LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES
REGULAR BOARD MEETING

LINCOLN BOARD ROOM
215 7th Ave South
Lewistown, MT 59457

MONDAY, JULY 14, 2025

CALL TO ORDER (6:00pm)

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Presentation – Amy Vaughan, Boys and Girls Club
5. Discussion—2024-2025 Annual Report
6. Report – Committees of the Board
7. Report – Investments
8. Report—End of Year Transfers
9. Report – Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS – CONSENT AGENDA

11. Minutes
12. Claims
13. Personnel Report

ACTION ITEMS – OLD BUSINESS

14. Second Reading of Policies

ACTION ITEMS – NEW BUSINESS

15. Notice of Resolution of Intent to Sell/Dispose of Surplus Property
16. 2025-2026 Fergus High School Handbook Changes
17. 2025-2026 Junior High School Handbook Changes
18. 2025-2026 K-6 School Handbook Changes
19. Lewistown Public Schools Strategic Plan
20. Consider Opening a Bank Account for Student Activity Debit/Credit Card Transactions at First Bank of Montana with Rebekah Rhoades, Matt Lewis and Derek Lear as Signers
21. Remove Paul Bartos and add Derek Lear, Activities Director, to the First Bank FHS Student Activities Bank Account
22. Audit Contract for FY25-FY27

ADJOURNMENT

PUBLIC PARTICIPATION

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

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

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

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#4

MEETING DATE: July 14, 2025

ITEM TITLE: PRESENTATION – AMY VAUGNN, BOYS AND GIRLS CLUB.

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees will be presented information regarding the Boys and Girls Club.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#5

MEETING DATE: July 14, 2025

ITEM TITLE: DISCUSSION – 2024-2025 ANNUAL REPORT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Lewistown Public Schools 2024-2025 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.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

Lewistown Public Schools

2024-2025

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	Jessica Miller
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Jeff Friesen
Fergus High School	Matt Lewis
Activities - Fergus High School	Paul Bartos
Business Office	Rebekah Rhoades
Maintenance	Jason Fry
School Food Service	Amie Friesen
Special Education	Chelsey Rogers
Technology	Scott Baldwin
Transportation	Rob Odermann

GARFIELD ELEMENTARY SCHOOL

Jessica Miller

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Jessica Miller, Principal
Lanna Schoenfelder, Secretary

2024-2025
Garfield Elementary Annual Report

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)
This year the team consisted of Dani Aamold, Megan Hicks, Cassidy Green, Amy Gies, Kara Howell, Pam Roberts, Audrey Boling, Allysann Karhi, and me. Mrs. Hicks, Mrs. Aamold, and I served as co-facilitators, and I commend the team's leadership and dedication to improving our school, as we made several strides this year.

The implementation of our "Tier Tracker," a collaborative Google spreadsheet, enables us to monitor all student data and interventions while sharing this information with classroom teachers, Title and special education instructors, specialists, and administrative staff. For instance, teachers enter scores from various assessments into the Tier Tracker. We then convene as an MTSS team with all classroom educators to strategize on the best ways to support each individual student. The MTSS team also utilizes the data from the Tier Tracker to decide student placement in intervention groups, which frequently change throughout the school year. The Tier Tracker has been instrumental in streamlining our data collection and also serves as a fidelity check for all staff. This documentation has also been beneficial when we follow up on intervention progress and when assessing whether a student may be eligible to be referred for special education services. Moreover, this process facilitates the efficient transfer of first grade student data to Highland Park at the end of the school year.

We also leveraged our monthly MTSS meetings as a problem-solving resource to assist teachers with individual student needs. The extensive information shared among team members proves valuable, and we frequently help teachers with specific strategies and interventions.

Furthermore, the MTSS Team monitors behavioral data. We employ our SOAR matrix to establish schoolwide expectations. We explicitly teach these expectations to students and use positive reinforcement to guide them toward the desired behaviors.

Curriculum and Classroom-based Interventions
Teachers and staff have been diligently working to implement the new math and reading curricula. The Bridges math curriculum materials provide excellent tools for assessing students, which help identify

learning gaps. The Bridges materials also offered valuable resources this year that supported our students in developing their number sense. The number corner activities were a wonderful addition to our classrooms, incorporating calendar activities that focused on patterns, number sense, shapes, predictions, and more. It was rewarding to see students engage in critical thinking about their predictions and articulate their mathematical reasoning.

We will maintain our focus on the significance of practicing phonemic awareness skills to establish a strong foundation for fluent reading. We utilize the Haggerty Phonemic Awareness program and the University of Florida Literacy Interventions program, both deeply rooted in the Science of Reading, to support this initiative. These programs emphasize eight phonemic awareness skills: Rhyming, Onset Fluency, Blending, Isolating final or medial phonemes, Segmenting, Adding phonemes, Deleting phonemes, and Substituting phonemes. Daily activities engage students both as a group and individually, allowing them to hear their teachers model these activities and then practice rhyming, blending, segmenting, substituting, or adding/subtracting phonemes in words.

Assessments

This year, we continued utilizing the Dibels 8th Edition Reading Assessment. In Kindergarten and 1st grade, this evaluation measures nonsense word fluency, word segmentation, letter-sound recognition, letter identification, sight words, and includes a fluency assessment at the conclusion of 1st grade. As we began the academic year, our fall benchmark scores were relatively low, with a considerable number of students identified as having intensive academic needs. (This trend corresponds with national data.) This method offers teachers immediate data to kick off the school year and enables us to implement interventions as quickly as possible. We made significant progress throughout the school year, and I commend the teachers' unwavering dedication to improving their students' skills in reading and math as evidenced by the charts below.

School-wide Interventions

Classroom teachers, including Mrs. Boling, along with our paraprofessionals, developed targeted intervention groups tailored to specific skills. Mrs. Boling utilized a thorough assessment of reading and math skills to determine students' needs, complemented by observations and assessments from the classroom teachers. This approach enabled us to concentrate on enhancing students' phonemic awareness and phonics abilities, as well as identifying essential number sense skills for a strong math foundation. These focused interventions were relatively brief, allowing students to remain in the classroom for essential reading and math instruction. This model also enabled us to support a greater number of

students over time. Our reading and math scores reflect effective Tier 1, Tier 2, and Tier 3 instruction and interventions, as shown in the assessment section below.

KinderSteps Early Literacy Intervention Program

This was our first year implementing the new Early Literacy KinderSteps program. This program is designed for students who may not be at grade level for reading by third grade, as determined by a screening tool. This year, fourteen students qualified for the program, and these students made enormous progress. (Each year, the kindergarten teachers observe that the prior year's KinderStep students become leaders in their classrooms, and this year was no different.)

Ms. Dohrmann does a highly commendable job with teaching academics, especially literacy. Ms. Dohrmann and Miss Nicole also explicitly taught social skills, such as sharing, peer assistance, manners, how to ask for something, how to apologize, and taking responsibility.This year, Ms. Dohrmann taught a PreK curriculum that is designed to build children's vocabulary, listening and storytelling skills. Students worked on understanding parts of a story, sequencing of a story, pre-writing and writing skills along with letter identification, phonics, and phonemic awareness skills. Students worked on numbers, shapes, and pattern recognition as well.

We use continuous formative assessments as well as benchmarking testing three times per year (fall, winter, and spring). We also administered the Ox Ed and Assessment Language Screen, which was on the list provided by the Montana Board of Public Education as our screening tool, to all students again in the spring to gauge the effectiveness of our programming. The benchmark testing evaluated phonological awareness, phonemic awareness, alphabet knowledge, numbers, shapes and colors. During the year, we saw an increase in students meeting benchmark goals for letter sound identification. For example, in the fall, our students could identify 8 out of the 26 letter sounds on average. In the spring, that increased to 16 of the 26 letter sounds. The Ox Ed and Assessment Language Screen spring scores yielded similar results: in the spring of 2024, the average percentile was 36.6% and in the spring of 2025, it was 67.5%. This growth demonstrates the effectiveness of our programming. This assessment measurements oral language, phonological awareness, and alphabet knowledge and predicts student reading proficiency by 3rd grade. All students made progress as evidenced by the graph below. A red outline on the score indicates that the student may have significant language concerns. (One student's overall percentile score remained the same, although the raw score did increase.)

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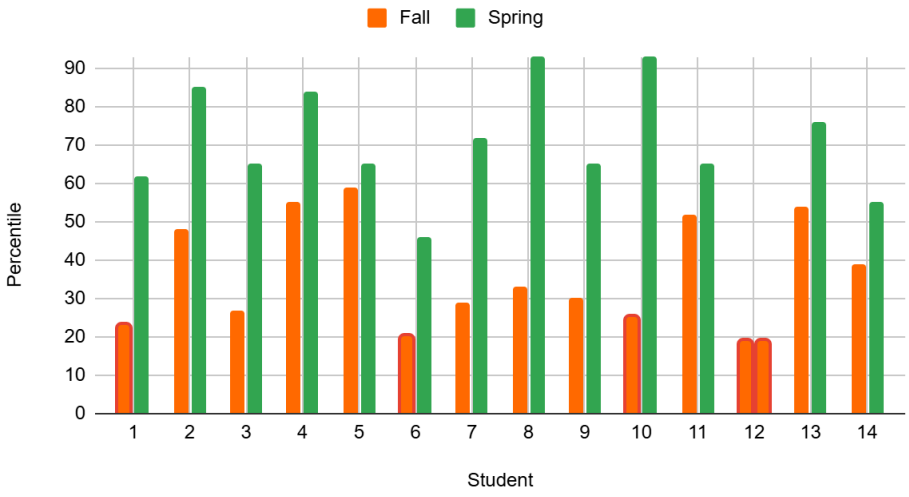
Jessica Miller, Principal

Lanna Schoenfelder, Secretary

We again screened students this spring for next years' KinderSteps classes. While I lament the transfer of local control to an assessment-based program, I look forward to serving even more students and providing them with the literacy-based interventions they need to be successful readers by 3rd grade.

KinderSteps OxEd and Assessment Language Screen



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Overall Reading/Literacy Composite Scores

We used DIBELS Reading Benchmark Assessment to identify Intensive, Strategic and Core students in Early Reading concepts. Below are the benchmark assessments results. In each class, there is much growth from fall to spring, and there are also opportunities to get better. I am proud that we made strong gains in the number of Core plus, Core, and Strategic level students especially in reading. Most, if not all, of our teachers have been trained in the Science of Reading, and their dedication to helping our students achieve the basic foundations of reading is highly commendable.

Garfield All Grades DIBELS Summary Report

Grade	Beginning	Middle	End
K	n=79 38 (48%) 15 (19%) 16 (20%) 10 (13%)	n=81 25 (31%) 19 (23%) 23 (28%) 14 (17%)	n=79 16 (20%) 17 (22%) 33 (42%) 13 (16%)
1st	n=80 28 (35%) 23 (29%) 17 (21%) 12 (15%)	n=78 23 (29%) 28 (36%) 17 (22%) 10 (13%)	n=77 15 (19%) 13 (17%) 34 (44%) 15 (19%)

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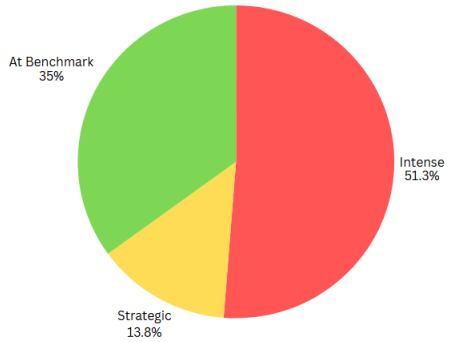
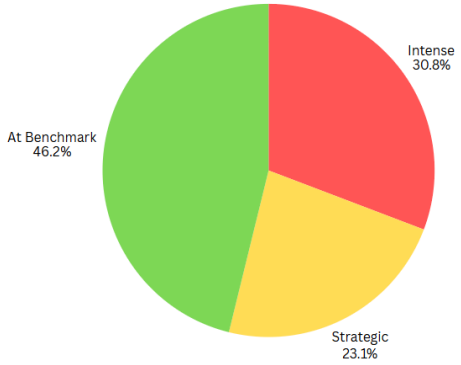
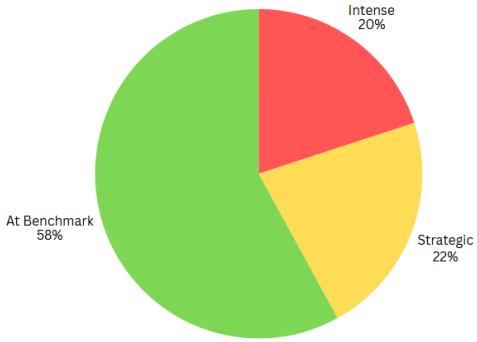
Kindergarten DIBELS 8th Edition Early Reading Benchmark Assessments
Fall Composite Scores



Winter Composite Scores



Spring Composite Scores



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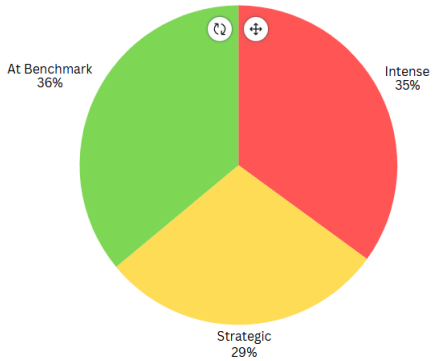
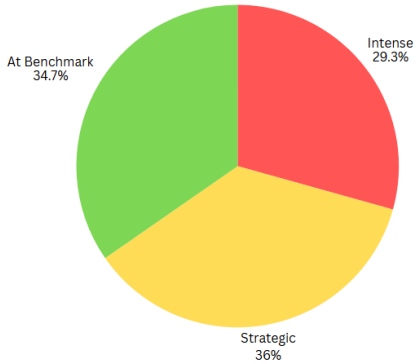
First Grade DIBELS 8th Edition Early Reading Benchmark Assessments

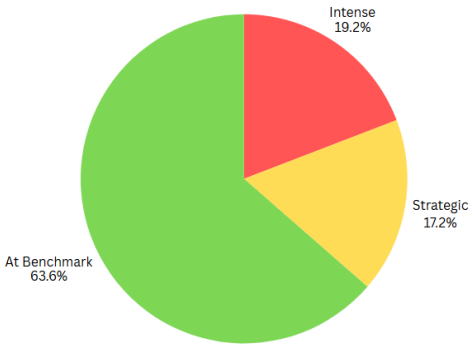
Fall Composite Scores



Winter Composite Scores



Spring Composite Scores



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Overall Math Composite Scores

We used the Comprehensive Growth Assessments provided by the Bridges curriculum. (Note that this is not a norm-referenced assessment; however, it is criterion-referenced/standards-based.) We use this assessment along with other classroom-based assessment data to identify Intensive, Strategic and Core students in mathematical concepts. Below are the benchmark assessments results.

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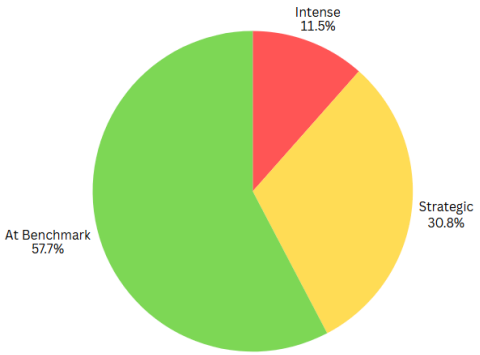
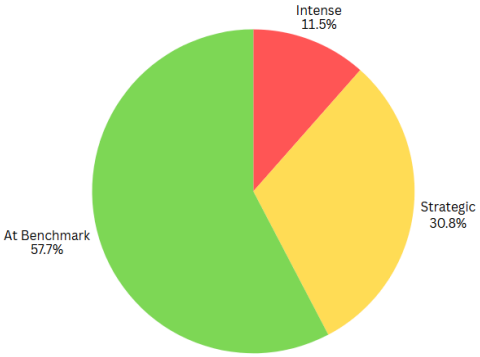
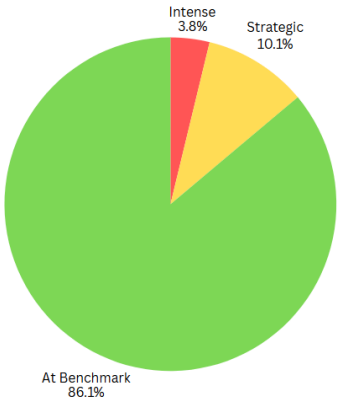
Bridges Comprehensive Growth Assessment
Kindergarten Fall Math Scores



Kindergarten Winter Math Scores



Kindergarten Spring Math Scores



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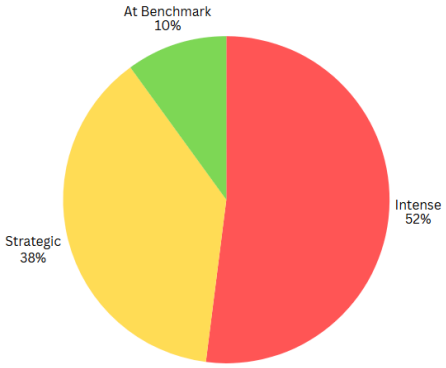
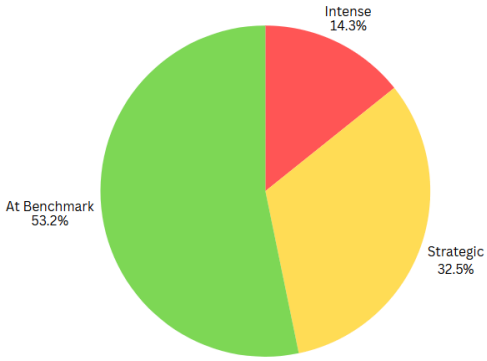
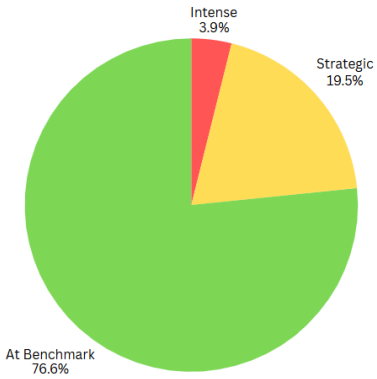
First Grade Fall Math Scores



First Grade Winter Math Scores



First Grade Spring Math Scores



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Jessica Miller, Principal

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Goal Area 2: Facilities

Having our construction nearly complete by the beginning of the school year was of paramount importance! Having a partial new roof and three new classrooms are perhaps the greatest improvements at Garfield. Space at Garfield is still limited; however, the new bond construction allowed us to separate some classrooms that had previously been combined. Prior to this year, our Tier 2 and Tier 3 intervention groups shared a single classroom with a divider down the center. At times, there were as many as 30 students in that classroom. The Tier 2 and Tier 3 instructionals groups are now in two classrooms. Additionally, library and music classes no longer have to share a single classroom. Finally, we have a meeting room where specialists can work with students and where we can hold parent meetings as well.

