we worked with Government authorities to attain funding through the "Seamless Summer Option".

PARTICIPATION

Please refer to the enclosed statistics within this report for actual numbers. Charts are included for both regular year participation and universal free meal participation.

Meals

- This year it was necessary for School Food to attain funding for meal distribution through the Seamless Summer Option. The SSO sponsored free meals for all students for the entire year. The name of the program is misleading as it was actually the program that sponsored food service through the school year. Throughout this school year, all schools were open for full attendance with meals, once again, returning to the cafeterias. Despite the increase in production and the same number of staff members as we have had in the past, we were able to serve scratch meals from our kitchen as always. A variety of service models were continued including Breakfast After the Bell, and Grab-n-Go breakfasts.
- The traditional lunch count seen for the year increased in comparison to last year by an average of 148 meals per day! This is a substantial number when multiplied throughout a school year. We served a total of 136,831 lunches and were very pleased with our lunch numbers. We attribute the lunch participation increase to the funding the District received to sponsor free meals, and an increase in enrollment. The District's average daily student enrollment increased by an average of 49 students from the previous year. School Food was happy to see such an increase in the lunch participation.
- Breakfast participation leveled out from our explosive increase last year. Our meals were within a 12 count fluctuation from last year. We served a total of 56,134 breakfasts. The Breakfast after the Bell format is so successful that all schools will continue to participate in the program next year.
- We believe our program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well-being of our students. In an effort to recapture breakfast participation, we plan to add several new menu items next year. Studies show that students like cycle menus, as it allows them to look forward to their favorite meals, but we also want to provide variety.
- School Food proposes that there be an increase in student meal prices appropriate to the inflation we are experiencing in our economy. For the 2021-2022 school year, we consulted OPI to arrive at appropriate prices. In deference to current economic hardships, we propose to leave adult meal prices the same. Meal prices will be as follows:

	Lunch Reg	Lunch Red	Breakfast Reg	Breakfast Red
Adult	\$4.00	X	\$2.25	X
JR/SR 7-12	\$3.50	\$0.40	\$2.25	\$0.30
Grades K-6	\$3.30	\$0.40	\$2.25	\$0.30

- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Allergy considerations were extremely difficult to manage District wide with all the varied schedules and locations. Communication with families is essential so student safety. With a growing awareness of food intolerances, last year School Foods provided up to 12 custom made meals for students on any given day.
- We are proud to continue to use locally grown beef in our schools. School Foods is aware of the need for community support within our District. In an effort to give back to the community, and, additionally provide superior products, we purchase locally sourced beef.
- The number of daily earned lunches provided to adults during the regular school year was 5386, amounting to \$21,544 of support to the district. This number is down by 287 as we return to normal eating patterns. There are not as many teachers required to do lunch duty on a daily basis with students back in the cafeterias. Earned breakfast was also provided for teachers assisting special needs student. A total of 50 earned breakfast were provided amounting to \$100. School Food Service greatly appreciates the staff supervision of students during meal periods at each school.
- There were no earned lunches provided for students this year as all meals were fully funded. In a regular year, we are happy to treat our lunch room helpers to a free meal. The kids show a sense of ownership in the lunch program when they participate on the service level.
- Due to constant changes in regulations requiring larger portions and additional fruits and vegetable, School Foods has been experiencing an increase in funds spent on supplies. Additionally, there has been a sharp increase in prices for food. Despite this, School Foods ended this year with no need for a transfer from the General Fund to acquire a positive balance. In recognition of the economic hardships many schools are facing, the Seamless Summer Option Program offered increased reimbursement rates. The additional assistance was greatly needed! We will continue to creatively work to hopefully reach a positive balance at the end of next school year.

School Closure

- School closures were at a minimum this year as students were able to attend in person.
- The same meals served in school were offered to students out of school whenever necessary. This includes students with disabilities who need meals served at home.

A La Carte

- Statistics show that our a la carte choices have proven successful with a profit of \$9760.15 between both secondary schools. Although our profits were substantially less than in the past, we still consider our a la carte program to have been successful considering that all meals were free. The A La Carte items purchased were in addition to the free meal that each student was entitled to.
- Our a la carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- The new federal mandates from the Healthy, Hunger-Free Child Nutrition Act continue to provide us with more and different challenges as far as portions, required foods, nutrition, serving style and budgeting for the increases. The regulations were slightly relaxed mid-year after much public comment but we chose to proceed with caution. The A La Carte program has seen the most changes over the last two years. There are further policies coming for all food entities within the school district including vending, concessions, fundraisers and classroom activities. School Foods will continue to strive to meet all of these requirements as economically as possible.
- In an effort to meet new government requirements, our a la carte menu has gone through several transitions in the last 2 years. We are now required to maintain the same nutritional standards in the a la carte line that are implemented in the main lunch line. We anticipate a drop in profit for subsequent school years due to predicted changes. We are working hard to find snacks within these guidelines that the students will find as appealing as the previous menu items.

CATERING

- The value in dollars from the catering facet of our operation this year was amounted to \$5285.80. This was an increase of \$3485.80 from last year! Many of the events that we have traditionally catered returned to us this year.
- This year, School Foods continued to only charge the cost for materials for any catering events paid for out of student activity accounts or other district accounts. In the past catering fees were applied to these entities.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

- The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate and use local professionals as situations arise. During this school year, were able to keep our equipment costs to a minimum by only purchasing replacement parts for our hot carts and other various small ticket items. These purchases were much needed and raised the efficiency level of operations. This year, we replaced many small kitchenware items in all of the schools. In the past, our staff members were working with defective items or simply lacking needed implements.
- School Food received a grant for \$5000 from the No Kid Hungry Program. We used the money to purchase a much needed 3 door reach in freezer. This freezer has allowed for better monitoring of inventory and storage of delicate baked goods.
- Infinite Campus remains as our accounting and application processing program. 2 years ago we upgraded all of the School Food Service POS terminals. Next year we will need to change many of our processes to accommodate a 2.0 version of Infinite Campus that will be implemented in the Food Service portion.
- Infinite Campus provides the integration of information that our families and staff need to access meal accounts, streamline application processing, and make reporting reimbursement claims easier. The online payment feature, and the automatic messaging system, assists families in keeping their meal accounts current.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our district website. Our technology department is always improving the opportunities for families to keep in touch with their students' activities via the electronic media.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

SAFETY

- This year, all Food Service employees completed the continuing education hours required of them by OPI. Employees with a contract of 19 hours or less per week, must complete 4 hours of continuing education. Staff members with a contract of 20 hours or more per week must complete 6 hours of continuing education. Thankfully, the MSU Extension Agency hired a new employee to replace Denise Sielstad. Because of this, the Agency was able to offer us our own private 4 Hour Serve Safe Class. In the Spring, the Agency also provided an ethnic cooking class for the employees who needed 6 hours of

continuing ed. These events occurred after shift hours for many of our employees. The commitment our staff showed to the health and safety of our program by participating in these after hour classes should be commended.

- This training was tracked and paid on an hourly basis. Each employee was responsible to attend the courses required of them. If they chose not to participate in the offered classes, they had the option to arrange and pay for their own continuing ed.
- The level of employee participation showed the Safe Schools training to be a success for our employees both financially and educationally.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at our kitchens without any “findings”.

PERSONNEL

- This year we are left with seven open positions to be filled for next year. We are working hard to replace these positions over the summer break. The intent is to have a full staff to begin the 2022-2023 school year. Advertisements for positions are being reviewed to, hopefully, find ways to market School Food as an employer. At the end of this year, a flyer was sent home with all students advertising District employment opportunities. We have an excellent community in our staff and are fortunate to be provided with benefits and fair wages.
- Our loyal and committed staff does an excellent job of training new people. The result is that our operation functions at a top level of efficiency.

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

Amie Friesen, Director

*“We serve education everyday.”
We think food because kids can't think without it!*

SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA

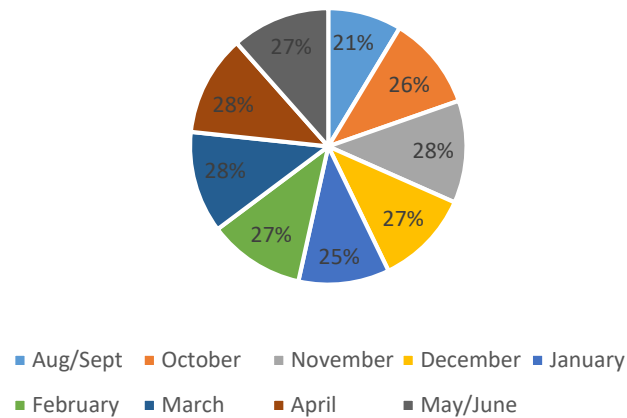
2021-2022

SITE: District Summary

MONTH	STUDENT							ADULT			TOTAL	# DAYS
	PAID	FREE	REDUCED	SNP	SUM	SSO	TOTAL	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	0	0	0	0	0	6428	6428	1	1	2	6430	26
October	0	0	0	0	0	5986	5986	15	2	17	6003	19
November	0	0	0	0	0	6240	6240	18	0	18	6258	18
December	0	0	0	0	0	5162	5162	10	1	11	5173	16
January	0	0	0	0	0	6190	6190	0	0	0	6190	20
February	0	0	0	0	0	5901	5901	0	3	3	5904	18
March	0	0	0	0	0	7274	7274	0	2	2	7276	21
April	0	0	0	0	0	6526	6526	1	2	3	6529	19
May/June	0	0	0	0	0	6371	6371	0	0	0	6371	19
TOTALS	0	0	0	0	0	56078	56078	45	11	56	56134	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.
Aug/Sept	1205	247	21%
October	1205	315	26%
November	1217	347	28%
December	1214	323	27%
January	1223	310	25%
February	1221	328	27%
March	1225	346	28%
April	1227	343	28%
May/June	1224	335	27%
AVERAGES	1218	322	26%

Percent of Monthly Breakfast Participation



SCHOOL FOOD SERVICE

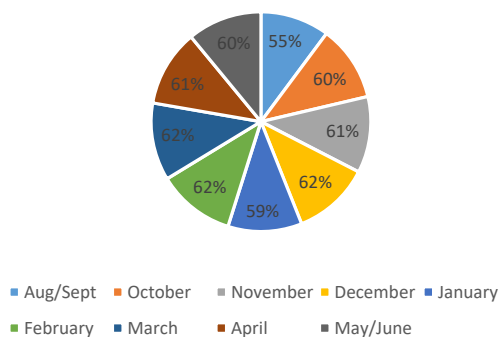
LUNCH PARTICIPATION DATA
2021-2022

SITE: District Summary

MONTH	STUDENT						ADULT			TOTAL	# DAYS	
	PAID	FREE	REDUCED	SNP	SUM	SSO	TOTAL	EARNED	PAID	SUBTOT		ST+AD
Aug/Sept	0	0	0	0	0	17340	17340	676	434	1110	18450	26
October	0	0	0	0	0	13840	13840	580	271	851	14691	19
November	0	0	0	0	0	13367	13367	707	272	979	14346	18
December	0	0	0	0	0	12044	12044	491	273	764	12808	16
January	0	0	0	0	0	14481	14481	600	270	870	15351	20
February	0	0	0	0	0	13643	13643	566	292	858	14501	18
March	0	0	0	0	0	15978	15978	669	329	998	16976	21
April	0	0	0	0	0	14300	14300	583	259	842	15142	19
May/June	0	0	0	0	0	13861	13861	491	214	705	14566	19
TOTALS	0	0	0	0	0	128854	128854	5363	2614	7977	136831	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.
Aug/Sept	1205	667	55%
October	1205	728	60%
November	1217	743	61%
December	1214	753	62%
January	1223	724	59%
February	1221	758	62%
March	1225	761	62%
April	1227	753	61%
May/June	1224	730	60%
AVERAGE	1218	735	60%

Percent of Monthly Lunch Participatinon



SPECIAL EDUCATION

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2021-22**

CHELSEY ROGERS, SPECIAL EDUCATION DIRECTOR

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

The following chart indicates the number of students with disabilities served in Special Education programs, Preschool through Grade 12, reported on the annual October Child Count, across the last nine years. These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. You will notice a slight increase in numbers for the 2021-22 school year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184
2016-17	127	48	175
2017-18	132	49	181
2018-19	133	54	187
2019-20	117	49	166
2020-21	123	46	169
2021-22	120	54	174

Many issues relative to Special Education and services to students with exceptional needs touch the entire educational arena in the Lewistown Public Schools. Selected topics which interline with the District's 2021-2022 Goals and Strategic Objectives include the following:

Goal Area 1: Measurable Student Achievement

Strategic Objective – Multi-Tiered Systems of Support (MTSS): CMLRCC staff continue to provide support of MTSS teams throughout the Lewistown School District. This is to ensure interventions programs are in place to provide students the ability to achieve academic goals.

Strategic Objective – Intervention Programs: CMLRCC services providers were key supports in areas related to evaluation and intervention planning for students with autism, speech and language services, occupational therapy, and service to students with intensive emotional and behavioral needs. Occupational therapists through Rock Creek Teletherapy, and Speech Pathologists paired with district special education teachers to design collaborative IEP goals and interventions supported both during therapy sessions and throughout the week in classrooms, resulting in a higher level of intervention for students. CMLRCC continue to share their knowledge on Autism and are able to conduct the ADOS 2 screener which demonstrates success.

Strategic Objective – Graduation: Fergus High School collaborated with Vocational Rehabilitation and Blind Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities and, early in the fall, found this funding source to be available. Students were signed up to receive these services and funding was consistent throughout the school year. The high school continued its efforts to provide creative and flexible program design to meet individual student needs, and provided students real-life job opportunities and experiences in the Lewistown community. A job readiness curriculum was implemented with great success in order to prepare and provide students with real-life job opportunities during the school year.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. This year brought many challenges and provoked a new mind-set in the way services are delivered. District staff and CMLRCC specialists, worked together to design, deliver, evaluate, and re-design service models for students with very high and unique disability-related needs.

Goal Area 2: Facilities

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

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers met with Case Managers and Administration to discuss student progress and student need. The CMLRCC team will continue to share newest information on an annual basis. In addition, the CMLRCC Director will continue to update CMLRCC websites as a tool for staff and the public who want to learn more about the Co-op.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: This year CMLRCC has had to contract out for Occupational Therapy services. This is an agency out of Billings. Teletherapy services require an E-helper whose role is to help with technology and ensure the students have the correct materials to complete lessons created by the OT. Each school has provided adequate technology to ensure our students receive the services we are obligated to provide.

Strategic Objective – Staff Development: CMLRCC related service providers use a wide range of teaching tools and support students and staff in assistive technology devices, transferring their skills and knowledge to others in support of children in the district.

Goal Area 5: Highly Qualified Staff

Strategic Objective – Professional Development: In response to district needs, professional development activities were designed to support teaching, paraprofessional, and administrative staff. MANDT training was offered two times in person which accommodated all staff certifications. This training provides skills for individuals supporting students with challenging behavioral needs. Also, a training was conducted focusing on Functional Behavior Strategies, ADHD Self-Regulation, Communication, and the Rapport Building Process. In addition, all Case Managers were trained in the Special Education process and current legal issues through the Office of Public Instruction.

Central Montana Learning Resource Center Cooperative continues to advertise for vacant positions.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – The Cooperative remains financially stable. We continue to provide Special Education Service to students who qualify.

Strategic Objective – Cooperative Efforts: The Cooperative continues to work with outlying rural areas to make the best use of limited resources for supporting special education programs and the needs of educators serving those programs.

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012 ext. 1122.

TECHNOLOGY

Scott Baldwin

Technology 2021-2022 Annual Report

- Scott Baldwin, Technology Director
- John Jensen, Regional Technology Coordinator
- Zabrea Fiscus, Technology Support Specialist
- Joshua Day, Technology Support Specialist
- Ben Richards, Technology Support Specialist
- Curtis Sibbett, Technology Support Specialist



June 14, 2022

Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. Due to the COVID-19 pandemic the Lewistown Technology Department has had to make some drastic changes in how we provide technology to our students. This included preparing Chromebooks for deployment to students and staff who continue to utilize them in their day to day teaching.

The Tech department with ESSER funding has also been replacing staff and student laptops and desktops to help facilitate distance learning and updating devices for the potential of future distance learning if the need should arise. This includes 20 new laptops, 60 desktop computers, and 120 new monitors. As you can see the Tech department like many other school departments has been very busy this year.

Curtis Sibbett has decided to move on to new opportunities at the end of his contract. He has been a valued employee and will be missed. We posted his position and have had only 1 application for this position. We are continuing to keep this position open and hope to have more applicants in the near future.

META: We have been blessed with being part of META (Montana Educational Technologists Association) with over 170 members state wide. We have been able to use this network of Techs to look for ideas and products needed to switch from traditional brick and mortar classrooms to online education in case of further school closures. Over the past year Zabrea Fiscus and Josh Day have been co-coordinators for the Central Montana region and with these positions have been able to shape and provide guidance in how the organization works with other schools in implementing technology for students in the state.

Mitel Phone System: The Tech department is now tasked with the upkeep and maintenance of this system including all phones, specialized phone switches and a dedicated phone server providing the phone messaging system and background operations. This system allows direct dialing to all other extensions throughout the Lewistown school district and has been a much needed addition to the school district.

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

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

Kristen Rutten, our IMC Tech worked with SchoolPointe over the last year to update the website and to add a community page for CMLRCC. School Point continues to help us with keeping our website ADA compliant. The site is still easily navigated by the community and will continue to be a valuable source of information and communication tool.

Infinite Campus: The software continues to be used as the District Student Information System. The system is completely web-based, and the site is secured through the use of an ID and PIN number. Students have individual accounts; parents may request an account that allows them to view information on all of their children from one login. Staff, parent, and student access is available from any internet connected computer. In addition to student records information, parents are able to pay for School Food fees online. With the addition of distance learning to the school environment and the added use of Google Classroom we were asked this year to look at software able to integrate Google Classroom with Infinite Campus. With Kim Wiegerts hard work this feature has been added and is now widely used in the district allowing teachers to post grades directly from Google to Infinite Campus.

ConnectWise Automate: We renewed our contract with ConnectWise again this year. We continue to utilize ConnectWise to update and track devices, and also as a ticketing system for all things technology in local schools and many of the Co-Op schools as well. This suite of software allows the Tech department to access and work with computers remotely saving time and money in travel as well as a ticketing system giving users another avenue to ask for technical assistance.

Email / Google Apps: We are still utilizing Google Apps for Education with what seems to be a great success. Google has become a very important aspect to our learning environment. Many of the teachers have used the Google classroom app to continue teaching students even after distance learning ended. G-Mail is being used for communications as well as assignment turn in and the Google Meets app has been used very frequently for real time video conferencing and allowing students and teachers the ability to have face to face interactions. The Google calendars app integrates easily with the District website and allows for easy sharing of information with the public and helping students check on assignment due dates. The Google docs component has been very beneficial in allowing teachers to collect assignments without the need to turn in the traditional paper homework. Students from grades 5-12 have accounts for use with Google apps and we are working on including grades 2-4 in case we are required to use some form of distance learning moving forward. Chromebooks are continuing to be a very important implementation throughout the district and are providing cost effective and easy to manage hardware for student access to learning.

Content Filtering: As required by the FCC for participation in E-rate, our District complies with CIPA, the Children's Internet Protection Act. We continue to filter and are implementing a more stringent SSL filter to further the efforts of protecting our students from harmful internet content. We have had to add an offsite filtering system to our content filter software suite. With Chromebooks being assigned on a one on one basis during the school we have signed a contract with Securly to provide filtering of content for students using devices outside of our school network. As well as providing content filtering, Securly provides live Self Harm and Bullying monitoring sending email to administrators as well as 24 hour a day live monitoring. For more information please check the following: https://www.securly.com/?utm_source=google&utm_medium=cpc&utm_campaign=brd&utm_term=securlycom&gclid=Cj0KCQjwirz3BRD_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLy1jvGZI-B6fUURxJG-Scbm0cUoAp7NEALw_wcB

Technology Levy: Over the last year we have been able to use ESSER funding to replace a lot of our Chromebooks, laptops, and desktop computers. With this savings we hope to use the Tech Levy to sustain our technology computer and Chromebook rotation for several years.

Staff Training: We continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsets online. Skillsets has helped us to build our knowledge base and greatly improve what we can contribute to the school system. These classes are all technology oriented and include many

that are directly related to the hardware and software used throughout the school district.

Regional Technology Coordinator - John Jensen

My report this year will be short and sweet as I have been away from the office most of the year due to cancer treatments and low blood counts.

Josh Day has stepped up in my absence and done a good job in taking care of the day to day operations. He has stepped in and offered to the CMTC (Central Montana Technology Coop) members good sound advice in their technology needs. I thank Josh for stepping up in my absence.

I would also like to thank the rest of the tech department as well as Scott, for taking the reins while I fight this disease.

And an especially special thanks to Rebekah Rhoades. For someone as busy as she is, she never complained about the extra paperwork that I created with this cancer.

Looking forward to a better year as I am finishing up my treatment in Seattle, WA. I hope to be home by mid to late June with an eye on returning to normal.

Thank you for your time. Have a great summer.

Adventures in Technology - Zabrea Fiscus

This past year was somewhat back to normal in the technology department. We are no longer dealing with distance learning. What a blessing for everyone to be back in school. We have been just as busy as usual upgrading teacher and student computers. With the ESSER funds we received, it made a way for the school to purchase new desktops, laptops, and monitors. Teachers were so pleased to get new technology.

In Lewistown we have been quite busy with setting up the new computers. It actually takes a bit of time to reimage a computer, add all the software, and transfer teachers' data. We also went around to all the staff and replaced old monitors with new. We added new access points for better wifi coverage throughout the schools. We are getting ready to start construction on many of the schools and with that will be technology infrastructure. We will need to add more access points, and more wall ports. This will be a busy next few years as we work on those projects.

In the co-op schools we did a lot of maintenance. Updating, re-imaging, and cleaning computers and Chromebooks. Winifred is in the process of building a new school and adding a ton of technology. This project will be huge and it is just starting. We took on a new client in Harlowton. We now service the Harlowton Public Library. The rest of the schools were pretty quiet this year.

I have enjoyed the past year and look forward to the next. Technology is always changing and it teaches you something new every day. I love working with the teachers from all the schools and am excited to see what the next year brings. Thanks for letting me be a part of the team.

Highlights from the Region - Joshua Day

In the last year we have been implementing new management software for our colony schools, as well as for a couple of rural schools. The new software is cloud based and will help reduce the financial burden for technology management, while also increasing security in these schools. We are also working on putting Winifred

school's new network equipment in place and hope to finish it by this fall. We have added a new client to the co-op in the Harlowton Public Library. This has been an interesting project as the funding and requirements for the client are vastly different from a school setting. Moving forward we will strive to continue the transition to cloud based management in the rural schools, improving network infrastructure at the Harlowton Library, and becoming more familiar with new technology as it is implemented throughout our schools.

Highlights from the Region - Ben Richards

The 2021-2022 year was very exciting and enlightening for me as this was my first contract with the LPS Technology team. I'd like to thank everyone involved with giving me the opportunity to be part of this. This has been challenging yet rewarding. I've gotten to travel to many different locations and meet new people with different levels of experience. It is my pleasure to assist in any way possible in this field and there are plenty of chances for that. I hope to improve myself enough to become an integral part of this department.

Some of the duties and responsibilities that I've been taking care of were. Chromebook enrolment and maintenance along with, monitoring and learning the ins and outs of the Google Admin Suite. Apple products will always be a part of education whether we like it or not so I've had the opportunity to get Macbooks connected to printers and Ipads deployed with the right apps for the right students. Teachers have many different ways to display media these days and I've gotten to troubleshoot many different environments from Smartboards, Prometheans, projectors, to VHS, etc. I'm learning new things every day and it's constantly a different adventure where adaptation is key. I hope to continue with my personal improvement and start getting deeper into the more intricate side of things. Again, thank you, this is a wonderful opportunity.

Highlights from the Region - Curtis Sibbett

The 2021-2022 school year has proven to be interesting in seeing how schools here and in the coop will operate post coronavirus. The reliance on Chromebook and Google has provided me with a great opportunity for learning and growth. The replacement of many old machines and the upgrade to new monitors has also provided an invaluable opportunity to meet with and build trust and a working relationship with many coworkers and staff. This working relationship will also help better provide for the teachers by knowing more about what they are looking to do and accomplish so that we can better meet their needs.