We still have eight security cameras which monitor the hallways, common areas, and perimeter of the building. We hope to add several more as this improves the safety and security of students and staff and would give us a better picture of our upper playground and improve our ability to ensure student safety. The Garfield staff continues to use handheld radios to communicate throughout the school day. We also continue to use the doorbell/intercom system at the front door of the school. This has allowed us to secure the front door of the school during school hours, as all exterior doors remain locked throughout the school day. Any person visiting the school must ring the doorbell at the front door in order to gain access to the building.

Mr. Bradley has worked hard to keep Garfield clean and usable for staff and students, and I look forward to continuing to work together to make the school as welcoming and student-friendly as possible.

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Lanna Schoenfelder, Secretary

Goal Area 3: Community/Parent Engagement

This goal area aligns closely with my primary objectives of equipping students with the academic and social skills they need for success beyond 1st grade and fostering a welcoming environment at Garfield for parents, families, and students. Ultimately, my mission is to serve the Lewistown community along with our students and their families. The Garfield staff and teachers are dedicated to creating opportunities for family and community engagement within our school.

This year, we welcomed local firefighters, civil employees, and police officers for presentations, and representatives from various banks shared insights on financial literacy and the importance of saving and managing money with our students. Throughout the year, we organized multiple class picnics and parties, with parents volunteering for both special and cotidian classroom activities. We also held two concerts and an awards assembly. With support from the Lewistown K-8 PTO, we launched a “Boo Hoo Breakfast” on the first day of school. This spring, families joined us for “Breakfast and Books.” Teachers and parents read with students while Mrs. Friesen provided cinnamon rolls and juice for families. That morning, the line was out the front door onto the sidewalk! Due to the success of the breakfast, next year, we plan to expand our offerings, and perhaps even include a family game night.

Communication with parents and families is at the forefront of both our day-to-day work and in helping us achieve our overall goals. The teachers and I use Class Dojo to communicate with families and share information, and this app is used throughout our LPS Elementary Schools. I aim to post there once per week as a family engagement tool, and the teachers and I use it for direct parent communication daily.

We continued the “meet and greet” approach at the beginning of the school year, allowing parents and students to spend one-on-one time with their teachers and explore the classroom before the official first day of school. This initiative effectively encourages family involvement and helps students feel at ease as the school year begins. I look forward to welcoming families to Garfield on August 20th, 21st, and 22nd again this fall.

Additionally, we invited families and community members to the high school for our Kindergarten and 1st grade music programs, which were a tremendous success thanks to Mrs. Davies. Our teachers demonstrated flexibility and eagerness to assist. The holiday program featured a combined K/1 performance, while our spring program showcased individual performances by each grade level. KinderSteps classes also held “informances” for their families at Garfield.

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Lanna Schoenfelder, Secretary

Goal Area 4: Technology

Garfield educators are consistently seeking ways to incorporate technology into their teaching and professional growth, while being aware that many students experience substantial screen time outside of school hours. Every teacher employs Chromebooks in their lessons and centers throughout the week, especially to differentiate instruction. Though this is not usually on a daily basis at the lower levels, with usage time gradually increasing in a developmentally appropriate manner. Establishing a basic understanding of technology for students is crucial in preparing them for future educational endeavors in this digital era.

I applaud our technology department for their prompt and supportive assistance throughout the year.

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Goal Area 5: Highly Qualified Staff

Finally, I am truly appreciative of the Garfield staff. Throughout this school year, collaborating with them and learning from their expertise and knowledge has been a tremendously rewarding experience. I feel lucky to work alongside and lead a group of people who are dedicated to the same ideals of serving and educating students. Early on, I recognized how much the Garfield staff values potlucks, themed dress up days, and appreciation days and events. These activities play a paramount role in fostering a positive climate, one to which I am happy to humbly contribute.

I also admire the staff's eagerness to enhance their skills and pursue educational opportunities. Each staff member participated in professional development throughout the year, and I cherish the insightful discussions we had about their takeaways and how we might apply them at Garfield. Several of these professional learning activities were scouted out by the teachers themselves, and I was more than happy to assist in facilitating their attendance.

Additionally, I had the chance to formally observe and evaluate all staff members this year. This was a fulfilling process, allowing me to spend more time in their classrooms. At the year's start, teachers established goals, and we revisited these during our evaluation meetings. Going forward, I am eager to continue to foster relationships with our current staff and attract quality educators.

HIGHLAND PARK ELEMENTARY SCHOOL

Matt Ventresca

Highland Park Elementary School
1312 7th Avenue North
Lewistown, Montana 59457
Phone: (406)535-2555 • Fax: (406)535-4617

Matthew Ventresca, Principal
Jenni Bristol, Secretary

2024-2025 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Enrollment:

The following table represents the ending enrollment numbers for 2nd & 3rd Grade at Highland Park for the 2024-2025 school year (the first year of HP being only 2nd & 3rd). It also shows a continuum of enrollment numbers for prior years of Highland Park when Highland Park had 2nd thru 4th grade.

Highland Park Elementary	2024-25 HP	2023-24 HP	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP
2nd Grade	72	92	123	97	97	104	103	98
3rd Grade	93	118	91	94	107	99	94	98
4th Grade	Moved to LC	89	100	111	93	100	94	99
Total	169	300	315	302	297	303	291	295
Change (+ / -)	New w/o 4th Grade	-15	+13	+5	-6	+12	-4	+15

Attendance:

Highland Park's average daily attendance for the 2024-2025 school year was 93.41%. This is a 0.27% DECREASE from last years' attendance rate of 93.68%.

Highland Park Elementary	2024-25 HP	2023-24 HP	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP
Student Count	169	300	315	302	297	303	291	295
Membership Days	28395	50413	52910	50496	50630	51226	50515	49972
Absent Days	1872	3184	3511	3953	3045	2272	2627	2528
Average Daily Membership (ADM)	161.35	286.45	298.94	286.90	282.84	291.06	282.19	279.18
Average Daily Attendance (ADA)	150.72	268.33	279.08	264.44	265.77	278.05	267.48	264.95
Attendance Rate (%)	**93.41%**	**93.68%**	**93.36%**	**92.17%**	**93.98%**	**95.56%**	**94.80%**	**94.94%**
Change (+ or -)	-0.27	+0.32%	+1.19%	-1.81%	-1.58%	+0.76%	-0.14%	-0.09%

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 Grant. 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 teachers, School Counselor, School Psychologist, and the principal.

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(s) 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. These meetings are called Kid Graph Meetings.

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 2nd & 3rd grade. MAP was used as a benchmark three times during the year (Fall, Winter, Spring) in Reading and Math. The data from these tests help monitor progress of our students; is used to drive instruction/instructional groups; 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 CCSS 2010 1.1

2nd Spring MAP Reading	Benchmark	Strategic	Intensive
2024-2025	85% 58 students	10% 7 students	4% 3 students
2023-2024	90% 80 students	9% 8 students	1% 1 student

2022-2023	89% 102 students	6% 7 students	4% 5 students
2021-2022 **1st year using this assessment for 2nd**	83% 72 students	13% 11 students	5% 4 students

2nd MAP Reading 2-5 CCSS 2010 1.1 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 **185** or higher by the end of 2nd grade.

3rd Grade Spring MAP Reading 2-5 CCSS 2010 1.1

3rd Spring MAP Reading	Benchmark	Strategic	Intensive
2024-2025	91% 80 students	7% 6 students	2% 2 students
2023-2024	84% 89 students	11% 12 students	5% 5 students
2022-2023	86% 74 students	12% 10 students	2% 2 students
2021-2022	80% 72 students	16% 14 students	3% 3 students
2020-2021	81% 79 students	14% 14 students	5% 5 students
2019-2020 Winter score used due to Closures**	89% 80 Students	11% 10 students	0% 0 students
2018-2019	76% 69 students	12% 11 students	12% 11 students
2017-2018	78% 71 students	15% 14 students	7% 6 students
2016-2017	76% 68 students	15% 13 students	9% 8 students

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 CCSS 2010 1.1 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.

2nd Grade Spring MAP Math 2-5 CCSS 2010 1.1

2nd Spring MAP Math	Benchmark	Strategic	Intensive
2024-2025	90% 61 students	3% 2 students	7% 5 students
2023-2024	79% 71 students	14% 12 students	7% 6 students
2022-2023	67% 76 students	21% 24 students	12% 14 students
2021-2022 **1st year using this assessment for 2nd**	76% 65 students	21% 18 students	5% 4 students

2nd MAP Math 2-5 CCSS 2010 1.1 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 **191** or higher by the end of 2nd grade.

3rd Grade Spring MAP Math 2-5 CCSS 2010 1.1

3rd Spring MAP Math	Benchmark	Strategic	Intensive
2024-2025	93% 82 students	6% 5 students	1% 1 student
2023-2024	84% 77 students	7% 8 students	9% 10 students
2022-2023	86% 74 students	7% 6 students	7% 6 students
2021-2022	65% 58 students	21% 19 students	13% 12 students
2020-2021	70% 69 students	22% 22 students	7% 7 students
****2019-2020 Winter score used due to Closures****	60% 55 students	29% 26 students	11% 10 students
2018-2019	68% 62 students	21% 19 students	11% 10 students
2017-2018	54% 49 students	30% 27 students	16% 14 students
2016-2017	53% 47 students	37% 33 students	10% 9 students
2015-2016	71% 60 students	13% 11 students	15% 13 students
2014-2015	71% 67 students	20% 19 students	9% 9 students

3rd MAP Math 2-5 CCSS 2010 1.1 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **203** or higher by the end of 3rd grade.

Reading Fluency/Phonics

LPS K-6 schools continued to use the Dibels Data System. The Dibels system uses the **COMPOSITE SCORE** to identify intensive, strategic and benchmark students. To get the Composite Score, Dibels uses scores in Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), MAZE (Comprehension, Vocabulary, Language), and Oral Reading Fluency (ORF) to create a

score that is more comprehensive by combining both phonics and fluency along with a little comprehension. The charts below give you a look at how 2nd and 3rd grade faired at the end of the year Spring Benchmark with Dibels Composite Score.

2nd Grade Reading Fluency/Phonics - Dibels Composite Score

2nd Grade Spring Composite Score	Benchmark	Strategic	Intensive
2024-2025	63%	21%	16%
2023-2024	56%	20%	24%
2022-2023	54%	19%	27%
2021-2022	52%	17%	28%
2020-2021	59%	12%	29%

The Spring Dibels **Composite Score Benchmark** target for the end of 2nd grade is **439**.

3rd Grade Reading Fluency/Phonics - Dibels Composite Score

3rd Grade Spring Composite Score	Benchmark	Strategic	Intensive
2024-2025	66%	16%	18%
2023-2024	53%	20%	27%
2022-2023	56%	23%	21%
2021-2022	70%	15%	16%
2020-2021	58%	23%	18%

The Spring Dibels **Composite Score Benchmark** target for the end of 3rd grade is **442**.

Montana's State Assessment

Students in 3rd grade participated in the state's NEW criterion referenced statewide assessment called **MAST (Montana Aligned to Standards Through Year)**. This assessment measures students' mastery of the Montana Common Core State Standards in English Language Arts (ELA)/Literacy and Math for their grade level. **Due to this school year (2024-2025) being the first mandatory statewide operational use of the MAST, there are NO scores available at this time.**

The data below shows the previous state assessment called Smarter Balanced Assessment (SBAC). The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC).

3rd Grade Montana Smarter Balanced Summative Percentages

3rd Grade State MATH	Advanced	Proficient	Nearing Proficient	Novice
2024-2025	N/A	N/A	N/A	N/A
2023-2024	19%	36%	30%	15%
2022-2023	17%	43%	31%	8%
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%

3rd Grade State ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2024-2025	N/A	N/A	N/A	N/A
2023-2024	20%	24%	37%	20%
2022-2023	17%	28%	38%	16%
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%

Our 3rd Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math scores have seen an increase and ELA have fluctuated but stayed pretty consistent.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2032 (2023-2024 4th graders), Class of 2031 (2022-2023 4th graders), 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 2033 MAP Reading and Math Longitudinal Data

Class of 2033 (3rd) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2023-2024 2nd Grade	90% 80 students	9% 8 students	1% 1 student		79% 71 students	14% 12 students	7% 6 students
2024-2025 3rd Grade	91% 80 students	7% 6 students	2% 2 students		93% 82 students	6% 5 students	1% 1 student

Class of 2032 MAP Reading and Math Longitudinal Data

Class of 2032 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2021-2022	83%	13%	5%		76%	21%	5%

2nd Grade	72 students	11 students	4 students		65 students	18 students	4 students
2022-2023 3rd Grade	86% 74 students	12% 10 students	2% 2 students		86% 74 students	7% 6 students	7% 6 students
2023-2024 4th Grade	80% 68 students	16% 14 students	4% 3 students		86% 74 students	10% 8 students	4% 3 students

Class of 2031 MAP Reading and Math Longitudinal Data

Class of 2031 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2021-2022 3rd Grade	80% 72 students	16% 14 students	3% 3 students		65% 58 students	21% 19 students	13% 12 students
2022-2023 4th Grade	72% 63 students	18% 16 students	9% 8 students		56% 51 students	18% 16 students	26% 23 students

Class of 2030 MAP Reading 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 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

Class of 2028 MAP Reading and Math Longitudinal Data

Class of 2028 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2018-2019 3rd Grade	76% 69 students	12% 11 students	12% 11 students		68% 62 students	21% 19 students	11% 10 students
2019-2020 4th 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 and Math Longitudinal Data

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

Class of 2026 MAP Reading and Math Longitudinal Data

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

Class of 2025 MAP Reading and Math Longitudinal Data

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

Class of 2033 Phonics/Fluency Longitudinal Data (Dibels Composite Score)

Class of 2033 (3rd) Dibels Composite Score	Benchmark	Strategic	Intensive
2023-2024 2nd Grade	56%	20%	24%
2024-2025 3rd Grade	66%	16%	18%

Class of 2032 Phonics/Fluency Longitudinal Data (Dibels Composite Score)

Class of 2032 (4th) Dibels Composite Score	Benchmark	Strategic	Intensive
2021-2022 2nd Grade	52%	17%	28%
2022-2023 3rd Grade	56%	23%	21%
2023-2024 4th Grade	48%	28%	23%

Class of 2031 Phonics/Fluency Longitudinal Data (Dibels Composite Score)

Class of 2031 (4th) Dibels Composite Score	Benchmark	Strategic	Intensive
2020-2021 2nd Grade	59%	12%	29%
2021-2022 3rd Grade	70%	15%	16%
2022-2023 4th Grade	56%	24%	20%

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

Class of 2030 (4th) Composite Score & FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
**2019-2020 FAST CBMR 2nd	49%	21%	30%

Winter - Covid**			
2020-2021 *New Assessment – Dibels Composite Score*	58%	23%	18%
2021-2022 4th Grade Composite Score	57%	27%	16%

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

Class of 2029 (4th) 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 (4th) 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%

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

Class of 2027 (4th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive

2016-2017 2nd Grade *AIMS	65.4% 55 students	28.5% 24 students	6% 5 students
2017-2018 3rd Grade *FAST	66% 60 students	9% 8 students	25% 23 students
2018-2019 4th Grade *FAST	60% 52 students	11% 10 students	29% 25 students

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

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

Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM)

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

Class of 2032 SBAC State Testing Longitudinal Data

Class of 2032 (4th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2022-2023 3rd Grade	45%	38%	16%		60%	31%	8%
2023-2024 4th Grade	46%	33%	21%		47%	40%	13%

Class of 2031 SBAC Longitudinal Data

Class of 2031 (4th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2021-2022 3rd Grade	49%	33%	19%		43%	37%	19%
2022-2023 4th Grade	42%	24%	35%		33%	34%	34%

Class of 2030 SBAC Longitudinal Data

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

Class of 2029 SBAC Longitudinal Data

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

Class of 2028 SBAC Longitudinal Data

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

2019-2020 4th Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A

Class of 2027 SBAC Longitudinal Data

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

Class of 2026 SBAC Longitudinal Data

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

Class of 2025 SBAC Longitudinal Data

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

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

Our Elementary Bond passed in the Fall of 2021. The bond was to address Safety/Security and lack of space at Highland Park. The Bond remodel at Highland Park began May 20th, 2024 and concluded January 1, 2025. The

Highland Park remodel included moving the entrance of Highland Park to the north side of the building next to our parking lot and adding a secure entrance. By moving the entrance of Highland Park, adding a secure entry along with moving 4th grade to Lewis & Clark Elementary, Safety/Security and lack of space issues have been resolved. Moving 4th grade to Lewis & Clark opened up four classrooms so that Highland Park Title and Special Education teachers now 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 north side of the building helped the school be more safe and accessible by taking the entrance off a busy street, closer to parking and having a new sloped walkway instead of stairs. The remodel also helped create more space for support staff. To finalize the bond project, this summer, Highland Park will be getting 2 new boilers and Fire Sprinklers throughout the building. These projects began in May of 2025 and will conclude in August of 2025.

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

Parent Meetings

Highland Park held numerous parent meetings this year to help keep parents informed. This 2024-2025 school year grades K-3 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 grade teachers feel this is a great way to start the year so we will be continuing these Parent Meet & Greets. They get a chance to meet with each parent individually prior to school starting and students get to see the classroom and put their supplies away before even starting school. We also held separate parent meetings for our Showdown Ski Trip.

3rd Grade Ski Days

With the help of our PTO, we were able to take our 3rd grade students skiing twice this year. About ¾ of the students were going to the top of the mountain and skiing down by the end of the second trip. 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. Davies for making music so much fun for our kids this year. Mrs. Davies held Winter and Spring Programs. The programs had great themes, were energetic and engaging for all involved. The FCPA was packed for each of the programs.

Highland Park Talent Show

Mrs. Davies also coordinated our talent shows this year. We were able to host two HP Talent Shows this year due to so many students wanting to participate. We had nearly 30 acts and hosted them along with families and Highland Park classes in our gym over the two afternoons.

Fundraising Efforts

Our school/district did run a few fundraisers. We continued our K-8 PTO Fall Carnival this year. We turned this into our fall fundraiser and it was extremely successful. 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 competed against each other to win weekly chip bags for the class in each grade level that earned the most AR points.

Battle of the Books
Mrs. Gruener also continued our Battle of the Books with 3rd graders. Students must read at least 4 out of 21 specific books labeled as Battle of the Books. Students who qualify then can choose to participate in the Battles. This year we had 4 teams with about 15 students involved. The 3rd grade champion went to Lewis & Clark to battle the 4th grade champion.