Working in the Technology coop has also helped show possibilities and other viewpoints to allow us more flexibility and experience when tackling issues. With looking at new ways of mass deployment with Smart deploy to basic day to day operations from people with different viewpoints and ideas. These experiences will be very beneficial for the immediate and long term future. The opportunity to learn more and be hands-on with VPN using PfSense and running into problems that can only ever be seen with such a large quantity of products is a wonder in itself.

This is truly one of the most amazing places I have ever had the honor of working at.

TITLE I

Thom Peck

Lewistown Public Schools is a Schoolwide Title I District based on our Free/Reduced Lunch Numbers. 42% of all our students are on Free/Reduced, therefore, we qualify for Schoolwide Title I funding. LPS has been Schoolwide since 2010. This is a big deal because it provides additional funding because it is based on our entire enrollment and not just targeted students. Title I is the largest Federal education program under the ESEA. Montana received approximately \$54,000,000 for school year 2022-23. The purpose of Title I is to provide funding for children who have poor grades, struggling to meet State Academic Standards, especially in Reading and Math. Title I provides funding for extra help or supplemental services, supplies and professional development opportunities for teachers to better reach these students. Therefore, as a Schoolwide Title I program, LPS is committed to providing an educational program for ALL students and funding is allocated across the whole school or district.

The major aspects of the required components of a schoolwide program that staff must focus on include:

- Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning, time and include strategies to address the needs of low achieving students. This is where our Title I teachers at each school come in as the pull out kids who may be struggling and they use different strategies in a small group setting to help these students.
- High quality, on-going professional development based on scientifically-based research for staff. Our on-going professional development is used for ALL teachers and paraprofessionals, not just Title I staff.
- Measures to include teachers in the decisions regarding the use of data from various state-wide assessments and other locally determined assessments to improve the achievement of individual students within the overall instructional program i.e. Dibels, MAPS, Sonday, SuccessMaker and SBAC.
- Efforts to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective assistance. This is where our MTSS program that identifies students as either Tier I, Tier II or Tier III applies.

A required priority of Title I schools is improved parent communications and parent involvement. There are specific forms and meeting requirements, including options parents may use inside or outside the District, to meet the needs of their children. Additional information may also be found in the student handbooks, on our website, and in the hanging school calendars provided by First Bank of Montana and Allied Steel. Every school begins the school year with a parent meeting in conjunction Open Houses or Parent Orientation meetings. Procedures ensuring all students, K-12 and their parents, receive a copy to sign our Title I Compact. The Compact is a mutual agreement between the student, teacher and parent to fulfill their roles in insuring learning.

Recent Changes – To my knowledge, LPS went through a Title I, Title II and Title IX Audit as part of the Every Student Succeeds Act (ESSA) that was enacted in 2015 and again in 2020. ESSA requires much more documentation and reporting requirements rather than Adequate Yearly Progress, (AYP) scores. The penalties for limited AYP have been eliminated but ESSA emphasizes each school/district improvement plans and progress. The audit was very extensive and thorough, involving evaluating 58 different areas in these three Title programs. We had four

areas that required corrective action that we needed to provide more parent communication (two different actions), Homeless Student identification, and a specific form that outlines our Test Accessibility Plan. We have made these corrective actions and continue to evaluate our program's troubled areas.

The Office of Public Instruction continues to use its Continuous School Improvement Plan (CSIP) for school reporting. The CSIP is very thorough and provides information for the Elementary District and the High School District, as well as, information on each school within the District. If you would like to see our CSIP, please let me know and I will provide that to you.

Professional Development – This is a big focus for any Title I program and we have stressed Standards Based Curriculum and Grading in previous years and we will continue for next 3 years. In addition, we are now an ALICE Organization Certified that trains staff on crisis situations and intruder strategies. Assessment and Instruction, especially with the drastic changes that COVID-19 created with distance learning/instruction, remain a huge focus for our Professional Development plans. We have had to work very hard with our teachers on best practices for virtual instruction. We learned that a common platform to use for communicating with students and parents is critical. Therefore, we have chosen Google Classroom Suite for the common platform. When it comes to teaching through videos and interacting with students – Screencastomatic will be the common platform. Professional Development is an ongoing process that strives to improve instruction in a constant curve.

Some other efforts that relate to our Title I program are:

- Credit Recovery – In 2020-21, Fergus High School began to use and continues to use Montana Digital Academy instead of Odyssey coursework for our Credit Recovery. This will provide a cost savings about \$8000 since Montana Digital Academy is much cheaper and supported by the Montana Legislature. Plus, Montana Digital Academy has proven to be much more successful. Credit Recovery is done in the summer and during the school year.
- For the first time LPS history, we offered a Summer Program in 2021 that first targeted those Tier 3 or Tier 2 students that showed some learning loss during the school year. It was a parent decision to enroll their children in the Summer Program which ran from June 7th and ran for four weeks until July 1st, Monday through Wednesday from 8:30 a.m. – 11:30 a.m. and Thursdays were for local educational field trips. We eventually expanded the Summer Program to any student. We had 25 students at Garfield, 35 students at Highland Park and 12 students at Lewis & Clark. The summer program had mixed results and we will not offer a summer program this year.
- We will continue our MTSS efforts and this is a program that staff, students and parents are very familiar with. The program is something that the educational community in Lewistown strongly believes in and has built a high level of trust. Finally, by continuing the MTSS program it is much easier to track students and to measure their progress. The program is funded through a grant that only 10 schools so far have received in Montana. The grant will run through the 2024-25 school year.
- We will also continue our MAP assessments for now grades 2-10 for reading and grades 2 - Algebra II for math. We found that there is a strong correlation between our

MAP scores and SBAC scores. In addition, MAP scores provide a great tool for progress monitoring or if we get a home school or transfer student, MAP gives us a good picture where that student measures up to their grade level. We will also continue Dibels testing in grades K-6 for Reading fluency and SuccessMaker Assessment for Grades 2-6 to progress monitor our students.

- LPS now is the sole “Leasee” of the Central Montana Education Center. Instead of just MSU-Northern occupying the building we now have the University of Providence, and Job Service. Diane Oldenburg has retired from the UP Coordinator but Vicki Plagenz, who lives in Lewistown, is the Director of Nursing for UP, including the campus in Great Falls. We hope to bring in Dawson Community College and the MSU-Great Falls Vocational College to provide more opportunities for Career Readiness Skills, Certification type programs and eventually, Apprenticeship and Internship Opportunities for young adults in Central Montana, as well as, FHS Juniors and Seniors. This building is the most under-utilized building in our District. We hope once the Central Kitchen moves to Lewis & Clark, the Lincoln Building and the other educational entities will be able to move to the Education Center. This will save the District a significant amount of money in the upcoming years.

TRANSPORTATION

Rob Odermann

Annual School Report
Transportation Department 2021-2022

June 9, 2022

During the 2021-2022 school year we traveled **95,767** miles in yellow buses and **67,440** miles in our activity buses. This is a total of **163,207** student transport miles. These numbers are up from 85,876 in yellow buses, 39,083 in activity buses, and total of 124,959 from last year.

We provided transportation for a total of **183** out-of-town activity trips during 2021-2022, up from 129 the previous year. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **205** vehicle/bus requests, up from 86 last year. These requests included in-town bus activity trips as well as request for use of school district vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective and minimized errors.

We are on schedule to purchase one new 72 passenger yellow route bus this upcoming school year. We were able to purchase a 2015 MCI motor coach in April however after getting it home and removing an engine access panel inside the rear cargo compartment we found that the engine was abnormally rusty. We found out that the bus had been run in New Brunswick near the ocean air and salty roads. After working with the company we purchased it from they are allowing us to bring the bus back and exchange it for one that was run in Texas and has no rust for the same price. It is the same year with slightly more miles on it but will be a much more reliable and safer bus. We will be taking the bus to be exchanged at the end of June.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two driver education vehicles, seven maintenance vehicles, the 2 hot lunch vans, one transportation pickup and snowplow, four tech department vehicles and four fleet vehicles. We continued doing contracted maintenance on the Council on Aging buses and ten CMLRCC vehicles.

We hired two new route drivers, two substitute route drivers and one Activity bus driver this year. We will have one route driver take a year off and remain a substitute driver so that he can have three needed surgeries in a row and then will return as a route driver the following year. We also did not renew one route driver contract. We will looking to hire another route driver before school starts in the fall.

Sadly, Gary Distad, who retired last year, lost his battle with pancreatic cancer and passed away in November.

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

The annual MAPT bus convention has been scheduled for June 22-24th where we will continue to receive more training. We already have a combined total of 549 training hours for our department which shows the dedication of our drivers to becoming safer and better bus drivers.

We had a couple minor accidents this year with no injuries but otherwise a safe and successful year in the Transportation Department. We are focusing our training to help all of our new drivers become safe and professional drivers and look forward to the 2022-2023 school year.

Respectfully,



Rob Odemann,
Transportation Director

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

5

☐ 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

SUMMARY:

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

Attached is the list for Standing Committees of the Board for the 2022-2023 School Year.

SUGGESTED ACTION: Informational

☒ Additional Information Attached

NOTES:

STANDING COMMITTEES OF THE BOARD

2022-2023 School Year

Committee	Number on Comm.	CJ Bailey	Whitney Brady	Kris Birdwell	Zane Fulbright	Doreen Heintz	Phil Koterba	Jeff Southworth
Building & Grounds	3	X					X	
Insurance Risk Committee	2		X		X			

OTHER COMMITTEES WITH BOARD REPRESENTATION

2022-2023 School Year

Committee	Number on Comm.	CJ Bailey	Whitney Brady	Kris Birdwell	Zane Fulbright	Doreen Heintz	Phil Koterba	Jeff Southworth
Activities	3			X		X		X
Curriculum Committees:								
No Curriculum Committee meetings will take place in 2022-23								
Health Insurance Program	2			X				X
School Calendar	1				X			
Vocational Advisory Council	1		X					
Gaining	3		X	X	X			
Policy Review	3	X				X	X	
Assessment	2			X		X		
Classified Salary/Benefit Review	2	X						X

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

6

☐ 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:** _____

SUMMARY:

- OPI Letter – Achieving Educational Excellence through Local Control
- OPI proposed changes to Superintendents and Principals

SUGGESTED ACTION:

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

7

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

ITEM TITLE: REPORT—INVESTMENT

Requested By: Superintendent Prepared By: Rebekah Rhoades

SUMMARY:

June 2022 Interest was as follows:

Elementary	\$2,938.29
<u>High School</u>	<u>\$2,436.59</u>
Total	\$5,374.88

May 2022 Bond Interest was as follows:

Elementary	\$16,725.14
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SUGGESTED ACTION: Informational

☒ Additional Information Attached

NOTES:

		Portfolio Summary as of 05/31/2022			Current Month	Fiscal Year To Date
Account Name: FERGUS COUNTY		Beginning Value			\$23,735,563.72	\$0.00
Account Number: CS FERGUS97		Buys			\$0.00	\$23,736,400.31
		Sells			(\$27,797.16)	(\$43,175.00)
		Earnings Reinvestment			\$16,725.14	\$31,266.39
		Ending Value			\$23,724,491.70	\$23,724,491.70
		Earnings Distributed			\$0.00	\$0.00
Portfolio Details	Beginning Value	Buys	(Sells)	Earnings Reinvestment	Earnings Distributed	Ending Value
SHORT TERM INVESTMENT POOL - MU36						
Current Month	23,735,563.72	0.00	(27,797.16)	16,725.14	0.00	23,724,491.70
Totals	23,735,563.72	0.00	(27,797.16)	16,725.14	0.00	23,724,491.70

The STIP average yield for May 2022 was 0.8299552%

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

8

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

ITEM TITLE: REPORT— END OF YEAR TRANSFERS AND RECAP

Requested By: Superintendent Prepared By: Rebekah Rhoades

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the various end of year transfers for the 2021-2022 School Year.

SUGGESTED ACTION: Informational

☒ Additional Information Attached

NOTES:

END OF YEAR TRANSFERS JUNE 30, 2022

ELEMENTARY GENERAL FUND TO INTERLOCAL FUND:

General Purposes = \$309,823.09
Maintenance = \$4,500.90

HIGH SCHOOL GENERAL FUND TO INTERLOCAL FUND:

General Purposes = \$58,013.76
Maintenance = \$84,405.69

COMPENSATED ABSENCES:

\$0

Permission to transfer was granted in the June 2022 Board Meeting.

All transfers to the Interlocal Fund are allowed by a Multi-District Agreement signed in FY2019 (3-year Agreement).

PLEASE NOTE THAT SOME OF THESE TRANSFERS MAY BE ADJUSTED SLIGHTLY ONCE THE TAXES ARE RECEIVED BY THE COUNTY IN ORDER TO MAINTAIN AN APPROXIMATE 9% RESERVE IN BOTH THE ELEMENTARY AND HIGH SCHOOL GENERAL FUNDS

BOARD AGENDA ITEM

9

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana
BOARD AGENDA ITEM

Meeting Date

07/11/2022

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 ON NON-AGENDA ITEMS

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

SUMMARY:

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

SUGGESTED ACTION:

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

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: Rebekah Rhoades

SUMMARY:

The following minutes are attached for your approval:

- Minutes of the June 13, 2022 Regular Board Meeting

SUGGESTED ACTION: Approve Minutes as Presented

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM and via Google Meet

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, June 13, 2022

REGULAR BOARD MEETING

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

1. ROLL CALL

TRUSTEES PRESENT:

Kris Birdwell, Phil Koterba, CJ Bailey, Doreen Heintz, Whitney Brady

TRUSTEES ABSENT:

Zane Fulbright, Jeff Southworth

STAFF PRESENT:

Superintendent Thom Peck, Business Manager/District Clerk Rebekah Rhoades
and others via Google Meet.

OTHERS PRESENT:

Heidi Weber—KXLO Radio and other interested parties via Google Meet.

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

3. MOTION TO SET AGENDA – Approved Unanimously (Birdwell/Bailey)

4. REPORT—COMMITTEES OF THE BOARD

Activities Committee met on Friday, May 20th and discussed the B/C softball
tournament hosted and the new Wall of Fame.

Building and Grounds Committee met on Friday, May 20th where the progress
and next steps on the Elementary Bond was discussed.

5. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

Superintendent Peck shared the following with the Board:

- OPI Approval of Variance of Standards for Highland Park School
- OPI Announcement on Teacher Licensing Rules Adoption
- OPI Announcement on Financial Literacy and Civics Education
- Article on the importance of Financial Literacy by Carly Urban, MSU Associate Professor and Economist
- OPI Announcement on Chapter 55 School Quality Recommendations
- Letter of Support for South Central Montana Health Center
- Letter of Support for Central Montana Childcare Alliance
- Every Student Succeeds Act (ESSA) Report Card for 2020-21

Trustee Bailey stated that he was approached by EOCM Board Members in
regards to the use of the CMEC Building and they would like to meet with
the School Board in the future.

6. **REPORT—INVESTMENT**

Interest earned and distributed for May 2022 was \$612.77 in the Elementary and \$561.94 in the High School for a total of \$1,174.71. April 2022 interest earned and distributed for the Elementary Bond was \$9,783.04.

7. **REPORT—SUPERINTENDENT**

Superintendent Thom Peck reported that the District was recently notified that they own 2 acres of land at the base of the Judith Mountains. Kris Birdwell expanded the discussion to note that the District will need to follow the surplus process to sell the land. Mr. Peck reported that this will be an action item on the next Board Agenda. Mr. Peck updated the Board of Trustees on staffing throughout the District. Mr. Peck updated the Board on the progress of the Bond Construction. The Transformational Learning Grant that the District was on the waiting list to receive may not materialize due to a new Legislative Bill that would end the program in 2023. The MSU Rural Practicum Outreach has reached out to the District and MSU students will be matched up with teachers at Lewistown Public Schools for one week. The Board was updated on various dates and events throughout the District. Mr. Peck is applying for a \$400,000 federal grant through COPS.

PUBLIC PARTICIPATION

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

There was no public participation.

ACTION ITEMS

MINUTES

9. MINUTES OF THE MAY 10, 2021, REGULAR BOARD MEETING
MINUTES OF THE MAY 27, 2021, SPECIAL BOARD MEETING
– approved unanimously (Birdwell/Koterba).

APPROVAL OF CLAIMS

10. CLAIMS – the claims referenced in the 2021-2022 Bill Schedule and submitted through June 10, 2022, were approved unanimously (Birdwell/Koterba). The Finance Committee for April - June 2022 are Board Chair Doreen Heintz, Phil Koterba and Zane Fulbright. The new Finance Committee for July-September 2022 will be Board Chair Doreen Heintz, Kris Birdwell, CJ Bailey and Whitney Brady.

INDIVIDUAL ITEMS

11. APPROVE AGREEMENT WITH CUSHING TERRELL ARCHITECTS FOR BOND CONSTRUCTION ARCHITECT SERVICES – approved unanimously (Birdwell/Bailey)
Trustee Birdwell made note that Shane Swanson confirmed that all items in the chart on page 13 indicating “Architect in Proposal” are covered in the Base Bid.
12. APPROVE JR. HIGH SCHOOL BID FOR ROOFING CONTRACT SUMMER 2022 – approved unanimously (Bailey/Koterba)
13. APPROVE THE USE OF BOND PREMIUM PROCEEDS FOR CONSTRUCTION EXPENSES FOR THE ELEMENTARY BOND PROJECT – approved unanimously (Bailey/Birdwell)

Trustee Birdwell was excused at 6:55pm

14. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Bailey/Koterba).
15. APPROVE EXTENSION OF LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Bailey/Koterba).
16. APPROVE EXTENSION OF WINIFRED BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Koterba/Bailey).

17. APPROVE EXTENSION OF MOORE BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Bailey/Koterba)
18. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE RESPECTIVE COMPENSATED ABSENCES FUND(S) – approved unanimously (Bailey/Koterba).
19. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE INTERLOCAL FUND – approved unanimously (Bailey/Koterba).
20. APPROVE INDIVIDUAL TRANSPORTATION CONTRACTS FOR THE HIGH SCHOOL DISTRICT – approved unanimously (Bailey/Koterba).
21. APPROVE SECOND SEMESTER CLAIM FOR INDIVIDUAL CONTRACT BUS REIMBURSEMENT – approved unanimously (Bailey/Koterba).
22. APPROVE SECOND SEMESTER ELEMENTARY AND HIGH SCHOOL CLAIMS FOR BUS REIMBURSEMENT – approved unanimously (Bailey/Koterba).
23. APPOINT ROB ODERMANN TO COUNTY TRANSPORTATION COMMITTEE – approved unanimously (Bailey/Brady).
24. POSTPONE THE APPROVAL OF FERGUS HIGH STUDENT/PARENT HANDBOOK – approved unanimously (Bailey/Koterba)
25. POSTPONE THE APPROVAL OF ELEMENTARY SCHOOLS STUDENT/PARENT HANDBOOK – approved unanimously (Bailey/Brady)
26. APPROVE SUBSTITUTE AND ACTIVITY BUS DRIVER RATES – approved unanimously (Koterba/Bailey)
27. APPROVE LEWISTOWN PUBLIC SCHOOLS MTSBA MEMBERSHIP – approved unanimously (Bailey/Koterba)
28. APPROVE FERGUS HIGH SCHOOL STUDENT ACTIVITY ACCOUNT CHANGES TO SET UP A CLASS OF 2026 AND DELETE CLASS OF 2022 – approved unanimously (Koterba/Bailey).
29. APPROVE PERSONNEL REPORT – See Exhibit A – approved unanimously (Bailey/Koterba)

ADJOURNMENT

The meeting was adjourned at 7:22 p.m. The next regular meeting will be held at 6:00 p.m. on Monday, July 11, 2022, at the Lincoln Board Room.

DOREEN HEINTZ
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER/CLERK

EXHIBIT 'A'

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday June 13, 2022

EMPLOYEE NAME	POSITION	LOCATION	RECOMMENDED ACTION	EFFECTIVE DATE	RECOMMENDED BY	COMMENTS
AKREMI, Kelli	Elementary Teacher	Highland Park Elementary School	Approve appointment on schedule - BA + 30 Step 5, 1.0 FTE for up to 187 days	7/1/2022	Matthew Ventresca	Replacing Kathy Irwin
DOGAN, Tracie	Food Server/Kitchen Aide	Garfield Elementary School and Central Kitchen	Approve appointment on schedule -FOOD SERVER Step 0 for up to 3.3 hours per day and KITCHEN AIDE up to 3 hours per day for up to 186 days	8/29/2022	Amie Friesden	Replacing Joy Sullivan
FISK, Shannon	Teacher	Fergus High School	Approve appointment SUMMER SCHOOL for up to 21 days, 3 hours per day for 4 days per week at \$22.50 per hour	6/8/2022 - 7/14/2022	Tim Majerus	
GILL, David	Paraprofessional	Lewis and Clark Elementary School	Approve appointment on schedule - PARA EDUCATOR Step 1, for up to 7.5 hours per day for up to 186 days	8/29/2022	Danny Wirtzberger	Replacing Kylie Baldwin
GRUBB, Julia	Teacher	Fergus High School	Approve appointment on schedule - BA Step 0, 1.0 FTE for up to 187 days	7/1/2022	Tim Majerus	New Position
GRUENER, Matthew	Summer Session Driver Education Instructor	Lewistown Public Schools	Approve appointment for Drivers Education Instruction at \$28.00 per hour	7/5/22 - 8/3/2022	Thom Peck	
HART, Kelly	Paraprofessional	Lewis and Clark Elementary School	Approve appointment on schedule -PARA EDUCATOR, Step 0 for up to 7.5 hours per day for up to 186 days	8/29/2022	Danny Wirtzberger	Replacing Claudia Brown
HOLBECK, Kathryn	Paraprofessional	Lewis and Clark Elementary School	Approve appointment on schedule - HIGH NEEDS PARA EDUCATOR, Step 1 for up to 3.25 hours per day for up to 186 days	8/29/2022	Danny Wirtzberger	Revised Contract
KINGSFORD, Mandi	Food Server	Lewistown Jr. High School	Accept Letter of Resignation	6/2/2022	Amie Friesden	See Attached Letter
LANE, Emily	Elementary Teacher	Highland Park Elementary School	Approve appointment on schedule - MA Step 5, .1.0 FTE for up to 187 days	7/1/2022	Matthew Ventresca	Replacing LeeAnn Weinheimer
MILLER, Kim	Title One Teacher	Fergus High School	Approve appointment on schedule - MA Step 12, .50 FTE for up to 129 days	7/1/2022	Tim Majerus	Renew Contract
PAVLOVICK, Toni	Paraprofessional	Highland Park Elementary School	Approve appointment on schedule - HIGH NEEDS PARA EDUCATOR, Step 0 for up to 7.5 hours per day for up to 186 days	8/29/2022	Matthew Ventresca	Replacing Sean Burnham
RECOMMENDATIONS FOR EXTENDED SCHOOL YEAR (ESY) STAFF	Special Education Summer School Aides	Lewistown Public Schools	Approve appointment on schedule as per attached recommendation	8//22 - 8/12/22	Chelsey Rogers	See Attached Memo

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday June 13, 2022

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>RECOMMENDED BY</i>	<i>COMMENTS</i>
RIANDA, Jondie	Teacher	Fergus High School	Approve Additional Summer VoAg Curriculum for up to 5 days	7/1/2022	Paul Bartos	
SALLEE, Stacie	Paraprofessional	Lewis and Clark Elementary School	Approve appointment on schedule - PARA EDUCATOR Step 0, for up to 7.5 hours per day for up to 186 days	8/29/2022	Paul Bartos	Replacing Andrea Alderink
VINCENT, Megan	Teacher	Fergus High School	Approve Additional Summer FACS Curriculum for up to 5 days	7/1/2022	Paul Bartos	

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

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: LuAnn Schrauth

SUMMARY:

Approve claims paid through July 8, 2022, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2022 include: Board Chair, Doreen Heintz, CJ Bailey, Whitney Brady, and Kris Birdwell.

SUGGESTED ACTION: Approve Claims as Presented

☐ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

13

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

ITEM TITLE: APPROVE CHANGES FOR THE 2022-2023 STUDENT HANDBOOKS

Requested By: Board of Trustees Prepared By: Principals

SUMMARY:

The Board of Trustees needs to approve the changes to the 2021-2022 Student Handbooks.

- FHS Handbook Changes
- No Changes in Elementary or LJH Handbook

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

SUGGESTED ACTION: Approve Changes to the 2022-2023 Student Handbooks

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

Fergus High School Handbook Changes for 2022-23

The handbook has been a difficult document to use as a reference because it was organized alphabetically by topic. Format changes were made in order to organize policies by common topics. The modifications and deletions of board policies that are references to the district website brought the handbook from 47 to 27 pages.