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.

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 for our Highland Park Family Picnic. Mother Nature cooperated and we had a great time with families at the park. 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 continue having field trips with the financial help of the PTO. We did our annual 3rd 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 going to Ft Benton to tour their museums. 3rd grade took their students on the annual Zoo Montana field trip.

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.

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

OCTOBER
Refrigerator Reminders

- **PTO Fall Carnival** - The Lewistown K-8 PTO Fall Carnival is Saturday, October 8th from 4-7pm at the Trade Center.
- **After School Learning Center (ASLC)** –ASLC runs every Tuesday and Thursday for 3RD & 4TH grade from 3:10-4pm. This will start Tues., Oct. 11th. The ASLC will provide a quiet, structured place to work on assignments after school and also provide a snack. Please contact your child's teacher or the office to get the form if you are interested.

- **Flu Shots** – We will be hosting a Flu Shot Clinic at HP on Oct. 12th. Information to sign your child up will be coming soon.
- **Fire Prevention Week** – Oct. 10th-Oct. 14th is Fire Prevention Week. HP will be doing activities with the Lewistown Fire Dept. on Friday, Oct. 14th.
- **PTO Meeting** – Oct. 17th is our next PTO Meeting. It is 6:30pm at the Civic Center. Hope to see you there.
- **Bus Safety Week** – Oct. 17th-Oct. 21st is School Bus Safety Week. We will have an assembly on Oct. 19th reviewing bus safety.
- **Fall Vacation** – Oct. 20th & 21st there is NO SCHOOL due to Teacher Conventions.
- **Red Ribbon Week** – Students will be involved in a variety of Red Ribbon Week activities and dress up days focusing on being drug free Oct. 24th-28th. More info. will be sent as this week approaches.
- **1st Quarter** – The 1st quarter ends on Friday, Oct. 28th. Be on the lookout for Parent Teacher Conference info. later in Oct. Conferences will be Nov. 2nd 2-7pm and Nov. 3rd 8am-12pm
- **Halloween** – Our annual HP Halloween Parade is Monday, Oct. 31st starting about 8:45. Have students come to school in costume **(NO blood, swords/weapons)**. Please send a change of clothes as we will change after parade. Your teacher will be notifying you of your child's specific party time.
- **Name On Clothing** – As the weather changes and students are wearing more clothing, PLEASE put their name on their coats, hats, gloves, boots, and pants. This really helps us find any lost items. Thank you!

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.

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 3 years ago. We used them to identify people involved in an act of vandalism to the school this year. They also were used for behavioral support with quite a few student behavioral issues where student stories did not match or there was a case of theft. These cameras are a great resource and give me a chance to watch video with students to review their acts, both good and bad. With the bond construction almost complete, more cameras will be added over the summer and we will make sure there are no blindspots.

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 a few years ago. 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.

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 continue to use 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. I continue to take a yearly administrator training on ClassDojo to keep our school as a ClassDojo school.

Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). On the EPAS rotation, I had six tenured teacher evaluations (they are evaluated once every other year) and three non-tenured evaluations (twice a year until tenured). Six 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 2nd grade Tier 3 behavior students. We meet daily Monday-Thursday from 8:35-8:50 to discuss SEL and start their day off right.

Curriculum Adoption – Social Studies

The Social Studies Curriculum committee decided on new Social Studies materials. 2nd and 3rd decided to update and renew some of their Social Studies magazine readers.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

Our district administrative team worked with our business manager and superintendent, Rebekah Rhoades & Brad Moore, most of the year on balancing our budget for the upcoming 2025-2026 school year. 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. Going into next year will look at trying to better promote a school levy if the Board approves to run one again. Due to lower numbers in the primary grades, we did not rehire a 1st grade teacher who retired to help the budget. The good news is that with the Legislature's STAR Act, we were able to receive more funding from the state and increase our starting teacher salary to about $41,500. We will also look at other cost saving measures we can implement.

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

LEWIS & CLARK ELEMENTARY SCHOOL

Danny Wirtzberger

LEWIS CLARK
ELEMENTARY

Danny Wirtzberger, Principal

2024-2025 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 experienced a modest decline compared to the previous year, with students present for approximately 93% of instructional days. This attendance rate corresponds to an average of 20 student absences per day. Given the significant instructional time lost due to absenteeism, we remain committed to promoting strong attendance through a multifaceted approach.

This includes the continued enforcement of our attendance policy, opportunities for academic recovery through participation in the After School Learning Center, and ongoing communication with students and families about the critical importance of consistent school attendance when students are well.

Through our MTSS (Multi-Tiered System of Supports) training, we have reinforced the understanding that positive reinforcement is among the most effective strategies for encouraging desirable behaviors. As such, we will maintain our “10 for 20” SOAR ticket initiative, which rewards students for achieving 20 consecutive days of attendance—a tangible recognition of their commitment to learning.

Enrollment:

The following data reflects our final enrollment figures for the respective school years. This year, we experienced an enrollment increase of 84 students, primarily due to the addition of our fourth-grade cohort joining us at Lewis & Clark. The presence of these energetic and enthusiastic 10-year-old students, along with their dedicated staff, has brought a refreshing and positive dynamic to our school community.

	24-25	23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13	11-12
4th	114													
5th	87	92	116	91	103	91	90	94	105	76	81	98	84	98
6th	91	116	96	101	87	94	85	106	79	86	96	81	94	99
Total	292	208	212	192	190	185	175	200	184	168	177	179	178	197
Change(+ or -)	+84	-4	+20	+2	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10

Response to Intervention (RtI):

Lewis and Clark Elementary has remained actively engaged in the Response to Intervention (RtI) process as part of a long-standing commitment to supporting student growth and success. All K–6 elementary schools in our district were accepted into *Project REAL* through the Office of Public Instruction (OPI) in 2013. In 2016, we renewed our participation for an additional five years under the *Project REAL 2.0* grant. Most recently, in 2022, Lewistown Public Schools District No. 1 was selected to participate in the new MTSS Grant – Cohort 2, enabling us to remain at the forefront of Multi-Tiered System of Supports (MTSS) implementation and to continue advancing our academic and behavioral support systems.

In prior years, the Lewis & Clark MTSS team attended three in-person RtI workshops and six webinar sessions through OPI to support our MTSS efforts. Thes past two years marked a significant shift, as training was delivered in-house by our District MTSS Director, Michelle Trafton. Looking ahead, our staff will participate in Cohort 2 MTSS training sessions, with the flexibility to engage during October PIR days, as a whole-school team, or independently through online modules. Regardless of the format, MTSS will continue to be the foundation of our data-driven decision-making processes.

We have implemented comprehensive Tier I, II, and III supports across Reading, Math, and Behavior. Our system includes bi-monthly Student Data Meetings and monthly MTSS Leadership Team meetings to ensure timely identification of student needs and appropriate interventions. Teachers utilize a streamlined, now-digitized *Request for Assistance* form, which is submitted to the MTSS Leadership Team. In addition, one-on-one teacher consultations with the MTSS team have further supported data-informed strategies and individualized student planning.

Our intervention programs are integrated into our tiered support structures and informed by a wide range of assessments, including SuccessMaker Math probes, DIBELS Reading CBMs, NWEA MAP assessments in Reading, Language, and Math, MAST results, curriculum-based assessments, formative assessments, behavioral data collected via Google Forms, and the Check-In/Check-Out program. This robust data system allows us to respond quickly to student needs and has led to demonstrable and sustained growth in both academic and behavioral domains.

We extend our sincere gratitude to the dedicated members of the Lewis and Clark MTSS Team: Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Bridget Metcalfe, Kathy Irwin, Matt Gruener, Jeff Russell, Nora Weichel, Ashley Nash, and Danny Wirtzberger. A special thank-you goes to Michelle Trafton, our District MTSS Facilitator, for her invaluable leadership and support.

Montana Behavior Initiative (MBI):

At Lewis and Clark School, we continue to build upon the foundation of the Montana Behavior Initiative (MBI), integrating it seamlessly with the Multi-Tiered System of Supports (MTSS) through our involvement in Project REAL 2.0. Our team has embraced the practice of braiding RtI (Response to Intervention) and MBI, aligning academic and behavioral supports across Tiers I, II, and III to provide a comprehensive support framework for all students.

This year, we have sustained and strengthened our positive behavior initiatives through an innovative, schoolwide recognition system. All staff are equipped with SOAR tickets—awarded to students who demonstrate the values of being **Safe, Organized, Accepting, and Responsible**. Students collect their SOAR tickets and redeem them at the SOAR Store for various incentives, including lunch with a staff member, fishing at the frog ponds, ice skating, Friday music concerts, additional PE time, and sitting with a friend at lunch.

In addition to individual rewards, all SOAR tickets are gathered in the EAGLES SOAR bucket. When the bucket is full, the entire school celebrates with a collective reward, such as an ice cream treat, extended recess, or a school-wide music event. We also hold bi-monthly SOAR drawings, offering additional opportunities for student recognition. This approach has been highly effective, reinforcing positive behaviors and helping students see the tangible benefits of their actions.

As a result of our continued efforts with the SOAR system and Tier II interventions like Check-In Check-Out (CICO), we have observed a consistent decrease in major Office Discipline Referrals (ODRs) over time. Our Parent-Teacher Organization (PTO) has played a critical role in supporting these initiatives by providing reward items and testing materials for MAP and SBAC assessments.

Our staff continued implementing the **Check-In Check-Out** (CICO) system this year, a targeted Tier II intervention designed to build relationships with students who exhibit at-risk behavior, academic challenges, or attendance issues. CICO has proven effective in reducing behavior referrals and improving student outcomes.

Additionally, we introduced **Check and Connect** (CaC), a lighter-touch alternative to CICO. In this model, students are paired with an advisor who meets with them at the beginning and end of the day to frontload expectations and review progress. This structure fosters accountability and supportive relationships while requiring fewer resources than traditional CICO.

Our **Lewis and Clark Service Council** also continued to grow in its leadership and impact. Students in the council contributed meaningfully by delivering classroom announcements, welcoming and touring school board members, setting up school assemblies, organizing teacher appreciation activities, supporting service projects, and acting as positive role models. To bring greater consistency and leadership opportunity to the council, we implemented **Service Council Officers**. Interested students ran for elected positions by gathering petition signatures, campaigning, and presenting speeches to the student body. Every student at Lewis and Clark participated in the voting process, making this a schoolwide civic engagement success.

The **After School Learning Center** operated every Monday, Tuesday, and Thursday, serving 4 to 16 students per session. Students attended voluntarily or were referred by teachers or parents to complete missing assignments and receive academic support. The center continues to be an important resource in meeting the diverse academic needs of our students.

We extend our heartfelt appreciation to the Lewis and Clark MTSS Team for their dedication and leadership: Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Bridget Metcalfe, Kathy Irwin, Matt Gruener, Jeff Russell, Nora Weichel, Ashley Nash, and Danny Wirtzberger. A special thank you to Michelle Trafton, our District MTSS Facilitator, whose guidance has been instrumental in the success of our schoolwide support systems.

Title 1:

As a Schoolwide Title I District, we are committed to the ongoing development and refinement of our Schoolwide Title I Plan. This plan is strategically designed to establish clear goals and objectives that ensure all students—particularly those who are academically at risk—achieve proficiency and demonstrate growth in accordance with state academic achievement standards.

To effectively address student needs, we continuously monitor school and student progress, engage in comprehensive needs assessments, and implement targeted strategies to enhance academic outcomes. A key component of this work includes fostering strong family-school partnerships. In alignment with Title I's emphasis on family engagement, all parents are encouraged to participate in a variety of school-based activities, volunteer opportunities, and academic support initiatives.

Our Schoolwide Title I Team, composed of Danny Wirtzberger, Brad Breidenbach, Kelly Hart, Kathy Irwin, Shawna Konert, and Cindy Gremaux, plays an integral role in driving this work forward, ensuring alignment with federal expectations and promoting equitable educational opportunities for all learners.

School Safety:

Throughout the school year, we maintain a strong and continuous focus on school safety to ensure the well-being of our students, staff, and school community. This year, the Lewis and Clark Safety Team met quarterly to review existing safety procedures, develop and update our school's Emergency Operations Plan, and coordinate drills and staff training.

The Safety Team—comprised of Danny Wirtzberger, Derek Lear, and Nora Weichel—played a key role in leading these efforts. Following team meetings, we collaborated as a full staff to revise and enhance the Lewis and Clark Emergency Operations Manual to reflect best practices and current protocols.

Over the course of the year, we conducted multiple safety drills, including fire drills, earthquake and tornado preparedness exercises, and lockdown drills, to ensure our students and staff are well-prepared in the event of an emergency.

Student Achievement:

At our end-of-year assembly, we proudly recognized 44 sixth-grade students with the Presidential Award for Academic Excellence**.** This prestigious honor is awarded to students who have maintained a cumulative GPA of 3.5 or higher throughout their fourth, fifth, and sixth-grade years and demonstrated proficiency in reading or math on the winter Measure of Academic Progress (MAP) assessment.

In addition, 10 sixth-grade students received the Presidential Award for Outstanding Achievement, which acknowledges students who have shown exceptional educational growth, improvement, and dedication to learning.

We also celebrated exemplary attendance, honoring 5 students for achieving perfect attendance and 24 students for maintaining outstanding attendance throughout the 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
4th Grade			
2024-2025	20%	23%	57%
5th Grade			
2020-2021	25%	11%	64%
2021-2022	18%	3%	77%
2022-2023	25%	14%	62%
2023-2024	20%	12%	66%
2024-2025	26%	11%	63%
6th Grade			
2020-2021	26%	16%	59%
2021-2022	18%	15%	66%
2022-2023	24%	9%	67%
2023-2024	20%	12%	68%
2024-2025	24%	16%	60%

SuccessMaker Math Computation and Concepts & Applications

SuccessMaker is currently utilized to identify students performing at intensive, strategic, and benchmark levels in math computation as well as in concepts and applications. Historically, from 2012 to 2017, our data was gathered through AIMSWeb, followed by FastBridge from 2017 to 2020. Beginning this year, we transitioned to using SuccessMaker (SM).

SuccessMaker not only provides valuable assessment data but also functions as a personalized intervention tool. The program generates individualized learning paths tailored to each student's needs, allowing for targeted instruction. At Lewis & Clark, students engage with SuccessMaker three times per week as part of our intervention schedule.

The final chart included below illustrates this year's data, highlighting student progress and performance trends based on SuccessMaker's assessments.

	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%

4th Grade Math:	**2021**	**2022**	**2023**	**2024**	**2025**
Level Average:					4.12
Gain:					0.59
5th Grade Math:					
Level Average:	5.54	5.35	5.01	5.63	4.98
Gain:	0.77	0.75	0.65	0.69	0.61
6th Grade Math:					
Level Average:	5.98	6.16	6.26	6.56	5.44
Gain:	0.57	0.73	0.77	0.85	0.55

MAP Testing

Students in grades 4 through 6 participated in the MAP (Measure of Academic Progress) assessments three times this year—fall, winter, and spring—in the areas of reading, math, and language usage. These assessments provide valuable data that supports the ongoing monitoring of student growth, informs instructional decisions, and serves as a predictor of potential performance on state assessments.

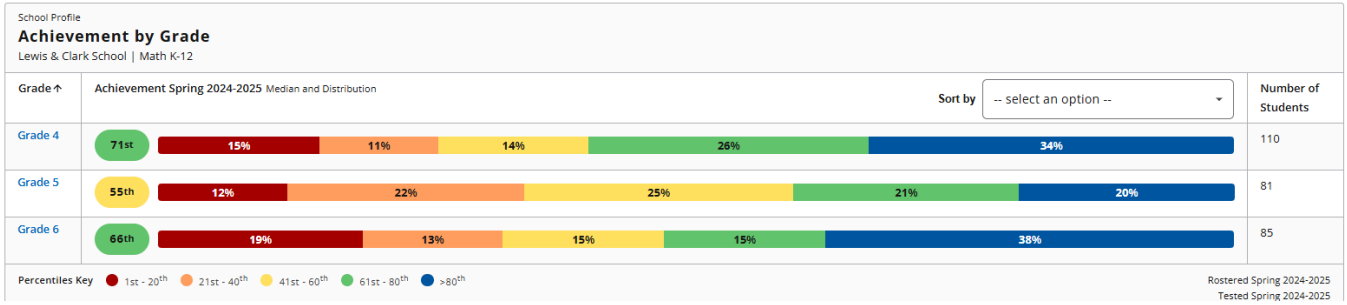
Beyond its instructional value, MAP testing has become a meaningful opportunity for students to set personal goals and challenge themselves to show growth throughout the year.

This report includes Achievement Scores from the spring administration, aggregated and compared to national norms based on NWEA's alignment and linking studies. The data provides insight into how our students' performance aligns with national benchmarks.

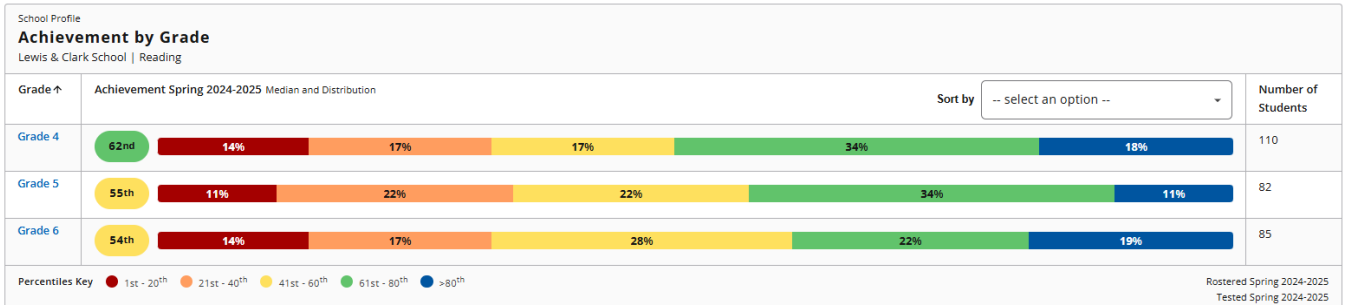
Novice Nearing Proficient Proficient Above Proficient Advanced

2024-2025

Math



Reading

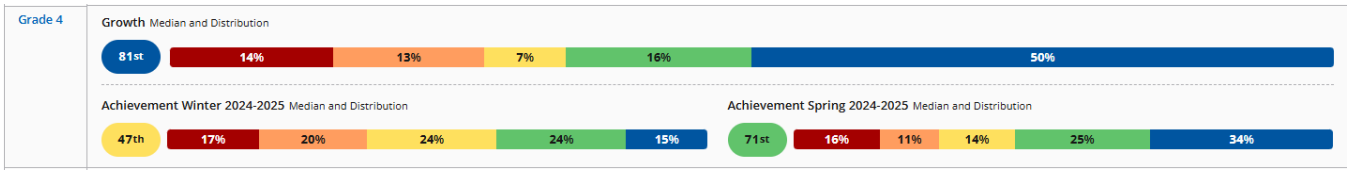


MAP Testing (Growth)

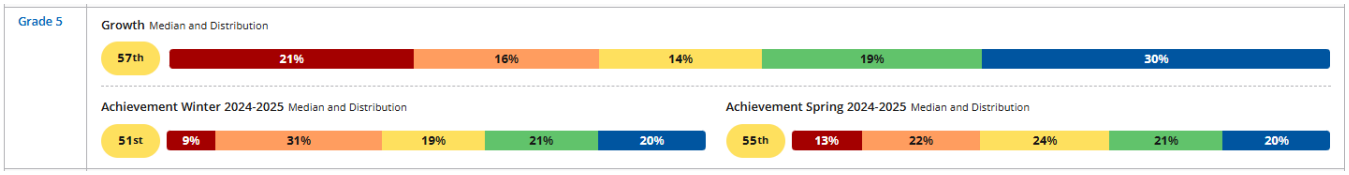
The **Measure of Academic Progress (MAP)** assessments were administered three times throughout the school year—in the fall, winter, and spring—in the areas of reading, mathematics, and language usage. These adaptive assessments provide valuable, data-driven insights that allow us to closely monitor both individual student progress and overall academic trends.