Below are the changes made to the language of the handbook:

Online Courses

New Language is italicized- Online courses taken through Montana Digital Academy or an approved program can be used for credit recovery or original credit under the approval of the administration. Online original credit opportunities will not be accepted if the course is offered in the Fergus High schedule. *The district will cover the cost of each course, but students who fail the course may be charged the cost of the course. A parent/student contract will be required before starting a course.*

Rationale: MTDA is funded on its success rate. A recent law was passed that school districts must cover the cost of the course. To increase the success rate of our students with MTDA courses there needs to be an incentive to succeed.

Enrollment Requirements

Old Language - page 6 - Freshman, Sophomores, Juniors, & Seniors are expected to carry at least six courses for credit and one study hall per semester, or seven classes per semester.

New Language - pages 1 & 2 - Requirements stay the same for freshman and sophomores. Juniors can enroll in 6 or 7 classes for credit per semester and seniors in 5 to 7.

Rationale: The first goal for this change is to allow students who are on target for graduation to be involved in work experience or internships. It's also a way to reward students who have done the work to complete the necessary credits during their freshman and sophomore years.

The second goal is for financial reasons. Allowing students in upper grades to enroll in fewer "in building" classes will open space in elective classes to accommodate the increasing enrollments in the freshman and sophomore classes without increasing staff. It also cuts the number of juniors and seniors enrolled in study hall, thus allowing a decrease in staffing.

Attendance Policy

Old Language - pages 12 - 15: Wording was lengthy

New Language - pages 6 & 7 - Policy is more concise and provides various solutions to meet the unique circumstances of each student. Also brought back language regarding letters being sent home to parents.

Rationale: The goal of the change in language is to find a resolution for attendance issues before they become excessive.

Dress Code

Old Language - page 8: *Head Coverings:* Hats, stocking caps, bandanas, or any other non-religious type of head covering may not be worn during time class is in session or when passing from class to class. Students may wear hats before school until the bell for first period, in between bells during the lunch hour, and after the final bell of the school day. All students in the building during school hours shall comply with these rules.

New Language - page 8 - *Head Coverings:* Hats, stocking caps, bandanas, or any other non-religious type of head covering may be worn during passing periods. Students may wear hats in the classroom with

permission from that classroom teacher. A student must comply without complaint or delay when asked to remove a hat in a classroom.

Rationale: This policy wasn't being enforced consistently and relaxed when we were enforcing the mask mandates. Our goal is to facilitate positive relationships with students and the no hat mandate led to unnecessary confrontations. During the 2021-22 school year we followed the new language and a majority of the students respected the requirements of individual teachers.

Discipline Policies

Old Language - page 14 - 25: Not organized and difficult to reference.

New Language - pages 11 & 12 - Policy is more concise and provides various solutions to meet the unique circumstances of each student.

Rationale: In reviewing the handbooks of a number of different schools we noticed that most policies referenced a variety of disciplinary measures. The key to a good discipline policy is in documentation and communication, and not detailed, one size fits all, procedures.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

14

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

ITEM TITLE: APPROVE LEWISTOWN JR. HIGH SCHOOL ROOFING CONTRACT WITH SUMMIT ROOFING

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

SUMMARY:

The Board of Trustees needs to approve the Lewistown Jr. High School roofing contract with Summit Roofing.

SUGGESTED ACTION: Approve Lewistown Jr. High School Roofing Contract with Summit Roofing

☒ **Additional Information Attached**

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						



AIA® Document A101® – 2017

Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum

AGREEMENT made as of the 15th day of June in the year Two Thousand Twenty-Two
(In words, indicate day, month and year.)

BETWEEN the Owner:

(Name, legal status, address and other information)

Lewistown Public Schools
215 7th Avenue South
Lewistown, Montana 59457

and the Contractor:

(Name, legal status, address and other information)

Summit Roofing, Inc.
9550 Derby Drive
Missoula, Montana 59808

for the following Project:

(Name, location and detailed description)

Lewistown Jr. High School
Roof Maintenance and Coating Project 2022
Lewistown, Montana 59457

The Architect:

(Name, legal status, address and other information)

Cushing Terrell
13 North 23rd Street
Billings, Montana 59101

The Owner and Contractor agree as follows.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

The parties should complete A101®–2017, Exhibit A, Insurance and Bonds, contemporaneously with this Agreement. AIA Document A201®–2017, General Conditions of the Contract for Construction, is adopted in this document by reference. Do not use with other general conditions unless this document is modified.

TABLE OF ARTICLES

- 1 THE CONTRACT DOCUMENTS
- 2 THE WORK OF THIS CONTRACT
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 CONTRACT SUM
- 5 PAYMENTS
- 6 DISPUTE RESOLUTION
- 7 TERMINATION OR SUSPENSION
- 8 MISCELLANEOUS PROVISIONS
- 9 ENUMERATION OF CONTRACT DOCUMENTS

EXHIBIT A INSURANCE AND BONDS

ARTICLE 1 THE CONTRACT DOCUMENTS

The Contract Documents consist of this Agreement, Conditions of the Contract (General, Supplementary, and other Conditions), Drawings, Specifications, Addenda issued prior to execution of this Agreement, other documents listed in this Agreement, and Modifications issued after execution of this Agreement, all of which form the Contract, and are as fully a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations, or agreements, either written or oral. An enumeration of the Contract Documents, other than a Modification, appears in Article 9.

ARTICLE 2 THE WORK OF THIS CONTRACT

The Contractor shall fully execute the Work described in the Contract Documents, except as specifically indicated in the Contract Documents to be the responsibility of others.

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 The date of commencement of the Work shall be:

(Check one of the following boxes.)

☐ The date of this Agreement.

☐ A date set forth in a notice to proceed issued by the Owner.

☒ Established as follows:

(Insert a date or a means to determine the date of commencement of the Work.)

September 30, 2022

If a date of commencement of the Work is not selected, then the date of commencement shall be the date of this Agreement.

§ 3.2 The Contract Time shall be measured from the date of commencement of the Work.

§ 3.3 Substantial Completion

§ 3.3.1 Subject to adjustments of the Contract Time as provided in the Contract Documents, the Contractor shall achieve Substantial Completion of the entire Work:

(Check one of the following boxes and complete the necessary information.)

[] Not later than () calendar days from the date of commencement of the Work.

[] By the following date:

§ 3.3.2 Subject to adjustments of the Contract Time as provided in the Contract Documents, if portions of the Work are to be completed prior to Substantial Completion of the entire Work, the Contractor shall achieve Substantial Completion of such portions by the following dates:

Portion of Work	Substantial Completion Date
One Hundred Percent (100%)	September 30, 2022

§ 3.3.3 If the Contractor fails to achieve Substantial Completion as provided in this Section 3.3, liquidated damages, if any, shall be assessed as set forth in Section 4.5.

ARTICLE 4 CONTRACT SUM

§ 4.1 The Owner shall pay the Contractor the Contract Sum in current funds for the Contractor's performance of the Contract. The Contract Sum shall be One Hundred, Seventy Nine Thousand, Four Hundred Dollars and no/100 (\$179,400.00), subject to additions and deductions as provided in the Contract Documents.

§ 4.2 Alternates

§ 4.2.1 Alternates, if any, included in the Contract Sum:

Item	Price
Alternate #1	\$174,400.00

§ 4.2.2 Subject to the conditions noted below, the following alternates may be accepted by the Owner following execution of this Agreement. Upon acceptance, the Owner shall issue a Modification to this Agreement. (Insert below each alternate and the conditions that must be met for the Owner to accept the alternate.)

Item	Price	Conditions for Acceptance
N/A		

§ 4.3 Allowances, if any, included in the Contract Sum:
(Identify each allowance.)

Item	Price
Allowances are not part of this contract.	

§ 4.4 Unit prices, if any:
(Identify the item and state the unit price and quantity limitations, if any, to which the unit price will be applicable.)

Item	Units and Limitations	Price per Unit (\$0.00)
Unit Prices are not part of this contract.		

§ 4.5 Liquidated damages, if any:
(Insert terms and conditions for liquidated damages, if any.)

N/A

§ 4.6 Other:

(Insert provisions for bonus or other incentives, if any, that might result in a change to the Contract Sum.)

N/A

ARTICLE 5 PAYMENTS

§ 5.1 Progress Payments

§ 5.1.1 Based upon Applications for Payment submitted to the Architect by the Contractor and Certificates for Payment issued by the Architect, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided below and elsewhere in the Contract Documents.

§ 5.1.2 The period covered by each Application for Payment shall be one calendar month ending on the last day of the month, or as follows:

Refer to the Supplementary Conditions.

§ 5.1.3 Provided that an Application for Payment is received by the Architect not later than the 25th day of a month, the Owner shall make payment of the amount certified to the Contractor not later than the 28th day of the following month. If an Application for Payment is received by the Architect after the application date fixed above, payment of the amount certified shall be made by the Owner not later than sixty (60) days after the Architect receives the Application for Payment.

(Federal, state or local laws may require payment within a certain period of time.)

§ 5.1.4 Each Application for Payment shall be based on the most recent schedule of values submitted by the Contractor in accordance with the Contract Documents. The schedule of values shall allocate the entire Contract Sum among the various portions of the Work. The schedule of values shall be prepared in such form, and supported by such data to substantiate its accuracy, as the Architect may require. This schedule of values shall be used as a basis for reviewing the Contractor's Applications for Payment.

§ 5.1.5 Applications for Payment shall show the percentage of completion of each portion of the Work as of the end of the period covered by the Application for Payment.

§ 5.1.6 In accordance with AIA Document A201™–2017, General Conditions of the Contract for Construction, and subject to other provisions of the Contract Documents, the amount of each progress payment shall be computed as follows:

§ 5.1.6.1 The amount of each progress payment shall first include:

- .1 That portion of the Contract Sum properly allocable to completed Work;
- .2 That portion of the Contract Sum properly allocable to materials and equipment delivered and suitably stored at the site for subsequent incorporation in the completed construction, or, if approved in advance by the Owner, suitably stored off the site at a location agreed upon in writing; and
- .3 That portion of Construction Change Directives that the Architect determines, in the Architect's professional judgment, to be reasonably justified.

§ 5.1.6.2 The amount of each progress payment shall then be reduced by:

- .1 The aggregate of any amounts previously paid by the Owner;
- .2 The amount, if any, for Work that remains uncorrected and for which the Architect has previously withheld a Certificate for Payment as provided in Article 9 of AIA Document A201–2017;
- .3 Any amount for which the Contractor does not intend to pay a Subcontractor or material supplier, unless the Work has been performed by others the Contractor intends to pay;
- .4 For Work performed or defects discovered since the last payment application, any amount for which the Architect may withhold payment, or nullify a Certificate of Payment in whole or in part, as provided in Article 9 of AIA Document A201–2017; and
- .5 Retainage withheld pursuant to Section 5.1.7.

§ 5.1.7 Retainage

§ 5.1.7.1 For each progress payment made prior to Substantial Completion of the Work, the Owner may withhold the following amount, as retainage, from the payment otherwise due:

(Insert a percentage or amount to be withheld as retainage from each Application for Payment. The amount of retainage may be limited by governing law.)

Five Percent (5%)

Init.

§ 5.1.7.1.1 The following items are not subject to retainage:

(Insert any items not subject to the withholding of retainage, such as general conditions, insurance, etc.)

N/A

§ 5.1.7.2 Reduction or limitation of retainage, if any, shall be as follows:

(If the retainage established in Section 5.1.7.1 is to be modified prior to Substantial Completion of the entire Work, including modifications for Substantial Completion of portions of the Work as provided in Section 3.3.2, insert provisions for such modifications.)

N/A

§ 5.1.7.3 Except as set forth in this Section 5.1.7.3, upon Substantial Completion of the Work, the Contractor may submit an Application for Payment that includes the retainage withheld from prior Applications for Payment pursuant to this Section 5.1.7. The Application for Payment submitted at Substantial Completion shall not include retainage as follows:

(Insert any other conditions for release of retainage upon Substantial Completion.)

§ 5.1.8 If final completion of the Work is materially delayed through no fault of the Contractor, the Owner shall pay the Contractor any additional amounts in accordance with Article 9 of AIA Document A201–2007.

§ 5.1.9 Except with the Owner's prior approval, the Contractor shall not make advance payments to suppliers for materials or equipment which have not been delivered and stored at the site.

§ 5.2 Final Payment

§ 5.2.1 Final payment, constituting the entire unpaid balance of the Contract Sum, shall be made by the Owner to the Contractor when

- .1 the Contractor has fully performed the Contract except for the Contractor's responsibility to correct Work as provided in Article 12 of AIA Document A201–2007, and to satisfy other requirements, if any, which extend beyond final payment; and
- .2 a final Certificate for Payment has been issued by the Architect.

§ 5.2.2 The Owner's final payment to the Contractor shall be made no later than 30 days after the issuance of the Architect's final Certificate for Payment, or as follows:

N/A

§ 5.3 Interest

Payments due and unpaid under the Contract shall bear interest from the date payment is due at the rate stated below, or in the absence thereof, at the legal rate prevailing from time to time at the place where the Project is located.

(Insert rate of interest agreed upon, if any.)

%

ARTICLE 6 DISPUTE RESOLUTION

§ 6.1 Initial Decision Maker

The Architect will serve as the Initial Decision Maker pursuant to Article 15 of AIA Document A201–2017, unless the parties appoint below another individual, not a party to this Agreement, to serve as the Initial Decision Maker.

(If the parties mutually agree, insert the name, address and other contact information of the Initial Decision Maker, if other than the Architect.)

§ 6.2 Binding Dispute Resolution

For any Claim subject to, but not resolved by, mediation pursuant to Article 15 of AIA Document A201–2007, the method of binding dispute resolution shall be as follows:

(Check the appropriate box.)

- ☐ Arbitration pursuant to Section 15.4 of AIA Document A201–2007
- ☒ Litigation in a local court of competent jurisdiction
- ☐ Other *(Specify)*

If the Owner and Contractor do not select a method of binding dispute resolution, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, Claims will be resolved by litigation in a court of competent jurisdiction.

ARTICLE 7 TERMINATION OR SUSPENSION

§ 7.1 The Contract may be terminated by the Owner or the Contractor as provided in Article 14 of AIA Document A201–2007.

§ 7.1.1 If the Contract is terminated for the Owner's convenience in accordance with Article 14 of AIA Document A201–2007, then the Owner shall pay the Contractor a termination fee as follows:

(Insert the amount of, or method for determining, the fee, if any, payable to the Contractor following a termination for the Owner's convenience.)

§ 7.2 The Work may be suspended by the Owner as provided in Article 14 of AIA Document A201–2017.

ARTICLE 8 MISCELLANEOUS PROVISIONS

§ 8.1 Where reference is made in this Agreement to a provision of AIA Document A201–2017 or another Contract Document, the reference refers to that provision as amended or supplemented by other provisions of the Contract Documents.

§ 8.2 The Owner's representative:

(Name, address, email address, and other information)

Lewistown Public Schools
Attn: Jason Fry – Maintenance Director
215 7th Avenue South
Lewistown, Montana 59457

§ 8.3 The Contractor's representative:

(Name, address, email address, and other information)

Summit Roofing, Inc.
Attn: John Corbally, Vice President
9550 Derby Dr.
Missoula, Montana 59808

§ 8.4 Neither the Owner's nor the Contractor's representative shall be changed without ten days' prior notice to the other party.

§ 8.5 Insurance and Bonds

§ 8.5.1 The Owner and the Contractor shall purchase and maintain insurance as set forth in AIA Document A101™-2007, Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Exhibit A, Insurance and Bonds, and elsewhere in the Contract Documents.

§ 8.5.2 The Contractor shall provide bonds as set forth in AIA Document A101™-2007 Exhibit A, and elsewhere in the Contract Documents.

§ 8.6 Notice in electronic format, pursuant to Article 1 of AIA Document A201-2017, may be given in accordance with AIA Document E203™-2013, Building Information Modeling and Digital Data Exhibit, if completed, or as otherwise set forth below:

(If other than in accordance with AIA Document E203-2013, insert requirements for delivering notice in electronic format such as name, title, and email address of the recipient and whether and how the system will be required to generate a read receipt for the transmission.)

§ 8.7 Other provisions:

N/A

ARTICLE 9 ENUMERATION OF CONTRACT DOCUMENTS

§ 9.1 This Agreement is comprised of the following documents:

- .1 AIA Document A101™-2007, Standard Form of Agreement Between Owner and Contractor
- .2 AIA Document A101™-2007, Exhibit A, Insurance and Bonds
- .3 AIA Document A201™-2007, General Conditions of the Contract for Construction
- .4 AIA Document E203™-2013, Building Information Modeling and Digital Data Exhibit, dated as indicated below:

(Insert the date of the E203-2013 incorporated into this Agreement.)

.5 Drawings

Number	Title	Date
G001	COVER SHEET	01-07-2022
A101	OVERALL ROOF PLAN, EXISTING/NEW ROOF CONSTRUCTION, ROOF MAINTENANCE NOTES, SUMMARY OF WORK	01-07-2022

.6 Specifications

(Paragraph deleted)

DIVISION 01 - GENERAL REQUIREMENTS

011000 - SUMMARY	1 - 5
- RULES OF ON-SITE CONDUCT	1 - 3
012600 - CONTRACT MODIFICATION PROCEDURES	1 - 2
012900 - PAYMENT PROCEDURES	1 - 4
013100 - PROJECT MANAGEMENT AND COORDINATION	1 - 5
013200 - CONSTRUCTION PROGRESS DOCUMENTATION	1 - 3
013300 - SUBMITTAL PROCEDURES	1 - 7

Init.

014200 - REFERENCES	1 - 4
015000 - TEMPORARY FACILITIES AND CONTROLS	1 - 6
017300 - EXECUTION	1 - 6
017700 - CLOSEOUT PROCEDURES	1 - 5
017823 - OPERATION AND MAINTENANCE DATA	1 - 3
017839 - PROJECT RECORD DOCUMENTS	1 - 3

DIVISION 07 - THERMAL AND MOISTURE PROTECTION

075600 - SILICONE ROOF COATING	1 - 7
076200 - SHEET METAL FLASHING AND TRIM	1 - 10
079200 - JOINT SEALANTS	1 - 6

.7 Addenda, if any:

Number	Date	Pages
1	05-13-2022	12 PAGES / 1- DRAWING
2	05-18-2022	3 PAGES

Portions of Addenda relating to bidding or proposal requirements are not part of the Contract Documents unless the bidding or proposal requirements are also enumerated in this Article 9.

.8 Other Exhibits:

(Check all boxes that apply and include appropriate information identifying the exhibit where required.)

☐ AIA Document E204™-2017, Sustainable Projects Exhibit, dated as indicated below:
(Insert the date of the E204-2017 incorporated into this Agreement.)

☐ The Sustainability Plan:

Title	Date	Pages
N/A		

☒ Supplementary and other Conditions of the Contract:

INVITATION TO BID	1
INSTRUCTIONS TO BIDDERS AIA DOCUMENT A701	1 - 8
SUPPLEMENTAL INSTRUCTIONS TO BIDDERS	1 - 3
SUBSTITUTION REQUEST FORM	1
BID FORM	1 - 2
BID BOND AIA DOCUMENT A310	1 - 2
STANDARD FORM OF AGREEMENT BETWEEN OWNER & CONTRACTOR	
AIA DOCUMENT A101	1 - 8
PERFORMANCE BOND AIA DOCUMENT A312	1 - 4
PAYMENT BOND AIA DOCUMENT A312	1 - 4
SAMPLE FORM - CONDITIONAL WAIVER & RELEASE UPON PARTIAL PAYMENT	1
SAMPLE FORM - CONDITIONAL WAIVER & RELEASE UPON FINAL PAYMENT	1
CONTRACTOR'S AFFIDAVIT OF PAYMENT OF DEBTS AND CLAIMS	
AIA DOCUMENT G706	1
CONTRACTOR'S AFFIDAVIT OF RELEASE OF LIENS	
AIA DOCUMENT G706A	1
CONSENT OF SURETY TO FINAL PAYMENT AIA DOCUMENT G707	1

Init.

GENERAL CONDITIONS OF THE CONTRACT FOR CONSTRUCTION
AIA DOCUMENT A201

1 - 38

(Table deleted)

SUPPLEMENTARY CONDITIONS

1 - 8

SUPPLEMENTAL ATTACHMENT FOR ACORD CERTIFICATE OF INSURANCE 25-S

AIA DOCUMENT G715

1 - 2

STATE PREVAILING WAGE RATES 2022

1 - 21

.9 Other documents, if any, listed below:

(List here any additional documents that are intended to form part of the Contract Documents. AIA Document A201™-2017 provides that the advertisement or invitation to bid, Instructions to Bidders, sample forms, the Contractor's bid or proposal, portions of Addenda relating to bidding or proposal requirements, and other information furnished by the Owner in anticipation of receiving bids or proposals, are not part of the Contract Documents unless enumerated in this Agreement. Any such documents should be listed here only if intended to be part of the Contract Documents.)

This Agreement entered into as of the day and year first written above.

OWNER (Signature)

Lewistown Public Schools
(Printed name and title)



CONTRACTOR (Signature)

Bill Johns, President
Summit Roofing, Inc.
(Printed name and title)

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

15

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

ITEM TITLE: APPROVE MULTIDISTRICT AGREEMENT BETWEEN LEWISTOWN ELEMENTARY SCHOOLS AND FERGUS HIGH SCHOOL

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

SUMMARY:

The Board of Trustees needs to approve the Multidistrict Agreement between Lewistown Elementary Schools and Fergus High School.

SB 329 passed by the 2011 Legislature expanded Multidistrict Agreements that encourage cooperation between districts to create flexibility, efficiency and cost savings. HB39 from the 2013 session further clarified those agreements and extended their maximum term.

This agreement will allow the District to transfer money from specific budgeted funds to an Interlocal Agreement Fund (82). Once the funds are transferred to the Interlocal Fund, they can be used for purchases for either the Elementary or High School District, with the funds rolling over from year-to-year.

SUGGESTED ACTION: Approve the Multidistrict agreement between Lewistown Elementary Schools and Fergus High School.

☒ **Additional Information Attached**

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

Multidistrict Agreement

This Multidistrict Agreement (hereinafter “Agreement”) is entered into this 11th day of July, 2022 by and between Lewistown Elementary and Fergus High School (collectively hereinafter “Participating Districts”).

WHEREAS, the rising cost of purchasing/paying for salaries, technology, curriculum, transportation, utilities and supplies has impacted the Districts;

WHEREAS, the Districts have an opportunity to join and collectively purchase or pay for salaries, technology, curriculum, transportation, utilities and supplies for the participating Districts’ needs;

WHEREAS, pursuant to section 20-3-363, MCA, the boards of trustees of any two or more school districts may enter into an Multidistrict Agreement to create a multidistrict cooperative to perform any services, activities, and undertakings of the Participating Districts and to provide for the joint funding and operation and maintenance of all Participating Districts upon the terms and conditions as may be mutually agreed to by the districts subject to the conditions of section 20-3-363, MCA;

WHEREAS, an Agreement made pursuant to section 20-3-363, MCA, must be approved by the board of trustees of all Participating Districts;

WHEREAS, all expenditures in support of the Multidistrict Agreement may be made from the interlocal cooperative fund in accordance with sections 20-9-703 and 20-9-704, MCA. Each Participating District of the multidistrict cooperative may transfer funds into the interlocal cooperative fund from the general fund, any budgeted fund, or any non-budgeted fund of the Participating Districts, except as limited/prohibited law as follows:

1. transfers to the interlocal cooperative fund from each Participating District's general fund are limited to an amount not to exceed the direct state aid in support of the respective school district's general fund;
2. transfers from the retirement fund, the debt service fund or the compensated absence liability fund are prohibited; and
3. transfers may not be made with funds restricted by federal law unless such transfer is in compliance with any restrictions or conditions imposed by federal law.

WHEREAS, in accordance with section 20-9-703, MCA, Fergus High School shall be designated as the prime agency. All other Participating Districts shall be designated as cooperating agencies;

WHEREAS, expenditures from the interlocal cooperative fund are limited to those expenditures that are permitted by law and that are within the final budget for the budgeted fund from which the transfer was made.