MAP results are used not only to assess current performance levels but also to evaluate **student growth over time**, which is a key factor in informing our instructional planning. This growth-oriented approach supports the development of differentiated curriculum and the implementation of targeted intervention strategies to meet the diverse needs of our learners. By focusing on both achievement and growth, we are better equipped to ensure continuous improvement and academic success for all students.

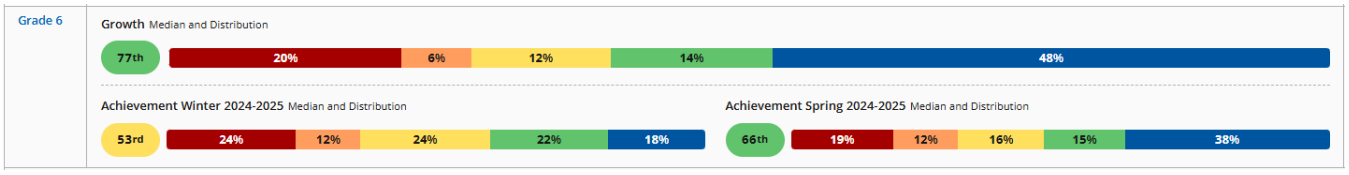
2025 MAPS 4th Grade Math Growth Results



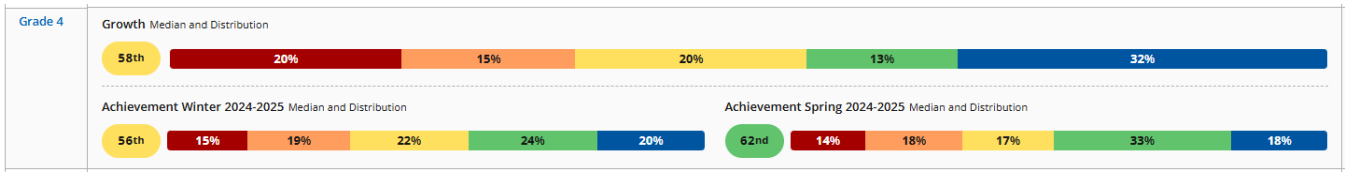
2025 MAPS 5th Grade Math Growth Results



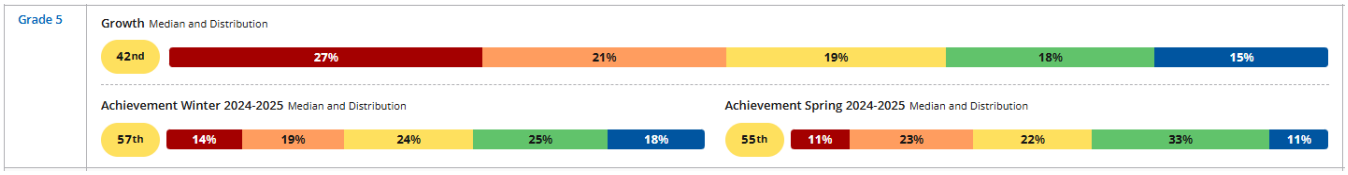
2025 MAPS 6th Grade Math Growth Results



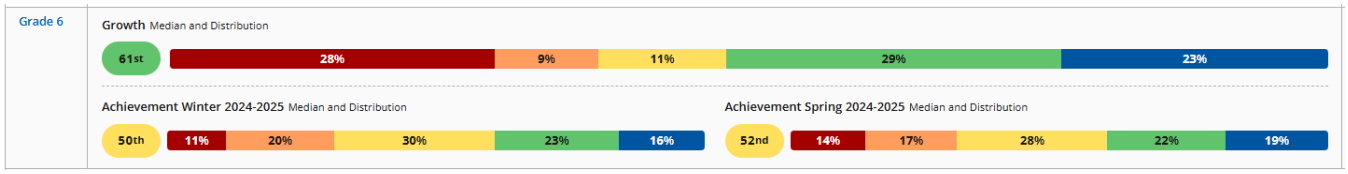
2025 MAPS 4th Grade Reading Growth Results



2025 MAPS 5th Grade Reading Growth Results



2025 MAPS 6th Grade Reading Growth Results



Student Activities:

Band and Choir

Our fourth-grade students engaged in a comprehensive general music curriculum, which included instruction in recorders, xylophones, ukuleles, and vocal performance. Fifth-grade students were offered the opportunity to begin instrumental study through participation in band, while sixth-grade students had the option to continue their musical development by participating in either band or choir.

Students in grades four and five attended music class four times per week for 30 minutes**,** while sixth-grade students participated in music instruction five times per week for 30 minutes. This consistent, structured exposure to music education supported not only technical skill development but also creativity, collaboration, and musical literacy.

Our formal concerts, held throughout the school year, were well attended by families and community members, and served as meaningful demonstrations of student growth and achievement. Under the direction of Miss Rebecca Speranza, our music program has flourished. In her short time with us, Miss Speranza has made a significant impact, fostering both enthusiasm and measurable progress in students' musical abilities.

Athletics

Students were also given opportunities to participate in a variety of after-school athletic programs. School-sponsored activities included Little Eagle volleyball, basketball, cheer, flag football, track, and wrestling, providing students with avenues to develop teamwork, sportsmanship, and physical fitness. In addition, many students engaged in community-sponsored athletics, such as soccer, jump rope, baseball, swimming, tackle football, dance, and softball—further enriching their extracurricular experience.

Mr. Lear and the coaching staff provided exceptional leadership and support throughout the year, fostering a positive environment for student athletes to grow and succeed. We extend our heartfelt congratulations to all of our student athletes for their hard work, dedication, and for proudly representing Lewis & Clark School in both school and community events.

After School Learning Center

This year, the After School Learning Center operated on Mondays, Tuesdays, and Thursdays from 3:20 to 4:00 p.m.**,** providing academic support to students in a structured and supportive environment. Participation was flexible—students could attend voluntarily or be referred by a teacher or parent. During each session, students received targeted assistance with their schoolwork, and our Parent Teacher Organization generously provided snacks and drinks to support their engagement and focus.

Attendance ranged from 4 to 16 students per session, and we observed noticeable improvements in academic performance, work ethic, and overall attitude among participants. Many students chose to attend voluntarily, appreciating the opportunity to complete their assignments at school with guidance, thereby preventing academic delays and reducing homework-related stress. In addition to the Learning Center, individual teachers frequently supported students in their classrooms after school, further reinforcing our commitment to academic success and student growth.

Service Council

Throughout the school year, multiple students actively participated in Service Council, with representation rotating quarterly. To be considered, students were required to write and present a speech to their class explaining their desire to serve. Each class then voted to elect two representatives per quarter, ensuring broad participation and diverse student leadership.

The Service Council met biweekly with the principal to plan and engage in a variety of school and community-focused initiatives. Their responsibilities included making school-wide announcements, assisting with Teacher Appreciation Week, leading tours for School Board members, and organizing projects to support students in need. Council members also contributed through service-oriented tasks around the school, participated in fundraising efforts, and consistently demonstrated leadership as positive role models for their peers. This program continues to foster civic responsibility, communication skills, and a strong sense of community among students.

Fish, Wildlife, and Parks Program

Our 5th grade students participated in an outstanding educational experience through a fishing program sponsored by Montana Fish, Wildlife & Parks (FWP)**.** As part of their science curriculum, students engaged in a variety of hands-on, inquiry-based activities including fly tying, “Fish Jeopardy,” fish dissection, fish-themed art, and fish lure making. These lessons not only deepened their understanding of biology and local ecosystems, but also encouraged collaboration, creativity, and curiosity.

Each event was enhanced by the support of numerous parent volunteers, whose involvement played a vital role in the success of the program. Unfortunately, due to inclement weather, students were unable to participate in the highly anticipated ice fishing field experience with FWP personnel this year. However, we are committed to ensuring they have that opportunity next year.

We are deeply appreciative of the continued partnership with Fish, Wildlife & Parks and the many parents who generously donate their time. Their contributions significantly enrich the educational experience for our students and help bring science learning to life.

Spelling Bee

The Lewis & Clark Spelling Bee was held in January at the Fergus Center for the Performing Arts, providing an exciting and formal venue for our top student spellers. Each classroom was represented by its top two spellers, resulting in a total of 24 participants. The event showcased impressive academic talent, as students demonstrated poise and skill while tackling a wide range of challenging words on the big stage.

Our Lewis & Clark Spelling Bee Champion, along with ten additional high-performing students, advanced to compete in the Fergus County Spelling Bee, continuing a tradition of excellence. We are incredibly proud of all participants for their hard work, confidence, and outstanding performance.

Lewis & Clark Art Club

This year, Lewis & Clark students had the unique opportunity to participate in after-school art enrichment classes, thanks to a partnership with our local Art Center. Approximately 20 students engaged in the program, which featured six different hands-on projects designed to foster creativity, artistic expression, and skill development. The program, initiated and led by the Art Center, provided students with an extended learning experience beyond the regular school day and was a wonderful addition to our enrichment offerings. We are grateful for the Art Center's support and dedication to enhancing arts education in our school.

Snowshoeing

This year marked the eleventh consecutive year of our snowshoeing program at Lewis & Clark School, a tradition that continues to offer students a unique and engaging physical education experience. Under the guidance of Mr. Lear, students participated in instructional sessions where they learned how to properly put on, adjust, and remove snowshoes, as well as how to walk effectively while wearing them.

Following their training, students applied their skills during an interactive Snow Disc Golf Course **at** Pine Meadows Golf Course**.** Working in teams, they navigated the course using maps, landmarks, and directional cues to complete each station with a disc, combining physical activity with problem-solving and teamwork.

Special thanks go to Mr. Russell, Mr. Cloud, and Mr. Gruener for their continued leadership and dedication in facilitating this enriching outdoor adventure. Their efforts have helped make snowshoeing a memorable and educational tradition at Lewis & Clark.

I Love to Read Month

The entire month of February was dedicated to celebrating *"I Love to Read"* month, with a schoolwide emphasis on fostering a lifelong love of reading through our libraries and classrooms. This year's theme, **"**Stick with Reading**,"** inspired a variety of engaging activities designed to promote literacy and student enthusiasm for books.

A highlight of the month was the **"**Reading Buddies**"** initiative, where 4th, 5th, and 6th grade students traveled by bus to Garfield School to read aloud to Kindergarten and 1st grade students. This cross-grade collaboration was met with great enthusiasm, providing valuable reading experiences and exposure to a wide range of literature for students in both buildings.

As a collective school goal, students set out to read 23 million words—a target they successfully reached. To celebrate their achievement, students participated in a joyful **"**Fri-Yay" afternoon activity, reinforcing the excitement and sense of accomplishment that comes from shared reading success.

Science Fair

Our 4th grade students and teachers proudly hosted the annual Science Fair, once again showcasing an impressive array of young scientific minds. Each student developed a project by posing a thoughtful scientific question, forming a hypothesis, collecting data, and drawing conclusions based on their findings.

The event was well-attended, with families, staff, and community members joining us at Lewis & Clark to celebrate our students' hard work and curiosity. The quality of the projects and the depth of student understanding were truly commendable. The community response was overwhelmingly positive, and our students were applauded for their creativity, critical thinking, and scientific inquiry.

Wax Museum

Our 5th grade students and teachers once again hosted the highly anticipated annual Wax Museum, drawing an impressive turnout and showcasing a remarkable display of talent and historical knowledge. Each student selected a historical figure, conducted thorough research, and developed a comprehensive report, visual display, and costume to authentically portray their chosen individual.

On the day of the event, students brought history to life by embodying their figures and sharing their stories with visitors. Families, staff, and community members were invited to attend, and the response was overwhelmingly positive. The pride students took in their work was evident, and their dedication was met with high praise. The Wax Museum was not only a celebration of academic achievement, but also a testament to the creativity, confidence, and hard work of our students.

World Tour

Our 6th grade students and teachers proudly presented the annual World Tour Project, a culminating academic and creative experience that engaged students in exploring global cultures and geography. Each student selected a dream destination from their personal "bucket list" and conducted in-depth research to produce a written report, an informative travel brochure, and a detailed model representing their chosen location.

The event, hosted at Lewis & Clark School, was open to families and community members, who were invited to tour the students' displays and learn about the diverse places that captured their imaginations. The level of enthusiasm, creativity, and effort displayed by our students was exceptional, and they were met with enthusiastic praise for their hard work. The World Tour was a powerful showcase of student voice, research skills, and artistic expression—and a celebration of their expanding global awareness.

Talent Show

Lewis & Clark Elementary proudly hosted its 15th Annual Talent Show, celebrating the diverse and vibrant talents of our student body. This year's showcase featured 20 unique acts and 42 student performers who demonstrated creativity and confidence through a variety of performances, including vocal solos, dance routines, comedic sketches, guitar and ukulele performances, and theatrical skits**.**

The event was a resounding success, drawing an enthusiastic audience of students, families, and community members. The performers impressed with their skill, stage presence, and courage, making the Talent Show a memorable highlight of the school year. It was a joyful celebration of the arts and an inspiring reminder of the creativity and spirit within our school community.

Battle of the Books

This year, all students had the exciting opportunity to participate in the inaugural Battle of the Books competition—an engaging and enriching literary event designed to foster a love of reading and teamwork. Under the guidance of our school librarian, Miss Lora Poser-Brown, students received a curated list of books in January and formed teams to begin reading and preparing for the battles.

Throughout April and May, teams faced off in a tournament-style format, answering questions about the books they had read. The energy and enthusiasm were palpable as students advanced through the rounds, culminating in a final championship match. Notably, our fourth-grade champions competed against Highland Park's third-grade winners, adding an exciting inter-school element to the event. The fifth and sixth-grade finals were also held here at Lewis & Clark, drawing the attention of peers, staff, and community members alike.

The Battle of the Books proved to be a deeply rewarding experience—not only for the competitors but also for those who supported and celebrated the joy of reading.

Parental Involvement:

The K–8 Parent Teacher Organization (PTO) and its dedicated volunteers continued to provide outstanding support to Lewis & Clark Elementary throughout the school year. Their contributions were instrumental in enhancing a wide range of programs and experiences for both students and staff. From providing treats for Schoolwide SOAR celebrations and standardized testing days to offering consistent support in the After School Learning Center and funding numerous educational field trips, the PTO's involvement was deeply impactful.

The PTO also played a vital role during Teacher Appreciation Week, offering thoughtful treats and gifts to staff in recognition of their commitment and hard work. Their generosity and ongoing dedication are sincerely appreciated by all, and the PTO's presence continues to be an invaluable asset to our school community.

Parental involvement extended well beyond PTO activities. Families actively participated in Parent/Student Orientation and Open House events before the school year began, Parent/Teacher Conferences, and various enrichment activities including fish dissection, lure making, fly tying, and snowshoeing. These experiences not only enriched students' learning but also fostered a stronger connection between families and the school.

We have continued to enhance communication with families through events such as our Orientation and Open House, where parents are introduced to key programs and procedures including Response to Intervention (RtI), Montana Behavioral Initiative (MBI), Bully Prevention, Title I, and our assessment systems. Ongoing collaboration between parents and staff has created a positive and transparent environment that benefits all stakeholders.

To maintain effective communication, we distribute monthly "Refrigerator Reminder" newsletters that highlight important dates, updates, and upcoming events. This format has been very well received by parents, who appreciate the clear and consistent messaging. Many other schools have adopted this communication model due to its accessibility and effectiveness.

Additionally, the PTO generously funded the installation of TV monitor information centers at the entrance of each school. These monitors serve as digital hubs for announcements, reminders, event highlights, and celebrations. They not only enhance communication but also offer a visual showcase of PTO-sponsored activities, allowing parents and community members to stay informed and engaged with school life.

We are deeply grateful for the unwavering support and generosity of our PTO and parent volunteers. Their partnership is a cornerstone of our success and plays a crucial role in creating a vibrant, inclusive, and thriving school community.

LEWISTOWN JUNIOR HIGH SCHOOL

Jeff Friesen

Lewistown Junior High School

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"Excellence Today, Success Tomorrow"

Jeff Friesen, Principal Katie Forsythe, Secretary

LJHS 2024-25 Annual Report

It was another excellent year at Lewistown Junior High School. Our students continue to be the best in the state and we are proud to be E-A-G-L-E-S! This following annual report provides a summary of the staff, academics, and activities of Lewistown Junior High School during the 2024-25 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

Veteran's Day Assembly – LJHS honored our veterans again this year during the Veteran's Day Assembly on Monday, Nov. 11. As always, we had a great turnout at our assembly from area veterans. The assembly featured Durl Gibbs as our speaker this year. Mr. Gibbs (Private officer 1st Class) served during World War II in the Pacific theater on Okinawa. He had an incredible story about a war time encounter that sent him on a lifelong quest to reconnect with a family that he personally affected. We were proud to honor Mr. Gibbs and all of our area veterans during this assembly. This ceremony 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/ATHLETICS

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. Builders Club operates with a mission of community service in cooperation with the Kiwanis organization.

Science Olympiad - Science Olympiad is an exciting and competitive tournament that showcases innovative Science, Technology, Engineering & Math (STEM) content to students and teachers throughout the United States. There were 15 official events and 13 JH students and 5 HS students competed in Bozeman this Spring. There were 43 teams competing from around the state and the Division B Lewistown Team took 5th place overall!

Drama - The drama class performed in 2 theater productions this year. Mrs. Standley and Mrs. Grensten and 18 drama students put on the play "*Just Another Audition*" on January 23rd. In the Spring, the drama class teamed with choir students to put on a musical titled "*The Trial of the Wicked Witch*." Both productions were very well done and very well-received by the community.

Ski Club- The ski club was a great success with Mr. Chacon being the advisor. By joining ski club for a membership fee of $40, students have the opportunity to join the club on one or all of the scheduled trips to Showdown Ski Area. The membership covers the cost of transportation. Students are still responsible for rental costs and the cost of lift tickets for each day they travel.

Student Council- This year's student council officers were: President - Alex Long, Vice President - Khloe Martin, Treasurer - Emma Rhyner, and Secretary - Renni Maxwell. Mr. Rhoades was the advisor for student council. Each year the student council puts on dances, organizes spirit days, runs the end-of-year awards ceremony and 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 and provided money for SOAR reward prizes. 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 Daughters of the American Revolution (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 Dal Melton and Aubrey Hankins.

Talent Show - Nine acts performed during the talent show followed by 3 lip sync acts. Mrs. Wirtzberger put together a year-end slideshow to conclude the ceremony.

Spelling Bee - Our school Spelling Bee was won by 8th grader Cooper Ziolkowski. Our top performing students that went to the County Spelling Bee were Chloe Gremaux, Rowan Orms, Kate Delaney, Raylen Philp and Cooper Ziolkowski. Our very own Rowan Orms (8th grade) qualified for the State Spelling Bee by winning the Fergus County Bee.

SPORTS PARTICIPATION

Sport	Coach(es)	# of participating students
Football	Mike Vanek, Head Dustin Salka, Asst. Brandon Carreira, Asst. Cody Chacon, Asst. Chad Rogers, Volunteer Asst.	8th - 20 7th - 31
Cross Country	Nicole Wichman, Head Misti Birdwell, Volunteer Asst.	8th - 8 7th - 8
Volleyball	Jean Irish, Head Megan Davis, Asst. Katie Wirtzberger, Asst.	8th - 21 7th - 19
Wrestling **co-op w/ surrounding school districts	Myles Fox, Head Bob Stevenson, Asst.	8th - 2 7th - 11 6th - 10 5th - 4
Girls Basketball	Jimmy Graham, Head Jaymie Phillips, Asst. Angela Troutt, Asst.	8th - 12 7th - 12
Boys Basketball	Derek Lear, Head James Derheim, Asst. Morgan Ray, Asst.	8th - 11 7th - 15
Track & Field	Moriah Patterson, Head Rebekah Rhoades, Asst. Kylee Johnson, Asst. Mike Vanek, Asst.	8th - 37 7th - 33
Cheerleading	Rayna Phelps	8th - 9 7th - 6

Staffing

The following certified and classified educators made up the staff at the junior high:

Certified Staff

Jake Rhoades.....8th Grade Social Studies
Jenifer Blazicevich……..... 7th Grade Special Education
*Karin Webb…….8th Grade Special Education
*Joel King…..…….…..... Life Skills Teacher/AgEd
Matt Donaldson..... 7th Grade Math
Emily Standley…..... 8th Grade English
Jocelyn Krogstad..... Family and Consumer Science
Katie Wirtzberger..... Art/Yearbook
Dylan Buehler..... 8th Grade Science
Bridget Sparks…….Health&PE
*Megan Assenmacher.....Counselor
Jeff Friesen..... Principal
Nicole Wichman..... 7th Grade English/Health&PE
Brett Shelagowski..... 7th Grade Science
Rachael Grensten..... Choral (0.5 FTE)
Chase Auger……..... Band (0.5 FTE)
Brett Thackeray……..……..... Spanish (0.2 FTE)
*Tia Murphy……..... 8th Grade Math
Brooke Zeiler…..... 7th Grade Social Studies

Classified Staff

*Katie Forsythe..... Secretary
Misti Birdwell…..... Paraprofessional/Library Aide
Bob Agostinelli..... Paraprofessional
Zach Hould……..……..……..... Paraprofessional
Kyrstin Duggins……..……Paraprofessional (1-on-1)
*Cody Chacon…..... Life Skills Paraprofessional
*Allyssa Aamold..... Life Skills Paraprofessional
*Tara Metcalf…..... Life Skills Paraprofessional
*Alice Thayne…..... Life Skills Paraprofessional
Steve Kelly .....Custodial
James Wright.....Custodial
Beth Davis.....Kitchen Staff
Christine Angel.....Kitchen Staff
Donna Strouf…..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: Matt Donaldson, Jenifer Blazicevich, Emily Standley and Megan Assenmacher.

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 2024-25 school year will continue to be to use grade level team meetings to proactively identify attendance problems, work on academic progress for individual students, and regularly recognizing students that are achieving their potential. Involving parents in the educational process, and providing them with support, has proven to be the most effective approach to maximizing student potential.

Our attendance rates were as follows:

	Enrollment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th grade	114	93.89%	90.94%	89.26%	91.13%
8th grade	86	95.49%	94.09%	90.30%	93.72%

2. Classroom performance- With each school year, teachers face a new class of students with their unique knowledge and learning abilities. This variation in student skills and abilities are 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	26	--
8th Grade	2	20

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 - Spring MAP Data

8th Spring MAP	Benchmark	Strategic	Intensive
Math	**79% 65 students**	**12% 10 students**	**9% 7 students**
Reading	**71% 58 students**	**22% 18 students**	**7% 6 students**

Language Arts	**82% 68 students**	**7% 6 students**	**11% 9 students**

Grade 7 - Spring MAP Data

7th Spring MAP	Benchmark	Strategic	Intensive
Math	**71% 74 students**	**15% 16 students**	**14% 15 students**
Reading	**71% 75 students**	**20% 21 students**	**9% 9 students**
Language Arts	**78% 82 students**	**12% 13 students**	**10% 10 students**

MAST - Montana Aligned to Standards Though-year testing was implemented for the first time this year as our state assessment. Mast replaced SBAC testing as the state assessment for Math and ELA. This is the first and only year of data that we have available. With this being the first year of testing, there were adjustments made at both the district and state level that might have affected the scores below. Student scores are divided into 3 bands for MAST testing. Band 1 is the lowest third of scores, Band 2 is the middle third of scores and Band 3 is the top third of scores.

Grade 7 - MAST Math Data

Test Name	Band 3	Band 2	Band 1
Add and Subtract Rational Numbers	27 (26%)	41 (37%)	41 (37%)
Multiply and Divide Rational Numbers	23 (21%)	61 (57%)	24 (22%)
Probability	57 (54%)	40 (38%)	9 (8%)
Ratios and Proportional Relationships	69 (64%)	20 (19%)	19 (17%)
Solve Problems with Ratio and Proportion	67 (76%)	17 (19%)	4 (5%)
Expressions with Rational Numbers	46 (42%)	25 (23%)	38 (35%)
Solving Equations	59 (54%)	35 (32%)	15 (14%)
Solving Inequalities	48 (44%)	44 (40%)	17 (16%)
Solve Problems with Rational Numbers	67 (70%)	19 (17%)	10 (10%)
Angle Relationships and Triangles	49 (47%)	36 (34%)	20 (19%)
Solve Problems with Geometric Figures	66 (65%)	21 (20%)	15 (15%)
Measures of Center and Variability	50 (48%)	30 (29%)	24 (23%)

Grade 7 - MAST ELA Data

Test Name	Band 3	Band 2	Band 1
Literary Testlet - Beginning of Year	29 (26%)	48 (43%)	34 (31%)
Informational Testlet - Beginning of Year	51 (46%)	36 (33%)	23 (21%)
Literary Testlet - Middle of Year	42 (38%)	45 (41%)	23 (21%)
Informational Testlet - Middle of Year	40 (37%)	44 (40%)	25 (23%)
Performance Task - Middle of Year	3 parts to the Performance Task		
Written Expression - Organization	0	35 (32%)	74 (68%)
Written Expression - Purpose/Development	0	10 (9%)	99 (91%)
Knowledge of Language and Conventions	0	44 (40%)	65 (60%)
Literary Testlet - End of Year	37 (37%)	41 (41%)	21 (21%)
Informational Testlet - End of Year	41 (45%)	28 (30%)	23 (25%)

Grade 8 - MAST Math Data

Test Name	Band 3	Band 2	Band 1
Similarity and Congruence	33 (39%)	45 (54%)	6 (7%)
Geometric Transformations	58 (70%)	17 (20%)	8 (10%)
Linear Equations in One Variable	73 (89%)	8 (10%)	1 (1%)
Proportional Relationships and Lines	38 (46%)	36 (43%)	9 (11%)
Systems of Equations	51 (61%)	23 (28%)	9 (11%)
Bivariate Data	26 (32%)	43 (54%)	11 (14%)
Understand Functions	35 (44%)	22 (27%)	23 (29%)
Compare and Interpret Functions	45 (61%)	21 (28%)	8 (11%)
Construct Functions	47 (69%)	20 (29%)	1 (1%)
Exponent Rules and Scientific Notation	38 (52%)	31 (42%)	4 (6%)
Pythagorean Theorem	46 (58%)	20 (25%)	13 (17%)
Understand and Use Irrational Numbers	40 (48%)	21 (26%)	21 (26%)

Grade 8 - MAST ELA Data

Test Name	Band 3	Band 2	Band 1
Literary Testlet - Beginning of Year	47 (57%)	24 (29%)	12 (14%)
Informational Testlet - Beginning of Year	55 (67%)	19 (23%)	8 (10%)

Literary Testlet - Middle of Year	47 (59%)	23 (29%)	10(13%)
Informational Testlet - Middle of Year	33 (41%)	29 (36%)	19 (23%)
Performance Task - Middle of Year	3 parts to the Performance Task		
Written Expression - Organization	6 (8%)	30 (38%)	61 (76%)
Written Expression - Purpose/Development	1 (1%)	18 (23%)	61 (76%)
Knowledge of Language and Conventions	5 (6%)	42 (53%)	33 (41%)
Literary Testlet - End of Year	33 (41%)	38 (48%)	9 (11%)
Informational Testlet - End of Year	37 (45%)	34 (42%)	11 (13%)

SBAC – Montana Smarter Balanced tests were administered in Science *for 8th grade LJHS students only*. Below are the results including a comparison to 2024 SBAC results:

Smarter Balanced Results

	Advanced	Proficient	Nearing Proficient	Novice
8th Science - 2025	**25%**	**30%**	**35%**	**11%**
8th Science - 2024	**23%**	**28%**	**33%**	**16%**

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2024-25 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. Our groups of 7th and 8th grade students met in March at the YoungLife building to discuss specific goals that we can establish to continuously improve the school climate.

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 LJHS students who demonstrated positive/SOAR behaviors. For each of these students, a teacher would send a blue postcard home recognizing these behaviors. Advisory provides a place each day for students to connect with teachers. We continue to provide 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, a form for school improvement ideas and a "shoutout" form for students to recognize other students during our quarterly awards ceremony. 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 (teacher-documented)
7th grade	14	130
8th grade	5	49

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. Lunch Learning Center (LLC) - LLC was offered during lunch for students with 5 or more missing assignments and after school for students with 8 or more missing assignments on Monday, Tuesday and Thursday. LLC serves anywhere between 5 to 15 students each session. Students that needed additional help or had 5 or more missing assignments were assigned to LLC 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.

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. 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. This year we offered Drama, MathCounts, Ag&Tech, STEM Physical, Graphic Design, Intro to Weightlifting and Programming class. Due to a large incoming class, there were some electives removed that will be added back in the future. Electives give students more class options and reflect our goal of utilizing study halls to the smallest degree possible.

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. A vestibule will be added to the front entryway, 2 classrooms will be converted to a dedicated cafeteria area and a classroom will be remodeled to accommodate the specific needs of a Life Skills room during the summer of 2025.

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 app available for Infinite Campus.

b. Google Classroom- google classroom sites are provided to allow students access to assignments for makeup or homework.

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, Remind (app) and Heja (app) - 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 Heja and Remind are apps that have been very helpful to students and parents alike in reminding them of upcoming events and updates.

e. Activities/events - 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. Google Classroom - Teachers continue to post assignments and classwork to Google Classroom. This has been an important method of providing assignments when students are absent and allowing students the flexibility (at times) to turn assignments in from home.

d. 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.

District Goal Area 5: Highly Qualified Staff

One of the strengths of the junior high is our consistent teaching and support staff. The junior high staff are dedicated to helping students do their best. A high percentage of the certified staff have obtained a Master's level of education.

Below were the staff changes at LJHS this year:

Certified Staff: Counselor - Megan Assenmacher, Joel King, SPED teacher for Life Skills room

Classified Staff: Cody Chacon - Life Skills paraprofessional, Allysa Aamold - Life Skills paraprofessional, Tara Metcalf - Life Skills paraprofessional and Alice Thayne - 1-on-1 paraprofessional w/ Life Skills student.

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.

FERGUS HIGH SCHOOL

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Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Jessica Brooks, Activities Secretary

Fergus High School 2024-2025 Annual Report

Goal Area 1: Measurable Student Achievement

As we entered this year we had several goals for our team and school. The MTSS team consisted of Michelle Trafton, Melaine Smith, Mike Mangold, Maci Moore, and myself. A big thank you to the team for the work and time they spent on our goals. The team looked at the data systems we have in place, participated in district wide building implementation team training, we worked closely with the Wayfinder team to implement the Wayfinder program for this year, and the Ed Ready platform available through the Montana Digital Academy as a resource for ACT prep and remediation.

As we looked at our data systems, we spent time looking at the early warning system in Infinite Campus. The team looked at how we could use this information and share it with the staff as a tool to help identify students who may be in need of some kind of intervention.

The building implementation training gave a great overview of MTSS, which was very beneficial to our new team members. It also gave us some time to complete a Tiered Fidelity Inventory as a self check on how well we were implementing the MTSS model. This time was also used to refine our MTSS pyramid, which breaks down the three tiers and identifies both academic and behavioral interventions staff members can use with students who are struggling.

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ACT Scores

Average ACT Scores Taken Their Junior Year										
	English		Mathematics		Reading		Science		Composite	
Class of	Fergus	State	Fergus	State	Fergus	State	Fergus	State	Fergus	State
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	17.2	19.8	18.5	19.7	19.2	20.0	19.0	19.5	19.9

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2023	16.4	18.4	18.7	19.1	19.0	19.9	19.0	19.7	18.4	19.9
2024	19.1	18.3	19.6	19.1	21.5	19.8	21.1	19.6	20.4	19.3
2025	17.7		18.6		20.3		20.2		19.4	

This chart shows the trend of how Fergus High School students have done on the ACT from 2017-2025 years.

Course Offerings

We reworked our course catalog this year to put it into a more user friendly format. The staff have created pathways that outline the flow of courses for parents and students. Staff included a course description for each course and prerequisites needed for our higher level course offerings. Our goal is to publish this document to our district website so it is accessible to all students and parents.

We continue to offer a variety of course offerings to assist students in their academic journey and fulfill all the state and district requirements for graduation. We spent time this year looking at how to integrate financial literacy into more of the high school curricular areas. At this time we will have the following courses to satisfy the financial literacy requirement:

- Business Math, Personal Finance, Accounting, Entrepreneurship, Financial Survival, and Economics

Advanced Placement

We offer five Advanced Placement courses this year with a total of 76 students taking AP courses. The following are the Advanced Placement courses offered at Fergus High School. Results from the AP Exams will be available in July.

- AP World History
- AP Government
- AP Calculus
- AP Chemistry
- AP English Lit. 12

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Here is a breakdown of the number of students taking each Advanced Placement course:

# of students	Course Name	Instructor	# taking AP Test
13	AP Calculus	Feller	10
4	AP Chemistry	Bibler	4
17	AP English 12	Cirrioncione	16
22	AP Government	Brandon	22
20	AP World History	Schilling	20

Dual Credit

We have a total of eight Dual Credit courses this year with a total of 169 Juniors and Senior students taking one or more Dual Credit courses. Students have the option to sign up with the Universities to receive the dual credit. Fergus High School partners with MSU Northern, UM Western, Dawson Community College, and the University of Great Falls for our dual credit classes offerings.

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced American History - HTSA 101 History of America
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Child & Adolescent Development - EDEC 247 - Child & Adolescent Growth & Development
- Emergency Management Technician (EMT) - ECP 131- EMT/Lab
- Certified Nursing Assistant - NRSG 106 - Nursing Assistant

Here is a breakdown of the number of Junior & Senior students taking each dual credit course:

# of students	FHS course	Course Name	College Course #	College	Instructor	College credits
40	Adv. Math/ Pre Calculus	College Algebra	M 121	MSUN	Feller	4
17	Adv. English 11	College Writing	WRIT 101	MSUN	Smith	3
45	English 12	College Writing	WRIT 101	MSUN	Cirrioncione/ Smith	3

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28	Adv. American History	History of America	HSTA 101	MSUN	Henderson	3
15	Adv. Biology	Principal of Living Systems/Lab	BIOB 160/161	MSUN	Mangold	4/1
13	Child & Adolescent Development	Child & Adolescent Growth & Development	EDEC 247	UM -Western	Vincent	4
5	EMT/Lab	EMT/Lab	ECP 131	MSU-GF	Slivka	7
6	CNA	Nursing Assistant	NRSG 106	DCC	Russell (MT Health Network)	4

Club/Activities Participation

We had good participation in our clubs and activities this year. The club advisors have done a great job promoting our clubs and activities this year. I appreciate all of their hard work in coordinating different events for our students to participate in this year. I also have to commend our students for their participation and representing Fergus High School on a State and National level throughout the school year. We have also included the average GPA for all of our clubs and activities, as you can see not only do they represent our school and community well at events but have done a great job in the classroom as well.

ImPact Team	FFA	Key Club	FCCLA	Ski Club	Mentor	Spanish	Student Council
3.79	3.30	3.73	3.52	3.30	3.72	3.47	3.63

Girls Basketball	Boys Basketball	Golf	Football	Softball	Track	Tennis	Volleyball	Wrestling	X Country
3.73	3.62	3.68	3.40	3.83	3.60	3.50	3.74	3.20	3.53

Average GPA for clubs/activities: 3.57

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Some highlights for our activities include the following:

Club/Activity	Staff	Position	# of students
Annual	Diane Lewis	Advisor	12
Art	Doug Braulick	Advisor	8
BPA	Diane Lewis	Advisor	15
Earth Club	Melanie Smith	Advisor	21
F Club	Vic Feller	Advisor	31
FFA	Jared Long and Logan Turner	Advisors	146 total members 40 Active members
FCCLA	Megan Vincent	Advisor	20
National Honor Society	Meggan Cirrincione	Advisor	38
Key Club	Luke Brandon	Advisor	46
Science Bowl/Olympiad	Mike Mangold	Advisor	23
Ski Club	Brett Thackeray	Advisor	69
Spanish Club	Brett Thackeray	Advisor	24
Student Government	Luke Brandon	Advisor	21
Youth Mentor Program	Letha Manning/Yvette Hersel	Advisors	71
ImPact Team	Kim Wiegert/Lee Crouse	Advisors	41

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BPA

BPA had another very successful year. I was able to experience this first hand by attending the Fall Leadership conference with our BPA officers. We are fortunate to have a representative to the State BPA Board, Shoei Davis is the State Vice President The program has engaged students at a very high level. Our BPA team competed in several events this year that include the regional, state and national competitions. We had 13 students qualify for state from there. We had five students qualify for the National Leadership Conference in Orlando, Florida in May. The results from the National competition are listed below:

Broadcast News Team: Shoei Davis, Alison Kolar, Sam Jimenez and Jenna Vaughn for placing 8th in their section. They did not advance to Finals.

Interview Skills: Rachel Comer. She placed 3rd in her section. She did advance to Finals and placed 12th out of 48 in Finals in the Nation.

Parliamentary Procedure Concepts: Mylee Ruckman. She placed 15th out of 219 in the Nation.

Virtual Events: These events are submitted straight to Nationals. You are informed if you make Finals. If you make Finals you travel to Nationals to compete there. We had one individual competing in Promotional Photography, Ollie Tucker. She did not make the top 10 to compete at Nationals, however, Ollie placed 30th out of 309 in the Nation.

FCCLA

FCCLA had another great year with lots of opportunities to show off their skills. This year at the state competition Mrs. Vincent was named the ProStart Educator of the year. The team received the Gold Star Chapter Award for the third year in a row. This is given to teams with continued growth in their membership. Kloe Southworth received the Montana ProStart Ultimate Leader Award and the team earned third place in the 2025 Vision Zero Project. Below are the results and recognition of the state competitions for our team members.

Outgoing 24-25 State Officer - Maddy Johnston, VP of Competitive Events

FCCLA Skill Demonstration Competitive Events

- ★ FCCLA Knowledge Challenge, Level 1 - 1st Place - Isemaella Vincent
- ★ FCCLA Knowledge Challenge, Level 3 - 1st Place - Rylee Cowen
- ★ Toys That Teach, Level 2 - 1st Place - Kylie Crawford
- ★ Interviewing Skills - Level 2 - Silver Medal - James Maxwell

FCCLA STAR Events Competitive Events:

- ★ Career Investigation - Silver Medal, 4th Place - Jade Dengel
- ★ Parliamentary Procedure - Gold Medal, 2nd Place - Kylie Crawford, Ali Kolar, Mylee Ruckman, Jenna Vaughn, Shoei Davis
- ★ Entrepreneurship - Level 3 - Bronze Medal - Brian Blackadar, Chris Bulloch

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- ★ Leadership - Level 3 - Gold Medal, 2nd Place - Maddy Johnston
- ★ National Programs in Action - Level 3 - Silver Medal, 3rd Place - Rylee Cowen
- ★ Nutrition & Wellness - Level 1 - Gold Medal, 1st Place - Aubrey Hankins
- ★ Professional Presentation - Level 3 - Silver Medal, 4th Place - Ali Kolar
- ★ Professional Presentation - Level 3 - Silver Medal, 5th Place - Shoei Davis

Montana ProStart Competitions

- ★ Culinary Team: Silver Medal, 6th place
  - Team Members: Kloe Southworth, Lisa Anton, Briel Bechtel, Phoebe Gee & Talia Stephens
- ★ Management Team: Bronze Medal, 6th place
  - Team Members: Brian Blackadar, Chris Bulloch

Mrs. Vincent and 8 members of our FCCLA team will be headed to the National FCCLA Leadership Conference in Orlando, Florida on July 4-July 10.

FFA

Mr. Long and Mr. Turner had our FFA teams competing around the state this year culminating with their state competition in Bozeman. The team won two state championships, the first in Forestry, the second with their Junior Ag. Mechanics Project. The complete results from the state competition are listed below.

Forestry - State Champions
Samuel Barta 1st High Individual
Jacob Dykstra 3rd High Individual
Jesse Green 5th High Individual
Hayden Gremaux 6th High Individual

Agricultural Mechanics
2nd Place Team
Samuel Barta 2nd High Individual

Environment Science
3rd Place Team
Hayden Gremaux 7th high Individual

Meat Science
5th Place Team
Hailey Gallagher 7th High Individual

Ag Sales and Agronomy
Top 10 finishes

Poultry
2nd Place Team
Stockton Stroh 1st High Individual
Nathan Long 3rd High Individual
Alex Long 6th High Individual
Eric Beummond 7th High Individual

Conduct of Chapter Meetings
2nd Place Team

Creed Speaking
Hadlee Shobe 2nd High Individual

Vet Science
4th Place Team

Livestock Evaluation
3rd Place Team
Nathan Long 1st High Individual

State Champion Junior Ag Mechanics Project
Car Hauler Trailer

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The Forestry team will be headed to the FFA National Convention held in Indianapolis, Indiana at the end of October.

National Honors Society

We had a great year with our National Honors Society this year. We had 38 active members and inducted 21 new members to the club. They held two blood drives this year, one in the fall and one in the spring. We had great participation from our student body and staff. This is a great group of students who excel in many facets of our school.

Goal Area 2: Facilities

Our facility was well used this year. We made an effort to collect some data on how much our performing arts center was used this year. We were tracking the usage in hope of using that data for some grant opportunities to upgrade the lighting, sound system and curtains. We have hosted 98 different events in our performing arts center, which means that facility was not used 81 days this year. Thanks to our district maintenance crew who completed numerous preventative maintenance tasks and multiple reactive maintenance requests. The maintenance tasks included heating/cooling/ventilation, electrical, plumbing, door maintenance and lighting, plus a few other areas.

Goal Area 3: Community/Parent Engagement

Fergus High School is the building that never sleeps. Starting the year with Cowboy Poetry, which is a big community event hosted in our performing arts center. We also hosted multiple community concerts for Lewistown to enjoy. We tracked how many events we hosted in our Performing Arts Center this year, with all of the concerts, rehearsals, talent shows, awards ceremonies and so many more, we had 98 different events this year.

We do our best to engage our parents throughout the school year. During our fall and spring parent teacher conferences we had scheduled time to meet with parents, students and the teachers. We also had some open time set aside for parents to come in and visit with specific teachers if they wanted to. In the Fall the 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.

Fergus High School booster banner sponsors have experienced significant growth over the past few years. When we compare the number of banner sponsors from 2021 to 2025, there is a remarkable 55 percent increase.

This growth demonstrates the increasing support and commitment from our community and local businesses. It reflects positively on our efforts to engage with sponsors and highlights the value they see in supporting our programs. We are grateful for their continued partnership and look forward to building on this success in the future.

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Year	Banner Sponsors
2021	36
2022	44
2023	47
2024	53
2025	56

Extra-Curricular Student Athlete Parent Meetings:
On Tuesday, August 13th, Fergus High School hosted its annual student-athlete parent orientation meeting. This important event provides an opportunity for parents and student-athletes to receive essential information about the upcoming sports seasons.

Additionally, during the winter and spring seasons, our head coaches conduct preseason meetings with student-athletes and their parents. These meetings ensure that everyone is informed about expectations, schedules, and any updates related to their respective sports.

We believe these orientations and preseason meetings are crucial for fostering clear communication and a supportive environment for all of our stakeholders.

Social Media:
Fergus High School acknowledges that while social media may not be the most authentic and effective way to communicate with our community, it serves as a valuable supplementary tool for reaching out to the Lewistown community. Our social media presence has grown significantly, now boasting over 1,500 followers. This increase allows us to engage with a broader audience and keep them informed about school events, updates, and achievements.

Goal Area 4: Technology

Technology continues to be an important tool in our educational setting. Teachers are utilizing Google Classroom to post assignments, notes and assessments which has helped students stay current on their course work. We did spend time visiting about AI and how they may impact our school and assignments. We did have a few teachers work with students on how AI can be utilized as a tool but not a replacement for their own work. We foresee this being an area of need for some professional development in the future as this technology continues to evolve.

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Goal Area 5: High Qualified Staff

HIgh quality staff is always at the top of our list when it comes to creating a welcoming learning environment. We did have one resignation this year, Mr. Bartos had decided to move on to other opportunities. We did have some movement around our building this spring with Mr. Bartos' resignation. We were able to hire Mr. DeCock as our new assistant principal, Mr. Lear will be Fergus High School's new activities director and Mr. Johnson will be the new director of the Central Montana CTE Academy. We were fortunate to hire Tia Murphy to fill Mr. DeCock's math position and Caleb Werner to fill Mr. Johnson's PE position. It has been a pleasure working with the Fergus High staff this year. We have learned from each other and I look forward to the years to come at Fergus High School.

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Fergus High School 2024-2025 Annual Report

Goal Area 1: Measurable Student Achievement

As we entered this year we had several goals for our team and school. The MTSS team consisted of Michelle Trafton, Melaine Smith, Mike Mangold, Maci Moore, and myself. A big thank you to the team for the work and time they spent on our goals. The team looked at the data systems we have in place, participated in district wide building implementation team training, we worked closely with the Wayfinder team to implement the Wayfinder program for this year, and the Ed Ready platform available through the Montana Digital Academy as a resource for ACT prep and remediation.

As we looked at our data systems, we spent time looking at the early warning system in Infinite Campus. The team looked at how we could use this information and share it with the staff as a tool to help identify students who may be in need of some kind of intervention.

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ACT Scores

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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	17.2	19.8	18.5	19.7	19.2	20.0	19.0	19.5	19.9

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2023	16.4	18.4	18.7	19.1	19.0	19.9	19.0	19.7	18.4	19.9
2024	19.1	18.3	19.6	19.1	21.5	19.8	21.1	19.6	20.4	19.3
2025	17.7		18.6		20.3		20.2		19.4	

This chart shows the trend of how Fergus High School students have done on the ACT from 2017-2025 years.

Course Offerings

We reworked our course catalog this year to put it into a more user friendly format. The staff have created pathways that outline the flow of courses for parents and students. Staff included a course description for each course and prerequisites needed for our higher level course offerings. Our goal is to publish this document to our district website so it is accessible to all students and parents.

We continue to offer a variety of course offerings to assist students in their academic journey and fulfill all the state and district requirements for graduation. We spent time this year looking at how to integrate financial literacy into more of the high school curricular areas. At this time we will have the following courses to satisfy the financial literacy requirement:

- Business Math, Personal Finance, Accounting, Entrepreneurship, Financial Survival, and Economics

Advanced Placement

We offer five Advanced Placement courses this year with a total of 76 students taking AP courses. The following are the Advanced Placement courses offered at Fergus High School. Results from the AP Exams will be available in July.

- AP World History
- AP Government
- AP Calculus
- AP Chemistry
- AP English Lit. 12

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Here is a breakdown of the number of students taking each Advanced Placement course:

# of students	Course Name	Instructor	# taking AP Test
13	AP Calculus	Feller	10
4	AP Chemistry	Bibler	4
17	AP English 12	Cirrioncione	16
22	AP Government	Brandon	22
20	AP World History	Schilling	20

Dual Credit

We have a total of eight Dual Credit courses this year with a total of 169 Juniors and Senior students taking one or more Dual Credit courses. Students have the option to sign up with the Universities to receive the dual credit. Fergus High School partners with MSU Northern, UM Western, Dawson Community College, and the University of Great Falls for our dual credit classes offerings.

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced American History - HTSA 101 History of America
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Child & Adolescent Development - EDEC 247 - Child & Adolescent Growth & Development
- Emergency Management Technician (EMT) - ECP 131- EMT/Lab
- Certified Nursing Assistant - NRSG 106 - Nursing Assistant

Here is a breakdown of the number of Junior & Senior students taking each dual credit course:

# of students	FHS course	Course Name	College Course #	College	Instructor	College credits
40	Adv. Math/ Pre Calculus	College Algebra	M 121	MSUN	Feller	4
17	Adv. English 11	College Writing	WRIT 101	MSUN	Smith	3
45	English 12	College Writing	WRIT 101	MSUN	Cirrioncione/ Smith	3

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28	Adv. American History	History of America	HSTA 101	MSUN	Henderson	3
15	Adv. Biology	Principal of Living Systems/Lab	BIOB 160/161	MSUN	Mangold	4/1
13	Child & Adolescent Development	Child & Adolescent Growth & Development	EDEC 247	UM -Western	Vincent	4
5	EMT/Lab	EMT/Lab	ECP 131	MSU-GF	Slivka	7
6	CNA	Nursing Assistant	NRSG 106	DCC	Russell (MT Health Network)	4

Club/Activities Participation

We had good participation in our clubs and activities this year. The club advisors have done a great job promoting our clubs and activities this year. I appreciate all of their hard work in coordinating different events for our students to participate in this year. I also have to commend our students for their participation and representing Fergus High School on a State and National level throughout the school year. We have also included the average GPA for all of our clubs and activities, as you can see not only do they represent our school and community well at events but have done a great job in the classroom as well.

ImPact Team	FFA	Key Club	FCCLA	Ski Club	Mentor	Spanish	Student Council
3.79	3.30	3.73	3.52	3.30	3.72	3.47	3.63

Girls Basketball	Boys Basketball	Golf	Football	Softball	Track	Tennis	Volleyball	Wrestling	X Country
3.73	3.62	3.68	3.40	3.83	3.60	3.50	3.74	3.20	3.53

Average GPA for clubs/activities: 3.57

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Some highlights for our activities include the following:

Club/Activity	Staff	Position	# of students
Annual	Diane Lewis	Advisor	12
Art	Doug Braulick	Advisor	8
BPA	Diane Lewis	Advisor	15
Earth Club	Melanie Smith	Advisor	21
F Club	Vic Feller	Advisor	31
FFA	Jared Long and Logan Turner	Advisors	146 total members 40 Active members
FCCLA	Megan Vincent	Advisor	20
National Honor Society	Meggan Cirrincione	Advisor	38
Key Club	Luke Brandon	Advisor	46
Science Bowl/Olympiad	Mike Mangold	Advisor	23
Ski Club	Brett Thackeray	Advisor	69
Spanish Club	Brett Thackeray	Advisor	24
Student Government	Luke Brandon	Advisor	21
Youth Mentor Program	Letha Manning/Yvette Hersel	Advisors	71
ImPact Team	Kim Wiegert/Lee Crouse	Advisors	41

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BPA

BPA had another very successful year. I was able to experience this first hand by attending the Fall Leadership conference with our BPA officers. We are fortunate to have a representative to the State BPA Board, Shoei Davis is the State Vice President The program has engaged students at a very high level. Our BPA team competed in several events this year that include the regional, state and national competitions. We had 13 students qualify for state from there. We had five students qualify for the National Leadership Conference in Orlando, Florida in May. The results from the National competition are listed below:

Broadcast News Team: Shoei Davis, Alison Kolar, Sam Jimenez and Jenna Vaughn for placing 8th in their section. They did not advance to Finals.

Interview Skills: Rachel Comer. She placed 3rd in her section. She did advance to Finals and placed 12th out of 48 in Finals in the Nation.

Parliamentary Procedure Concepts: Mylee Ruckman. She placed 15th out of 219 in the Nation.

Virtual Events: These events are submitted straight to Nationals. You are informed if you make Finals. If you make Finals you travel to Nationals to compete there. We had one individual competing in Promotional Photography, Ollie Tucker. She did not make the top 10 to compete at Nationals, however, Ollie placed 30th out of 309 in the Nation.

FCCLA

FCCLA had another great year with lots of opportunities to show off their skills. This year at the state competition Mrs. Vincent was named the ProStart Educator of the year. The team received the Gold Star Chapter Award for the third year in a row. This is given to teams with continued growth in their membership. Kloe Southworth received the Montana ProStart Ultimate Leader Award and the team earned third place in the 2025 Vision Zero Project. Below are the results and recognition of the state competitions for our team members.

Outgoing 24-25 State Officer - Maddy Johnston, VP of Competitive Events

FCCLA Skill Demonstration Competitive Events

- ★ FCCLA Knowledge Challenge, Level 1 - 1st Place - Isemaella Vincent
- ★ FCCLA Knowledge Challenge, Level 3 - 1st Place - Rylee Cowen
- ★ Toys That Teach, Level 2 - 1st Place - Kylie Crawford
- ★ Interviewing Skills - Level 2 - Silver Medal - James Maxwell

FCCLA STAR Events Competitive Events:

- ★ Career Investigation - Silver Medal, 4th Place - Jade Dengel
- ★ Parliamentary Procedure - Gold Medal, 2nd Place - Kylie Crawford, Ali Kolar, Mylee Ruckman, Jenna Vaughn, Shoei Davis
- ★ Entrepreneurship - Level 3 - Bronze Medal - Brian Blackadar, Chris Bulloch

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- ★ Leadership - Level 3 - Gold Medal, 2nd Place - Maddy Johnston
- ★ National Programs in Action - Level 3 - Silver Medal, 3rd Place - Rylee Cowen
- ★ Nutrition & Wellness - Level 1 - Gold Medal, 1st Place - Aubrey Hankins
- ★ Professional Presentation - Level 3 - Silver Medal, 4th Place - Ali Kolar
- ★ Professional Presentation - Level 3 - Silver Medal, 5th Place - Shoei Davis

Montana ProStart Competitions

- ★ Culinary Team: Silver Medal, 6th place
  - Team Members: Kloe Southworth, Lisa Anton, Briel Bechtel, Phoebe Gee & Talia Stephens
- ★ Management Team: Bronze Medal, 6th place
  - Team Members: Brian Blackadar, Chris Bulloch

Mrs. Vincent and 8 members of our FCCLA team will be headed to the National FCCLA Leadership Conference in Orlando, Florida on July 4-July 10.

FFA

Mr. Long and Mr. Turner had our FFA teams competing around the state this year culminating with their state competition in Bozeman. The team won two state championships, the first in Forestry, the second with their Junior Ag. Mechanics Project. The complete results from the state competition are listed below.