NOW THEREFORE, the districts hereby agree as follows:

1. To create a multidistrict cooperative for the purpose of jointly purchasing/paying for salaries, technology, curriculum, utilities and supplies for the participating Districts;
2. To create an interlocal cooperative fund for the purpose of transferring funds from the Participating Districts for the purpose(s) stated herein;
3. Fergus High School is designated as the prime agency and as such shall establish a nonbudgeted interlocal cooperative fund for the purpose of the financial administration of this Multidistrict Agreement.
4. All other Participating Districts are designated as the cooperating agencies and in accordance with section 20-9-704, shall transfer its financial support under this Agreement to the prime agency by district warrant or funds transfer.
5. Any and all amounts transferred into the interlocal cooperative fund by any Participating District may come from: (a) the respective district's general fund in an amount not to exceed the direct state aid in support of the respective school district's general fund; or (b) any other budgeted fund of a participating district, except that funds cannot be transferred from the retirement fund or the debt service fund; or (c) any nonbudgeted fund of a Participating District, except that funds cannot be transferred from the compensated absence liability fund.
6. Transfers may not be made with funds restricted by federal law unless the transfer is in compliant with any restrictions or conditions imposed by federal law.
7. Any and all amounts transferred into the interlocal cooperative fund by each Participating District must be for the purpose stated herein as mutually agreed upon between the Participating Districts in accordance with the terms of this Agreement.
8. The term of this Agreement shall be from July 1, 2022 to June 30, 2025.* This Agreement may be extended by mutual approval of each Participating District. However, the term of the Agreement may not extend beyond 3 years. Any remaining fund balance in the interlocal cooperative fund at year end may be carried over to the subsequent fiscal year.
9. The terms of this Agreement may be changed upon mutual written approval of the Participating Districts.
10. Each Participating District shall agree how the funds shall be disbursed during the current fiscal year by establishing a budget or guidelines. The prime agency shall adhere to this Agreement. The Participating Districts will be provided with a monthly accounting summary of expenditures from the prime agency.

11. The multidistrict cooperative may be dissolved upon mutual consent of all Participating Districts in writing upon 90 days written notice to all Participating Districts. In addition, any Participating District may terminate its participation in the multi-district cooperative upon 90 days written notice to all Participating Districts. In the event that the multidistrict cooperative is dissolved in its entirety or any Participating District terminates its participation in the multidistrict cooperative, the provisions of Paragraph 12 below shall apply.

12. Upon termination of this Agreement by one or all Participating Districts, the funds of the district or districts that no longer desire to participate in this multidistrict cooperative shall be returned to such District(s) on a pro rata share of the current funds held by the prime agency after all outstanding financial obligations have been paid with said funds to revert back to the original fund(s) from which the money was transferred as a result of said District(s) participation in the multidistrict cooperative.

13. This Agreement shall be interpreted according to and governed by the laws of the State of Montana.

As agreed on this _____ day of _____, 20__.

Fergus High School (LE0259)
Prime Agency

Lewistown Elementary (LE0258)
Cooperating Agency

Board Chair, Prime Agency

Board Chair, Cooperating Agency

District Clerk, Prime Agency

District Clerk, Cooperating Agency

** Note: The term of the agreement may be for a period of up to 3 years.*

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

16

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

ITEM TITLE: APPROVE NOTICE OF RESOLUTION OF INTENT TO SELL/DISPOSE OF SURPLUS PROPERTY

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

SUMMARY:

The Board of Trustees needs to approve the Notice of Resolution of Intent to Sell/Dispose of Surplus Property as stated on the attached notice.

SUGGESTED ACTION: Approve Notice of Resolution of Intent to sell/dispose of surplus property

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

NOTICE OF RESOLUTION OF INTENT TO SELL/DISPOSE OF SURPLUS PROPERTY

WHEREAS, certain personal property owned by School District Number One and High School District Number One, Fergus County, Montana, has been determined by the Board of Trustees of said School Districts to be obsolete surplus, and unsuitable for school purposes because it is out of date and not usable, being described as follows:

A tract of land located in the S1/2 of Section 28, Township 16 North, Range 19 East, M.P.M., Fergus County, Montana, more particularly described as follows:

Commencing at the center of Section Twenty-eight (28), in Township Sixteen (16), Range Nineteen (19) East, Montana Meridian, for the place of beginning; run thence due East eighty feet to a point; thence due South two hundred ninety-five feet to a point; thence due West two hundred ninety-five feet to a point; thence due North two hundred ninety-five feet to a point; thence due East two hundred ninety-five feet to the place of beginning. Said tract so bounded and described to be used for school purposes in maintaining a school thereon. Deed Reference: Book 88, page 304

WHEREAS, an arrangement will be made to sell said property to Christine Jenni, the owner of the surrounding property, for the amount of \$3,000.00;

THEREFORE BE IT RESOLVED that the Trustees of said School Districts authorize the sale and disposal of the attached listed property.

BE IT FURTHER RESOLVED that this resolution will become effective 14 days after publication of the notice as required by 20-6-604, MCA.

DONE at Lewistown, Montana, this 11th day of July 2022.

**CHAIR
BOARD OF TRUSTEES
SCHOOL DISTRICT NUMBER ONE
HIGH SCHOOL DISTRICT NUMBER ONE**

ATTEST:

**REBEKAH RHOADES
BUSINESS MANAGER/CLERK
SCHOOL DISTRICT NUMBER ONE
HIGH SCHOOL DISTRICT NUMBER ONE**

To be published in the News Argus on July 13, 2022

P.O. #

CONTACT INFORMATION

For general questions, please contact Superintendent Thom Peck at 535-8777.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

17

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

ITEM TITLE: APPROVE FIRST READING 2022-2027 SCHOOL BOARD OF TRUSTEES STRATEGIC GOALS AND OBJECTIVES

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

SUMMARY:

The Board of Trustees needs to approve the 2022-2027 Strategic Goals and Objectives

SUGGESTED ACTION: Approve 2022-2027 Board of Trustees Strategic Goals and Objectives

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

THE BOARD OF TRUSTEES OF LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

2022-2027 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, 2022-2027: *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. Multi-Tiered Systems of Support (MTSS) is embraced and consistently implemented by staff in every building in the district and is used to monitor and improve student **achievement through academic, behavioral and Social/Emotional Learning interventions and measurements.**
2. The District is consistent in each building in developing and implementing both curricula as well as intervention programs to insure student achievement and success **consistent with our Whole Child Philosophy?**
3. The District has evaluated the high school graduation requirements and its processes for allowing deviation from the requirements for both college bound and vocation bound students.
4. The District is consistent at all levels in developing and implementing differentiated **and personalized** instruction techniques **to meet the full potential of every student.**

Goal Area 2: Facilities

Statement of Intended Outcome, 2022-2027: *Lewistown Public Schools continues to strive for 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~~ **has partnered with** our community. In planning for our facilities, we have adequately addressed the issue of technology and incorporated that in to our facilities plan. **The District's facility plan addresses Three (3) Priorities: 1) Safety and Security of our Facilities 2) Prioritizing our infrastructure needs to become more efficient and 3) Increasing student classroom and collaborative space for new programs and increased learning.***

Strategic Objectives:

1. Develop a comprehensive plan to address the District's building and facilities needs to insure our physical plant can effectively and efficiently address the needs of our students, staff and community for the next 20 years. **The District has done a comprehensive facility assessment conducted by Cushing-Terrell Architecture in 2019. Based on this assessment the Board formulated a Facility Bond proposal for November of 2021. The Elementary Bond passed but the High School Bond failed. We will continue to update the Facility Plan.**
2. Secure community support and funding necessary to implement the comprehensive facilities plan. **We will continue to partner with the entire community and conduct listening sessions, school tours,**

reach out to Kiwanis, Rotary, Chamber of Commerce, Port Authority, Area Businesses and the Council of Aging. We will build community support from the inside out beginning with the School Board, then LPS Staff, then Parents and then the Community at large.

3. Use gifting and fund-raising via **Federal funding, State funding, Federal and State grants, Bond Proposals** and the Central Montana Foundation to assure long-term funding for critical needs in our buildings and grounds.

Goal Area 3: Community / Parental Engagement

Statement of Intended Outcome, 2022-2027: *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. Develop, implement and maintain a consistent, district-wide effort to involve parents and interested community members in our schools **through monthly PAC meetings, Title I meetings, School Forums, School Board/Committee Meetings, Booster Club meetings, Parent-Teacher Conferences, School Events, etc.**
2. Implement an accepted and used communication system so that information can be shared quickly and effectively with parents and interested community members and to allow easy and effective communication from parents and interested community members with the Board, administration and district staff. **Our ability to text, email, or "robocall" plus the addition of the new phone system has increased our ability to communicate with staff, students, parents, and the community much more easily.**
3. Implement a program whereby those parents and community members interested and willing to advocate for public schools with the legislature and state agencies are empowered to do so. **Three Staff Members were part of the SAM Legislative Network during the 2021 Legislative Session. In addition, three Staff members are part of the Delegate Assembly for School Administrators of Montana for the 2023 Legislative Session.**
4. Utilize social media (i.e. Facebook, Twitter, **Instagram**, etc.) to promote school activities and events to keep parents and interested community members informed.

Goal Area 4: Technology

Statement of Intended Outcome, 2022-2027: *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. Have implemented steps 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.

3. Provide staff development to ensure that technology standards are implemented in classrooms district wide **on a continuous cycle**.
4. Develop and implement efforts to develop a consistent approach/philosophy by our staff for the use of technology in the classroom as an effective and proven learning tool.
5. Determine how the district should help educate parents about the ways their children use technology **responsibly** (in and out of school, for good and bad reasons).

Goal Area 5: Highly Qualified Staff

Statement of Intended Outcome, 2022-2027: *Lewistown Public Schools has developed a recruitment and retention program to ensure that the District hires and retains high quality, effective personnel. **The District utilizes an online application process using the platform, Unified Talent that also recruits nationally with with an application called School Spring. We have also partnered with Montana State University to recruit teachers to our rural area with their Rural Practicum Outreach program.** 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. Implement a consistent, rigorous, and fair assessment and evaluation process for staff that is understood and supported by administrators and staff.
2. Professional development is tailored to meet the needs of teachers, administrators, and staff. They are part of the planning and assessment of these opportunities.

Goal Area 6: Fiscal Management/Responsibility

Statement of Intended Outcome, 2022-2027: *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 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 (**2023**).
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.

Conclusion:

Prior to June 30 of each fiscal year, the Board of Trustees will review these Goals and Strategic Objectives and insure they still represent appropriate and realistic milestones on our way to our 20-year vision.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

18

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

ITEM TITLE: APPROVE 2022 MTSBA ELECTRONIC BALLOT

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

SUMMARY:

The Board of Trustees needs to approve the 2022-2027 Lewistown School Board of Trustees Goals and Strategic Objectives membership. The annual meeting (held in a hybrid format on June 9, 2022), is typically where the membership is voted on. At that time they did not meet the quorum requirements to conduct business of the Association. The MTSBA bylaws provide an alternative process for conducting voting on Association issues, so school boards are being asked to vote by electronic ballot before July 22, 2022.

SUGGESTED ACTION: **Approve 2022 MTSBA membership electronic ballot.**

☐ **Additional Information Attached**

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

19

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

ITEM TITLE: APPROVE ADDITIONS TO SUBSTITUTE LIST FOR THE 2022-2023 SCHOOL YEAR

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

SUMMARY:

The Board of Trustees needs to approve the additions to the substitute list, for the 2022-2023 School Year as listed below:

Substitute Teacher:
Mary Satterfield

SUGGESTED ACTION: Approve Additions to the Substitute List for the 2022-2023 School Year

☐ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/11/2022

Agenda Item No.

20

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

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees Prepared By: Christy Rogers

SUMMARY:

Attached is the Personnel Report for your review.