Forestry - State Champions
Samuel Barta 1st High Individual
Jacob Dykstra 3rd High Individual
Jesse Green 5th High Individual
Hayden Gremaux 6th High Individual

Agricultural Mechanics
2nd Place Team
Samuel Barta 2nd High Individual

Environment Science
3rd Place Team
Hayden Gremaux 7th high Individual

Meat Science
5th Place Team
Hailey Gallagher 7th High Individual

Ag Sales and Agronomy
Top 10 finishes

Poultry
2nd Place Team
Stockton Stroh 1st High Individual
Nathan Long 3rd High Individual
Alex Long 6th High Individual
Eric Beummond 7th High Individual

Conduct of Chapter Meetings
2nd Place Team

Creed Speaking
Hadlee Shobe 2nd High Individual

Vet Science
4th Place Team

Livestock Evaluation
3rd Place Team
Nathan Long 1st High Individual

State Champion Junior Ag Mechanics Project
Car Hauler Trailer

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The Forestry team will be headed to the FFA National Convention held in Indianapolis, Indiana at the end of October.

National Honors Society

We had a great year with our National Honors Society this year. We had 38 active members and inducted 21 new members to the club. They held two blood drives this year, one in the fall and one in the spring. We had great participation from our student body and staff. This is a great group of students who excel in many facets of our school.

Goal Area 2: Facilities

Our facility was well used this year. We made an effort to collect some data on how much our performing arts center was used this year. We were tracking the usage in hope of using that data for some grant opportunities to upgrade the lighting, sound system and curtains. We have hosted 98 different events in our performing arts center, which means that facility was not used 81 days this year. Thanks to our district maintenance crew who completed numerous preventative maintenance tasks and multiple reactive maintenance requests. The maintenance tasks included heating/cooling/ventilation, electrical, plumbing, door maintenance and lighting, plus a few other areas.

Goal Area 3: Community/Parent Engagement

Fergus High School is the building that never sleeps. Starting the year with Cowboy Poetry, which is a big community event hosted in our performing arts center. We also hosted multiple community concerts for Lewistown to enjoy. We tracked how many events we hosted in our Performing Arts Center this year, with all of the concerts, rehearsals, talent shows, awards ceremonies and so many more, we had 98 different events this year.

We do our best to engage our parents throughout the school year. During our fall and spring parent teacher conferences we had scheduled time to meet with parents, students and the teachers. We also had some open time set aside for parents to come in and visit with specific teachers if they wanted to. In the Fall the 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.

Fergus High School booster banner sponsors have experienced significant growth over the past few years. When we compare the number of banner sponsors from 2021 to 2025, there is a remarkable 55 percent increase.

This growth demonstrates the increasing support and commitment from our community and local businesses. It reflects positively on our efforts to engage with sponsors and highlights the value they see in supporting our programs. We are grateful for their continued partnership and look forward to building on this success in the future.

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Year	Banner Sponsors
2021	36
2022	44
2023	47
2024	53
2025	56

Extra-Curricular Student Athlete Parent Meetings:
On Tuesday, August 13th, Fergus High School hosted its annual student-athlete parent orientation meeting. This important event provides an opportunity for parents and student-athletes to receive essential information about the upcoming sports seasons.

Additionally, during the winter and spring seasons, our head coaches conduct preseason meetings with student-athletes and their parents. These meetings ensure that everyone is informed about expectations, schedules, and any updates related to their respective sports.

We believe these orientations and preseason meetings are crucial for fostering clear communication and a supportive environment for all of our stakeholders.

Social Media:
Fergus High School acknowledges that while social media may not be the most authentic and effective way to communicate with our community, it serves as a valuable supplementary tool for reaching out to the Lewistown community. Our social media presence has grown significantly, now boasting over 1,500 followers. This increase allows us to engage with a broader audience and keep them informed about school events, updates, and achievements.

Goal Area 4: Technology

Technology continues to be an important tool in our educational setting. Teachers are utilizing Google Classroom to post assignments, notes and assessments which has helped students stay current on their course work. We did spend time visiting about AI and how they may impact our school and assignments. We did have a few teachers work with students on how AI can be utilized as a tool but not a replacement for their own work. We foresee this being an area of need for some professional development in the future as this technology continues to evolve.

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Goal Area 5: High Qualified Staff

HIgh quality staff is always at the top of our list when it comes to creating a welcoming learning environment. We did have one resignation this year, Mr. Bartos had decided to move on to other opportunities. We did have some movement around our building this spring with Mr. Bartos' resignation. We were able to hire Mr. DeCock as our new assistant principal, Mr. Lear will be Fergus High School's new activities director and Mr. Johnson will be the new director of the Central Montana CTE Academy. We were fortunate to hire Tia Murphy to fill Mr. DeCock's math position and Caleb Werner to fill Mr. Johnson's PE position. It has been a pleasure working with the Fergus High staff this year. We have learned from each other and I look forward to the years to come at Fergus High School.

ACTIVITIES

FERGUS HIGH SCHOOL

Paul Bartos

Fergus High School
Activities
1001 Casino Creek Drive
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2024-2025

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.

From preseason to postseason, 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 highlights for the 2024-2025 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 2024-2025 school year we had a grand total of **142** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-**15**; Football-**15**; Cross Country-**11**; Wrestling-**5**; Volleyball-**8**; Boys Basketball–**15**; Cheerleading–**10**; Track and Field-**25**; Tennis-**13**; Softball–**17**; and Golf –**8**.

The Fergus High School ***Band*** program returned with a marching band to prepare for Homecoming and Bozeman's Showcase of Bands performances. The bands marched down main street for the homecoming parade, accompanied by the eighth grade band and JH drumline. Later that evening, the Screamin' Eagle Marching Band gave a homecoming halftime performance of Cartoon theme tunes during the football game. The band gave the halftime performance at MSU's annual "Showcase of Bands" on the Bobcat football stadium, Fergus's third year participating in the event along with 8 other high school marching bands. The pep band also played for the Divisional Volleyball tournament hosted at Fergus High.

On the symphonic band concert bands performed a wintery-themed concert for the December performance, consisting of concert band, symphonic band, jazz band, and percussion ensemble. Concerts in March and May also saw the addition of Junior High jazz band and percussion ensemble. In addition to these regular performances, the Fergus Jazz Band attended their first jazz festival in Billings, and the symphonic band attended Eastern A Band Festival in Havre.

Half of the band was elected to represent Fergus High in the Eastern A Honor Band to cover for missing schools at the event.

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 tournaments, as well as following the girls team first foray to State tournaments in nearly a decade.
For District 8 Music Festival in April, the symphonic band again received "straight superior" ratings, and the concert band received 2 "excellent" ratings. 22 solos and small ensembles performed for adjudicators, as well as the FHS percussion ensemble and jazz band. 15 student groups received superior ratings to perform at the State Music Festival. 10 Student ensembles received a "superior" rating at the State Festival.

The Fergus High bands ended their year by performing at the graduation ceremony with "Pomp & Circumstance" as well as the chosen senior song "Sogno di Volare" by Christopher Tin. Mr. Auger wishes the 9 graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

The ***Student Council*** started off the year by planning for our annual Homecoming festivities. They got right to work and had several meetings, led by Regan Comes, the 2024-25 student body president. Homecoming week, we had several spirit days allowing students and staff to show their school pride. Dress up days were as follows:

Monday: Rhyme without a reason, ex Teacher/Preacher, Jock and The Rock (this is a partner thing)

Tuesday: Dress as your hallway day

Wednesday: Coronation Red Carpet (Dress Up)

Thursday: Pack the place in Pink Day wear pink (also it's PTPIP night for volleyball)

Friday: Blue & Gold Day (Go Eagles!)

Additionally, students decorated their respective hallways as follows:

Freshmen: Beach Life

Sophomores: The Lorax

Juniors: America, land of the Free!!!

Seniors: Construction Zone/Cars

Seniors won the Hallway decorating contest, which is not unusual.

Homecoming 2024 was a big success! An amazing pep assembly, planned by the senior class officers, including all the elementary schools was orchestrated to perfection. Additionally, our annual Homecoming parade through downtown kicked off the festivities on Friday, with fantastic

floats from all the different clubs and organizations. The football team was defeated by the Billings Central Rams. (Note: Never schedule BC for your own homecoming, that's asking for it.) The volleyball team played Mile City, but sadly we also were unsuccessful in that endeavor. However, the students consoled themselves by dancing the night away at the Homecoming dance, where a great time was had by all.

Our big project this year was to replace the mirrors in the bathrooms and locker rooms of the school. We worked with Jason Fry to measure and order these, and I anticipate they will get installed over the summer. To replace all the mirrors in the bathrooms and locker rooms cost $3,246.82. The student council raises money with the vending machine in the lobby. This vending machine is often out of order however. This creates additional work for Mrs. Herschel and Mrs. Brooks, because students are always in the office asking for refunds. It also results in a loss of revenue. I will speak with Intermountain Distributing about a possible replacement.

We kicked off 2025 with Winter Spirit Week featuring dress up days like Jersey Day, Hawaiian Day, Pajama Day, Western Day and Blue and Gold Day. The week was capped off with an awesome pep assembly featuring performances from the cheer team, and band. Junior class officers planned and executed a great assembly.

Austin Shilling handled all of the student of the month duties this year and did an excellent job. He also assisted and advised with other student council activities.

In May, we held elections for next year's student council and welcomed a new group of officers. The junior high held elections this year for the freshmen class, which is great. Last year they were unable to do so, and we had to hold a freshmen election the first week of school, which delayed preparations for homecoming. (Attached)

Overall it was a fun and productive year for the student council! We appreciate everyone's participation and school spirit. We're already looking forward to more events and activities next year.

We had an excellent year in our 7th-12th grade ***choir*** program!

The main changes and highlights were:

-We added back the choir "Choralaires" as a pops/jazz ensemble that meets outside of normal class hours (a combination of lunch times and zero periods). They were very well received as an ensemble at the State Music festival and received a "Superior" rating for their adjudication there.

-Our LJHS students sang at the Veteran's Day Ceremony, had a December concert, a March Concert and a May Musical combined with the drama class.

-Our FHS choirs had October, December, March and May Concerts. Each choir also was adjudicated in our District 8 Music Festival; Symphonic Choir and SApphire Choir both received "Superior" ratings and Concert Choir received an "Excellent" rating.

-Our LJHS Choirs took 45 students to the Central Montana Youth Sings event in Great Falls in February. It was awesome.

-Our FHS Choirs also took 14 students to the bi-annual Tenor-Bass Festival in Bozeman in February . Our students did an outstanding job!

-FHS Choirs had 12 Vocal Solos, 3 Duets and 2 Small Ensembles to prepare pieces for the District Music Festival. Of the 17 pieces 8 received "Superior" ratings allowing them to advance to State Music Festival. The other 9 received "Excellent" scores with great praise from adjudicators. Of the 8 State qualifying groups 5 received "Superior" ratings and 3 received "Excellent" ratings.

-Tom Wojtowick is celebrating 11 years as our choral accompanist!

-Mrs. Grensten had a wonderful year and learned A LOT. She is greatly looking forward to next year already with the last two years of experience under her belt. We will be exploring more travel opportunities and singing experiences locally in the next few years. Thanks to the school board for supporting the choir program!

The 2024 Fergus High School Golf team ended the season with 7 girls and 13 boys. The first practice was Thursday August, 15th and the State tournament ended on Saturday October, 5th. We attended 15 tournaments in all: 4 were JV only and 12 were Varsity only which included the Divisional and State tournaments in Laurel and Polson, respectively.

In the Divisional Tournament at Laurel Country Club in Laurel, MT the boys' team placed 9th and the girls' team placed 9th. with only Liam Catron earning All-Conference Honors by placing 14th overall. Two girls, Autumn Goodan (17th) and Delaney Rixford 19th also qualified as individuals to play in the state tournament. The three competed as individuals at the state tournament which was held in Polson, MT. The five girls and four boys that played in the Divisional tournament, will earn their Letters.

Coaching was done by Brett Thackeray (twelfth year with the team, tenth year as head coach) and Sherry Breidenbach (third year with the team, second year as head coach). Dana Goodan (first year with the team) volunteered to help coach the team as well.

The 2024-2025 season for the ***Fergus high Speech, Drama and Debate*** team was a quiet but spectacular one. We welcomed a new assistant coach Keeley Bibler to the team and said goodbye to Head Coach Lee Stahl. The team attended tournaments in Sidney, Custer Co, Billings Central, Great Falls, and Lockwood. We also hosted our home tournament on November 16th with great success. Divisionals were held at East Helena, and State at Laurel. Our team also participated in the National Speech and Debate Eastern Qualifier tournament at Billings Skyview.

The Team was smaller than previous seasons, with only a half dozen students participating. Half of the team were seniors, Sofie Ramirez Galdamez, Rachel Comer and Olivia Tucker. Shoei Davis (junior), Kylie Crawford (sophomore) and Amara Manning (sophomore) made up the other half. Sofie competed in Informative Speaking, wowing audiences with their knowledge of Dragons. Rachel finished her fourth year as a Lincoln Douglas debate, much to the chagrin of the other Eastern A schools. Olivia performed in the drama categories of pantomime and dramatic solo. Shoei spent the season persuading audiences to take the big Risks in the Original Oratory. Amara and Kylie worked together as a Humorous Theater troupe, The Villainous Vivacious Victor and Doctor. They both competed in Humorous Solo as well, making audiences appreciate

their skills. Amara also decided to try her hand at Speech events so she could compete in the National Qualifier. Her events of choice were Informative speaking, where she spent her time imparting her love of My Little Pony, and Humorous Interp. Her interpretation of the French accent sent audiences into fits.

Though the team was small, it was this season by Sophie Ramirez Galdamez. Her lieutenant was Shoei Davis. Both are outstanding examples of the dedication and challenge of competitive public speaking. Shoei will be taking on the role of team captain in the coming season, and will no doubt revitalize the team's numbers with her enthusiasm and boundless audacity.

Individually our team was massively successful this season. Rachel absolutely dominated the Lincoln Douglas debates. She placed first often, and never failed to take a medal from any of the tournaments she participated in. Sophie rose like a tornado throughout the season, informing all concerning dragons, with her highest placing coming at National Qualifiers. Amara and Kylie both took the humorous competition by storm, securing top spots in many of the tournaments. The entire team qualified for competition at State and represented Fergus with poise, alacrity and a certain amount of tomfoolery.

Sadly, this year marks the end of coaching for both Keeley Bibler and Lee Stahl at Fergus High School. Coach Stahl and his family have moved west, and after 10 seasons he's bidding farewell to Fergus and his title of The Dark Lord of the East. At least as far as the East goes. Ronan High School has already offered him a position on their forensics team. Coach Bibler is stepping back while she settles in as a teacher and member of the Lewistown community. There are high hopes that she'll return to the team sometime in the future.

2024 was another tremendous year for ***Football***. We had another great off season with great dedication to becoming better athletes together. We have now made it to 4 straight semi-final games. In the past 4 semi-finals runs we have either won the State Championship or lost in the semi-finals to the eventual State Champion.

Our season started out with a bang again with a 51-31 Home win against a great playoff team the East Helena Vigilantes. We had great contributions from multiple players. McKay Shobe threw 4 TD passes, Freshman Madden Norslien had 3 TD Receptions as well as Senior Dash Ruff having 1 crucial TD Reception in the game. Week 2 was a 21-6 loss on the road against a Laurel team who went on and played in the State Championship Game. The Eagles couldn't get much of anything going in the game. The defense played a great game but the offense couldn't capitalize and Laurel eventually wore us down throughout the game. Week 3 was a 49-8 Home win at Sidney. This game was over from the very beginning. We played about as flawless of a 1st quarter as a football team could play. Fergus scored 35 1st quarter points. A Mckay Shobe 14 yard run, Trent Grover 38 Yard TD reception, another Trent Grover 20 Yard TD catch, Madden Norslien 62 yard TD Catch and a Brendin Fiscus 16 yard run. You could call it a perfect quarter of football. The Defense didn't allow a 1st down in the whole quarter. Game 4 a 42-7 win on the road against Lockwood. Dash Ruff was the game changer, he had 4 punt returns for an average return of 52 yards per return. He had a long of 75 yards and 2 punt return touchdowns. Game 5 was a 54-8 win at Hardin. We played a great team game. We had 2 defensive Touchdowns. Game 6 a 0-39 Homecoming Loss vs Billings Central. Billings Central was a very good team who was physical and wore us down throughout the game. The score was 12-0 at halftime.

Offensively we couldn't move the ball and had 0 1st downs in the 1st half of the game. Our defense played strong but eventually got worn down and Billings Central took advantage of that. Game 7 was a huge bounce back win on the road 27-16 against Miles City. This was an old fashioned hard nose football game. Each team continued to trade blows throughout the game. Emmett Netburn, our Sophomore kicker had a big time game. He made a 39 yard field goal in the 1st half and iced the game with a 26 yard field goal with 9 minutes left in the game which ended up being the final points of the game. It was a great bounce back win for the boys. Game 8 was a 45-7 Home win against Glendive. We racked up a 35-0 halftime lead, led by McKay Shobe he had rushing touchdowns of 40, 11 and 5 yards. He also had a 60 yard Interception return for a Touchdown in the 2nd quarter as well. In this game we had 2 defensive touchdowns. The pick 6 by Mckay followed by a well played tipped interception returned for a touchdown by defensive end Jack Pallett. Game 9 was the final regular season game of the year on the road against our rivals the Havre Blue Ponies. This game was an important game for both teams for where each team would finish for the playoffs. We ended up winning this game 31-27 in another instant classic game against Havre. We were getting beat 14-3 at halftime. A half where we had several opportunities but never found a way to capitalize on them. We opened the 3rd quarter up by finally scoring on a big play, McKay Shobe threw a 34 yards touchdown pass to Trent Grover to get the score to 10-14. Havre answered with a long drive and scored to put the score 10-20 entering the 4th quarter. We had one of the best 4th quarters I have seen in a while. McKay Shobe found Madden Norslien for a 12 yards touchdown. Our Defense stopped Havre and when we got the ball back McKay Shobe found a hole up the middle and went 48 yards for our first lead of the game 24-20. Havre had a big kickoff return back into our territory and scored to take back the lead 24-27. On 4th down with just 2 minutes to go, McKay Shobe found Madden Norslien again on the outside for a 47 yard touchdown hook up to put us in the lead again 31-27. Havre drove the ball all the way down to our redzone and threw a pick to Trent Grove on 4th down. With that Interception it sealed the deal and we won the game 31-27 We went into the playoffs as the 3rd seed in the Eastern A and earned the opportunity to host Miles City at home for the 1st round of the playoffs. After a hard fought 14-7 1st quarter the 2nd quarter was slow in scoring but showed both teams playing great defense. We went into the locker room up 17-7. We exploded in the 2nd half by beating Miles City 37-7. It was another great Home Playoff game on a Friday night with a lot of Fergus fans in the stands cheering us on. With the 1st round win we now earned the opportunity to head back to Dillon for a revenge match against the defending state champions. Madden Norslien had the only scoring in the 1st quarter of the game when he returned an interception 50 yards for a touchdown. In the 2nd quarter McKay Shobe made his way into the endzone from 3 yards out. It was a great drive set up by some big time plays. The score at the half was 14-0. In the 3rd quarter Dillon started to make things interesting by scoring on a drive that was set up by a big punter return. Fergus didn't let it affect us. After a few more big time plays we drove the length of the field to score again on a Shobe 6 yard run to put the score at 21-7. Dillon scored in the 4th quarter on a 17 yard pass and catch but missed the extra point to put the score at 21-13. With great defense and timely first downs we got our revenge and went on the road to beat the defending state champs 21-13. With the win we had punched our ticket to the programs 4th straight semi-final game. In the Semi-Finals we went on the road to play Billings Central. After a hard fought battle we got beat 14-34. We played hard and had chances to make the game interesting but ultimately Billings Central was too much. With the loss we finished at 9-3.

We had great numbers in our JV/Froshmore program and for the first time in a long time they went undefeated on the season. They were coached by Danny Wirtzberger and Matthew Ventresca. We have a lot of talent and hard workers coming up in our JV program. The future is bright and we are excited to continue our tradition and push toward another state championship and our 5th straight semi-final appearance!

The Fergus High School ***Girls Basketball*** program made great strides this year, eventually punching their ticket to the Class A State Tournament for the first time in a decade. This was made possible by the girls wholeheartedly buying into our vision of the future of Fergus High School Girls' Basketball last summer. They worked hard on their skills three days per week at our morning "Rise and Grind" 7am workouts throughout June and July, closing the fundamentals gap between them and other programs in the state. They also hosted a girls youth basketball camp for grades 4-7, further dedicating time and effort to improving the program from the roots. Besides fundamental skills work over the summer, a lot of time was spent teaching and modeling what it means to play for each other, to play as a single unit, to understand their individual role on the TEAM, and to compete with a winning attitude and maximum effort at all times. Out of all the successes that these girls had this year, I believe I am most proud of how far they came in this regard! They absolutely changed the culture and turned the page on what it means to be a Fergus Golden Eagle girls' basketball player! Anything can be accomplished when a positive attitude meets a tireless work ethic, and these girls exemplified that mentality throughout the season, culminating in one heck of a showing at the state tournament!

Looking forward, we will have one returning starter and a whole lot of talented girls that are ready to take responsibility for maintaining this program and propelling it to the next level. We will continue to work on fundamentals this summer, but will be adding a game schedule versus Class AA, A, and C teams, as well as a team camp at a college, and will once again host our annual youth camp. I'm also looking into different opportunities for our team to serve the community that has supported us so incredibly well. A big thank you to my assistant coaches and people willing to donate some time to our program this year; Jimmy Graham, Vanessa Moen, Jaymie Phillips, and Kyle Trafton were all integral parts of the whole, and I appreciate them greatly!

Go Golden Eagles!

Coach Webb
Fergus Girls Basketball

The Fergus Eagle ***Cross Country*** team grew to 37 this year in spite of losing 15 runners due to graduation, families moving, injuries from other sports and losing foreign exchange students. We had 15 boys and 22 girls. Our girls team was ranked 5th out of 11 going into the Eastern Conference super divisional competition and finished 4th. Freshman Raleigh Waggoner finished 13th overall earning all-conference honors. The boys team placed 10th last year and was ranked 10th again going into the meet, but they all ran personal best times and moved up significantly to place 5th. They were led by freshman David Curry who finished 19th overall. Going into the state meet, the girls were ranked 13th and the boys were ranked 15th. The girls finished 13th and the boys moved up once again to finish 9th. The girls were led by Raleigh Waggoner in 25th place overall. She was 6th overall amongst freshmen girls. The other girls contributing to the

team score were Maya Dengel, Paige Householder, Leighton Stroh and Anya Farley. Our 6th and 7th runners were Jade Dengel and Anna Elam. Throughout the season, Anna was consistently our 2nd runner, but just didn't have a good race at state. The boys were led by David Curry who finished 31st overall in a personal best time of 17:44. He was 4th overall amongst freshman runners. Sophomore Thomas Maxwell and freshmen Wes Comer, Dylan Johnson and Quinn Phillips were the other runners contributing to our team score. Thomas and Dylan also ran personal best times. Seniors Aiden O'Neal and Kai Painter were our 6th and 7th finishers. Those are the only seniors we will lose off our state teams. None of the girls running varsity were seniors. Winter running started November 18, 2024 and we are looking forward to next season. Head Coach: Suzie Flentie, Assistant Coach; Regan Bold, Volunteer Assistant Coach: Kimmie Briggs

The 2024-25 Fergus ***Boys Basketball*** season was the tenth season under head coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 10-11 and finished second in the northeast "A". After a slow start, the Golden Eagles played much better after Christmas including a big road win over #3 ranked Glendive by 14, and a season sweep by all three teams over Havre. The Golden Eagles opened the Eastern "A" Divisional with a loss to East Helena, but came back strong defeating Miles City in loser out play. On Saturday morning with a trip to state on the line, Fergus fell to Glendive by 9 ending their season. Kason Brown was selected first team all-state and all-conference. Freshman Madden Norslien was chosen 2nd team all-conference and junior McKay Shobe was selected honorable mention all-conference. All 10 letter winners earned Academic All-State. The Golden Eagles were led by letter winners senior Dash Ruff, juniors Kason Brown, Rhett Comes, Lucas Golik, McKay Shobe, and Tanner Vanek, sophomores Tripp Wirtzberger and Conner Miller, and freshmen Madden Norslien and Chaz Walsh. 25 athletes participated in the program. Autumn Goodan, Sydney Ferdinand, and Bodie Slaybaugh served as team managers. Varsity record was 10-11; JV Record 9-7, Freshman record 13-4

The 2024-2025 ***Wrestling*** team was coached by Brendon DeCock and assisted by Robert Wallace and Brady Fiscus.

The Fergus High Wrestling numbers continue to improve. The team started the year with about 29 kids and the season ended with 22; 17 boys, 5 girls and 3 managers. The school continued the wrestling co-op with Hobson and Moore adding three boys from Hobson. This came with challenges, but overall the experience was positive and the team is happy these co-op kids had an opportunity to wrestle. Without the co-op these wrestlers would not have had the opportunity to participate. Two of the wrestlers plan to come back next year along with possibly one more athlete. Due to numbers, the team practiced the majority of the season in the basement of the Eagles, where Club Wrestling practices. Attitude and effort of the kids was pretty good all year, with it improving throughout the season. The qualified 6 boys and 4 girls for the state tournament held in Billings, MT.

We had 7 Seniors, Preston Johnson - 2nd divisional and 2nd state, Jack Gillen, Wyatt Korst, Zac Chinn, Tyson Clark, Lidia D'Hooge - 3rd divisional , Lani Ruckman - manager.

Eleven juniors, Colt McCord - 6th divisional, Aiden Snyder, Brian Blackadar, Wyatt Gar - 8th divisional, Cooper Wichman, Stockton Stroh - 8th divisional, Brendin Fiscus, Jack Pallett - 3rd

divisional and 4th state, Danica Rutten - manager, Camryn Fiscus - 1st divisional and 5th state, Grace Hicks - 1st divisional and 4th state.

Four sophomores, Tucker Stewart, Mason Austin, Colt Patterson, Kalli Ruckman - manager.

Four freshmen, Hunter Wichman - 7th divisional, Burton D'Hooge, Becca Hicks - 4th divisional, Addy Morris - 2nd divisional.

The 2024 Golden Eagle ***Volleyball*** season was another memorable one, with a strong turnout of 33 girls trying out for the high school squad under Head Coach Adrienna DeCock. After experimenting with four squads the previous year, the team decided to return to three squads this season, a decision driven by various factors. The program is set for a bright future, with steady Jr. High participation and over 30 girls joining the 5th and 6th grade volleyball teams in September. While the team will graduate seven seniors this year, it's clear the foundation for future success is solid.

The season started strong, with the team remaining undefeated going into October. However, despite experiencing their first loss to Miles City during Homecoming, the team used it as motivation to grow stronger. Their resilience paid off when they hosted the Eastern A Divisional Tournament, where they went 2-2 and secured a spot in the All-Class State Tournament in Bozeman. Though they went 0-2 at State, losing to Dillon and Big Fork, the team learned valuable lessons and will return a talented group of juniors to lead next season. The varsity team finished with a 16-8 overall record and a 6-2 conference record, claiming 1st place in their conference.

Individually, Lexya Burnham (Sr.) earned All-State and 1st Team All-Conference honors, while Kayla Jensen (Sr.) and Blythe Armstrong (Jr.) received 2nd Team All-Conference honors. The team also excelled academically, with 8 players earning Academic All-State.

The sub-varsity squads showed great growth, with the C-squad, coached by Lesly Kassmier, finishing 9-4 overall and 4-4 in conference, and the JV squad, led by Coach Paige Nash, going 10-3 overall and 5-3 in conference play. The improvement across all levels is a promising sign for the future of Golden Eagle Volleyball, and the program looks forward to building on this season's successes.

The 2024-2025 Fergus High ***Cheer*** Team featured thirteen varsity members. Two of the varsity members were foreign exchange students; one from Spain and one from Switzerland. At the beginning of the season, coaches Rayna and Holly made it a goal to purchase a new set of uniforms (as part of our two year rotation), new warm ups for those cold snowy football games, and for the team to attend a prestigious summer camp; opening fantastic travel and recognition opportunities to senior athletes. To help us reach our monetary goals in the fall, the team hosted a Dunk Tank at the Chokecherry Festival. Cheer team members took turns being "dunked" by festival go-ers. The space was generously donated to us by the Chamber and the tank was donated to us by TORCH. We profited roughly $700 from the fundraiser and are looking forward to doing it again this year. During football we traveled to Lockwood to cheer and received great feedback from Fergus fans about our presence at a regular season away game and hope we are given the opportunity to do this more in the coming years. In November, we hosted an event on

National Princess Day where we treated young girls in our community to royal treatment doing their nails, hair and makeup. Members of the varsity cheer team also played princess games with them at this event. We had so much fun and plan on hosting this event again in November. We also travel to Missoula to watch Montana's All Star cheerleading teams compete at the Griz Glam Jam. It was a great opportunity to see how another competition is run and to watch teams compete and get ideas for CheerFest. The team performed their second annual Christmas Showcase in December. During the week our team was busy practicing 3 times a week as well as cheering at all home volleyball and football games in addition to traveling to volleyball state! What a fun memory for us all. We had a great time following Fergus football to cheer them on in the football playoffs.

The Cheer team hosted our annual junior cheer camp this year. We love hosting this camp towards the end of our 8 month season; it gives us a chance to share our love for this sport and is a bright spot before we dive into the "competition grind". This year's camp had almost 90 participants. We added a fun craft to camp this year and the participants had a fun time decorating their very own cheer bow. In March, we traveled to basketball divisionals. Our cheer team performed at every halftime flawlessly and represented Fergus with poise and class. At girls State our title run was cut short, however the cheerleaders continued to impress with not one, not two but THREE halftime routines. Later in March, we hosted CheerFest where 21 Montana teams competed for the gold. Vendors were added to CheerFest this year, the cheer program took over working concessions and three colleges attended and had info tables. As a result, this year's event was the highest-profiting CheerFest to date. Our team worked so hard leading up to CheerFest and tried new skills that we have never tried and we are so proud of their hard work. Results are as follows: 3rd place Class A, 1st place High School Mascot, 1st place All Girl Stunt Group, 2nd place Coed Stunt Group, 1st place High School Dance Pom.

I'd also like to take the opportunity to recognize the junior high cheer team who placed 1st in the junior high division; not only out-scoring the other competing junior high team but nine high school programs as well. The high school varsity team had 10 Academic All-State recipients this season. At the awards banquet, the team voted on the following awards and they were as follows:

All Around Cheerleader: Margaret Fulbright, Rookie Award: Ruthie Duggins, Outstanding Sideline: Chloe Baumann, Outstanding Performance: Margaret Fulbright, Outstanding Leadership: Margaret Fulbright.

Above I mentioned that the cheer team will have an opportunity this summer to attend a prestigious summer camp called UCA. This camp will be hosted at Rocky Mountain College. It is a 4 day camp filled with skills and fun. On the last day of this camp, seniors have the opportunity to try out for what is called "All American". If they make All American, they will have the opportunity to represent Team USA in the Macy's Day Parade, the Pearl Harbor Parade, London parade, and Orlando Parade. They spend a week with other All-American cheer members from across the United States and earn a parade routine to perform. Senior Chloe Baumann had a similar experience this season through another company called Spirit of America that began with a tryout process. Chloe flew to New York and represented Fergus during the Macy's day Parade.

We spent many nights throughout our 8 months together spending time with one another becoming very close. It is important to me as a coach that these student athletes not only get along but become individuals that they can depend on in one another's lives. We attended the pumpkin patch together, had a pumpkin painting night, a craft night, a game night, an outdoor movie party, scavenger hunt nights and many more things!

I so enjoy coaching this sport and being a part of these young people's lives. I am very much looking forward to the upcoming season.

The 2025 Fergus ***Track*** team saw an increased level of participation this year with 19 female competitors and 29 males. The coaching staff made it a point to develop relationships with each athlete earning a level of trust and understanding. Starting right away, the team bought into bringing enthusiasm, work ethic, and dedication to each and every practice. Our attitude towards practice in the pre-season set a great foundation for success in the months ahead.

As we started into our regular season some athletes saw instant success and had multiple early state pre qualifying marks. Some were not as fortunate and needed to find some inner strength and resilience to start to see the results that they were hoping for. Some were downright unlucky and suffered injuries that either cut their seasons short or ended them all together. As a coaching staff, one of our main expectations was to be a collective unit that supported each other. These student-athletes embraced that idea and the bond that was created enabled everyone to keep pushing. As we went through the season times started to get lower and distances higher & farther. We were starting to peak at the right time.

We brought 40 athletes to the divisional track meet in Glendive with the majority of them achieving a personal best in one or multiple events at the meet. Our boys finished third place in team standings with our girls coming in 6th. There were many great individual performances but the thing that I was most impressed with was how we supported each other. Our athletes fed off this energy and it created a really special environment.

We had 8 boys and 7 girls qualified for the state meet in Kalispell. Some of these athletes competed in 6 or 7 events. On the girl's side Blythe Armstrong placed in four events (100m Hurdles, 300m Hurdles, 200, & 400). On the boys side Tanner Vanek (high jump), Tyler Langbehn (triple jump), and McKay Shobe (300 m hurdles). Multiple boys and girls were just shy of the podium.

It is always hard for a season to come to an end. I am thankful for the support from the administration at Lewistown Public Schools and my coaching staff. I also would like to thank the two seniors (Trent Grover & Ava Robinson) for all of their hard work and commitment. This season was a massive success. I feel we took a big step forward developing an enthusiastic, team first culture. The future of Fergus Track & Field looks bright!

Orin Johnson
Head Track Coach
Fergus High School

The 2024-2025 was another successful year in our ***Softball*** program. The team won the NE "A" Conference title with an 8-0 record and completed the year with an astounding 21-4 record and a 4th place showing at State. We were one of only 3 teams to eclipse the 20-win mark in the state. We were arguably the most consistent team in Class A during the season, winning games in dominant fashion and doing the little things right in the close games to pull away in the end. At the state tournament, we lost a heartbreaker 6-4 to state champion Frenchtown and were the only team to battle the best pitcher in the state. We had 10 girls make All-Conference: Sr. Kiya Foran, Sr. Regan Comes, Jr. Kiera Southard, Sr. Kayla Jensen and So. Riley Roche made 1st Team, Sr. Jaden Martin, Sr. Kloe Southworth, Sr. Addi Vanek, Jr. Anna Elam made 2nd Team, and Jr. Averi Sparks made Honorable Mention. We had 4 All-State selections in Kiya Foran, Regan Comes, Kiera Southard, and Kayla Jensen. This team had a .431 batting average and hit an astounding 34 HR's. To top it all off, our entire team had a Team GPA of 3.95! These Seniors finished their careers with a team record of 64-39, 4 state appearances and 3 top 5 finishes over that span. Losing seven seniors may seem like a hit, but we return 4 All-Conference players and our JV team finished with a 21-2-1 record, with wins against Varsity teams and AA teams, so I am excited to see what the next girls up are able to do with their opportunity ahead of them. Coaches this year were head coach Mike Mangold, assistant coach Kirsten Miller, and volunteer coaches Jeremy Long and Mckenzie Salka.

The 2024-2025 ***Tennis*** team, under the direction of co-head coaches Sherry Breidenbach and Melanie Smith, consisted of 30 players: 6 seniors, 6 juniors, 5 sophomores and 13 freshman.

We held a Family Fun Day and Servathon Fundraiser on the last Saturday before Divisionals. Players retained pledges and served a total of 100 times each; after that, a doubles tournament with players and a family member was held. Everyone had a great time, and at the time of this writing, approximately $1,500.00 had been raised and collected.

Five players that advanced from Divisionals to State; this is almost double from last year's total. They were Aiden O'Neal who took 3rd place in Boys Singles, and Livi Breidenbach and Maya Dengel taking 2nd place in Girls Doubles. The boys doubles tandem of Lane Reesor and Quinn Phillips took 4th. As freshman qualifying for state, they were definitely in rarified air. Two other competitors, Brooke O'Neal, and Tegan Petzak lost the match that would have earned them a berth to State, Tegan to his teammate Aiden. The Class A State Tournament was hosted by Billings Central, where our players competed well, highlighted with Livi and Maya winning a match on Thursday.

In order for us to have a 2024-2025 season, the courts at the Lillian Kolar Tennis Facility will have to be resurfaced.

One of our goals last year was to recruit and retain younger players for the 2025 season. We are happy to report that we accomplished that by recruiting 20 new players. We are looking to continue building a program where all students who wish to play have a chance to do that, and those who wish to excel can.

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

BUSINESS OFFICE

Rebekah Rhoades

BUSINESS OFFICE
2024-2025 ANNUAL REPORT

Rebekah Rhoades
Business Manager/District Clerk

The 2024-2025 school year was yet again another year of change, challenges, and successes. Spring of 2025 brought the Legislative Session and bills signed into law during the this session will add more change to 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
- Continued progress on the Bond Construction
- Responding to 2023 Legislative Action
    - Recording of Board Meetings
    - Implementation of Out of District Mandatory Tuition Billing
- Responding to the 2025 Legislative Action
    - Implementation of the STARS Act
    - Preparation for Property Tax Distribution and future communication to taxpayers
    - Increased Transportation Reimbursement
    - Increased State Major Maintenance