SUGGESTED ACTION: Approve All Items

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Koterba						
Southworth						
Brady						
Heintz						
Fulbright						

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday July 11, 2022

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>RECOMMENDED BY</i>	<i>COMMENTS</i>
BLAZICEVICH, Misheala	Kitchen Aide	Central Office	Accept Letter of Resignation	6/13/2022	Amie Friesen	See Attached Letter
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	EXTRA CURRICULAR ASSIGNMENTS	Lewistown Jr. High School	Approve appointment on schedule as recommended	8/1/2022	Jeff Friesen	See Attached List
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	EXTRA CURRICULAR ASSIGNMENTS	Fergus High School	Approve appointment on schedule as recommended	8/1/2022	Paul Bartos	See Attached List
SIBBETT, Curtis	Technology Support Specialist	Central Office	Accept Letter of Resignation	6/10/2022	Scott Baldwin	See Attached Letter

<u>2022-2023 School Year</u>					
				Starting Salary	\$35,269.00
JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS					
Activity	Name	Positions	Index	Stipend	Date Approved
COORDINATOR	<i>Paul Bartos</i>	Co-Coordinator	0.0525	\$ 1,851.62	
	<i>Brooke Zeiler</i>	Co-Coordinator	0.0525	\$ 1,851.62	
BASKETBALL	<i>Derek Lear</i>	Boys Head Coach	0.070	\$ 2,468.83	
	<i>Nicole Wichman</i>	Girls Head Coach	0.070	\$ 2,468.83	
	<i>Brooke Zeiler</i>	Girls First Assistant	0.062	\$ 2,186.68	
BUILDERS CLUB	<i>Jenifer Blazicevich</i>	Advisor	0.015	\$ 529.04	
CHEERLEADERS	<i>Rayna Phelps</i>	Head Coach	0.030	\$ 1,058.07	
CROSS COUNTRY	<i>Nicole Wichman</i>	Head Coach	0.065	\$ 2,292.49	
FOOTBALL	<i>Cory Smith</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Tom Webb</i>	First Assistant	0.057	\$ 2,010.33	
	<i>Michael Vanek</i>	Assistant - 1	0.050	\$ 1,763.45	
MATHCOUNTS	<i>Katherine Spraggins</i>	Advisor	0.015	\$ 529.04	
MUSIC	<i>Chase Auger</i>	Instrumental Activities	0.034	\$ 1,199.15	
	<i>Lauren Wright</i>	Vocal Activities	0.034	\$ 1,199.15	
	<i>Taught in Schedule</i>	Jazz Band	0.040	\$ 1,410.76	
	<i>Taught in Schedule</i>	Select Choir Director	0.040	\$ 1,410.76	
PHOTO CLUB	<i>Katie Wirtzberger</i>	Advisor	0.015	\$ 529.04	

SPORTING EVENT MGMT	<i>Brenden DeCock</i>	State Wrestling Tournament		\$ 75.00	
STUDENT COUNCIL	<i>Jake Rhoades</i>	Advisor	0.0250	\$ 881.73	
TRACK & FIELD	<i>Mariah Patterson</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Rebekah Rhoades</i>	First Assistant	0.057	\$ 2,010.33	
	<i>Mike Vanek</i>	Assistant - 1	0.050	\$ 1,763.45	
VOLLEYBALL	<i>Jean Irish</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Maria Henderson</i>	First Assistant	0.057	\$ 2,010.33	
	<i>Cassidy Bawden</i>	Assistant	0.050	\$ 1,763.45	
WRESTLING	<i>Brendon Decock</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Wyatt Blythe</i>	Assistant	0.050	\$ 1,763.45	
ELEMENTARY SCHOOLS ACTIVITY & ATHLETIC RECOMMENDATIONS					
COORDINATOR	<i>Derek Lear</i>	Coordinator	0.065	\$ 2,292.49	
ELEMENTARY MUSIC	<i>Mike Hamling</i>	5-6 Concert	0.020	\$ 705.38	
	<i>Rachael Grensten</i>	2-4 Concert	0.030	\$ 1,058.07	
	<i>Lauren Wright</i>	K-1 Concert	0.020	\$ 705.38	

<u>2022-2023 School Year</u>					
				Starting Salary	\$35,269.00
FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS					
Activity	Name	Positions	Index	Stipend	Date Approved
ANNUAL	<i>Diane Lewis</i>	Advisor	0.050	\$ 1,763.45	
ATHLETIC DIRECTOR	<i>Paul Bartos</i>	Director	0.195	\$ 6,877.46	
BASKETBALL	<i>Jim Daniels</i>	Boys First Assistant	0.110	\$ 3,879.59	
	<i>Matt Plagenz</i>	Boys Assistant - 1	0.090	\$ 3,174.21	
	<i>Steve Foran</i>	Girls First Assistant	0.110	\$ 3,879.59	
	<i>Nicole Wichman</i>	Girls Assistant - 1	0.090	\$ 3,174.21	
BUSINESS PROFESSIONALS OF AMERICA	<i>Diane Lewis</i>	Advisor	0.0350	\$ 1,234.42	
CHEERLEADERS	<i>Jennifer Pfau</i>	Head Coach	0.125	\$ 4,408.63	
	<i>Rayna Phelps</i>	Assistant	0.074	\$ 2,609.91	
CROSS COUNTRY – B/G	<i>Regan Bold</i>	Assistant	0.085	\$ 2,997.87	
F CLUB	<i>Vic Feller</i>	Advisor	0.015	\$ 529.04	
FFA	<i>Jondie Rianda</i>	Advisor	0.110	\$ 3,879.59	
	<i>Jared Long</i>	Advisor	0.110	\$ 3,879.59	
FCCLA	<i>Megan Vincent</i>	Advisor	0.035	\$ 1,234.42	
FOOTBALL	<i>Troy Hudson</i>	First Assistant	0.105	\$ 3,703.25	
	<i>Matthew Ventresca</i>	Assistant - 1	0.085	\$ 2,997.87	
	<i>Danny Wirtzberger</i>	Assistant - 2	0.085	\$ 2,997.87	
	<i>Orin Johnson</i>	Assistant - 3	0.085	\$ 2,997.87	

	<i>Thomas Webb</i>	Field Preparation		\$ 700.00	
GOLF	<i>Sherry Briendenbach</i>	Assistant	0.055	\$ 1,939.80	
HONOR SOCIETY	<i>Meggan Cirrincione</i>	NHS Advisor	0.035	\$ 1,234.42	
KEY CLUB	<i>Sydney Stivers</i>	Advisor	0.0470	\$ 1,657.64	
MUSIC	<i>Chase Auger</i>	Instrumental Activities	0.110	\$ 3,879.59	
	<i>Chase Auger</i>	Jazz Band Director	0.040	\$ 1,410.76	
	<i>Lauren Wright</i>	Vocal Activities	0.070	\$ 2,468.83	
RENAISSANCE	<i>Adrienna DeCock</i>	Advisor	0.047	\$ 1,657.64	
SCIENCE BOWL/OLYMPIAD	<i>Tim Nefzger</i>	Co-Advisor	0.0275	\$ 969.90	
	<i>Mike Mangold</i>	Co-Advisor	0.0275	\$ 969.90	
SKI CLUB	<i>Chase Auger</i>	Advisor	0.015	\$ 529.04	
STUDENT GOVERNMENT	<i>Michelle Trafton</i>	Advisor	0.047	\$ 1,657.64	
	<i>Melanie Smith</i>	Assistant	0.023	\$ 811.19	
VOLLEYBALL	<i>Paige Nash</i>	First Assistant	0.105	\$ 3,703.25	
	<i>Lesly Kassmier</i>	Assistant	0.085	\$ 2,997.87	
WEIGHT TRAINING COACH	<i>Vic Feller</i>	Advisor	0.040	\$ 1,410.76	
WRESTLING	<i>Robert Wallace</i>	First Assistant	0.105	\$ 3,703.25	

2:12 57° Heja.

   70% 

Mishaela Blazicevich

4:11 PM, Jun 11

(No subject)

I have been dreading sending this text but I will not be back next year. Thank you for giving me all of the opportunities you gave me to grow up and become a successful hard worker. Working for you has made me come out of my shell be more comfortable with myself. I will miss you being my boss and a really good friend 😊! I wish you the best and want to thank you for hiring me when I was just 19, which is still kinda of a baby after you turn 18 lol and I hope you guys have a fantastic/awesome summer.



Copy text



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To: Scott Baldwin

Subject: Two Weeks Notice

Please accept this letter as a notice of my resignation from Technology Support Specialist from Lewistown Public Schools. This will be effective two weeks from today May 27th, 2022 with my final day being on June 10th, 2022.

Thank you for the opportunity you have provided me and let me know if there is anything I can do to help with the transition of my position.

Sincerely,

Curtis W. sibbett

AUGUST 2022						
S	M	T	W	T	F	S
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28	29	30	31			

SEPTEMBER 2022						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

PIR DAYS (Pupil Instruction-Related)

August 22	New Staff Orientation
August 29-30	All Staff Orientation/PIR
October 20-21	Staff Development Days <i>Teachers Convention (Billings)</i>
Oct 31-Nov 11	Parent-Teacher Conferences <i>Schedules vary by school</i> PIR November 3rd <i>No school November 3rd-4th</i>
March 27-31	Parent-Teacher Conferences <i>Schedules vary by school</i> <i>Full school days for students</i>
May 15	PIR Day

HOLIDAYS & VACATIONS

No School for Teachers or Students

September 5	Labor Day
November 4	Vacation Day
November 23-25	Thanksgiving Vacation
Dec 23 - Jan 2	Winter Break
February 24	Vacation Day
April 10	Easter Vacation
May 29	Memorial Day

	New Teacher Orientation
	First/Last Day of School K-4 First Day
	End of Quarter
	Quarter Mid-Term
	End of Semester (2nd & 4th quarters)
	School Dismissed at 1:30 pm
	FHS Graduation Day
	PIR Day (No School for Students)
	Vacation Day (Day Off/No School)
	Paid Holiday (Day Off/No School)
	Flex Day (No School for Students)

PUPIL INSTRUCTION (INCLUDING FLEX DAYS)	First Semester				88 days	Second Semester				91 days
	FIRST QUARTER				DAYS	THIRD QUARTER				DAYS
	First Week	Aug 31	to	Sept 2	3	First Week	Jan 23	to	Jan 27	5
	Second Week	Sept 6	to	Sept 9	4	Second Week	Jan 30	to	Feb 3	5
	Third Week	Sept 12	to	Sept 16	5	Third Week	Feb 6	to	Feb 10	5
	Fourth Week	Sept 19	to	Sept 23	5	Fourth Week	Feb 13	to	Feb 17	5
	Fifth Week	Sept 26	to	Sept 30	5	Fifth Week	Feb 20	to	Feb 23	4
	Sixth Week	Oct 3	to	Oct 7	5	Sixth Week	Feb 27	to	March 3	5
	Seventh Week	Oct 10	to	Oct 14	5	Seventh Week	March 6	to	March 10	5
	Eighth Week	Oct 17	to	Oct 19	3	Eighth Week	March 13	to	March 17	5
	Ninth Week	Oct 24	to	Oct 28	5	Ninth Week	March 20	to	March 24	5
					40					44
	SECOND QUARTER				DAYS	FOURTH QUARTER				DAYS
	First Week	Oct 31	to	Nov 2	3	First Week	March 27	to	March 31	5
	Second Week	Nov 7	to	Nov 11	5	Second Week	April 3	to	April 7	5
	Third Week	Nov 14	to	Nov 18	5	Third Week	April 11	to	April 14	4
	Fourth Week	Nov 21	to	Nov 22	2	Fourth Week	April 17	to	April 21	5
	Fifth Week	Nov 28	to	Dec 2	5	Fifth Week	April 24	to	April 28	5
	Sixth Week	Dec 5	to	Dec 9	5	Sixth Week	May 1	to	May 5	5
	Seventh Week	Dec 12	to	Dec 16	5	Seventh Week	May 8	to	May 12	5
	Eighth Week	Dec 19	to	Dec 22	4	Eighth Week	May 16	to	May 19	4
	Ninth Week	Jan 3	to	Jan 6	4	Ninth Week	May 22	to	May 26	5
	Tenth Week	Jan 9	to	Jan 13	5	Tenth Week	May 30	to	June 2	4
	Eleventh Week	Jan 16	to	Jan 20	5					47
					48					
										Total Days 179

PUPIL INSTRUCTION-RELATED DAYS (PIR)	August 22	New Staff Orientation	
	August 29-30	All Staff Orientation/PIR	2.0
	October 20-21	Staff Development Days <i>Teachers Convention</i>	2.0
	Oct 31-Nov 11	Parent-Teacher Conferences <i>Schedules vary by school No school November 3rd & 4th</i>	1.5
	March 27-31	Parent-Teacher Conferences <i>Schedules vary by school Full school days for students</i>	.5
	May 15	PIR Day	1.0
		Floating PIR Day	<u>1.0</u>
			8.0

HOLIDAYS & VACATIONS	Dates Inclusive	September 5	Labor Day
		November 4	Vacation Day
		November 23-25	Thanksgiving Vacation
		Dec 23-Jan 2	Winter Break
		February 24	Vacation Day
		April 10	Easter Vacation
		May 29	Memorial Day
		July 4	Vacation Day (12-mo employees)

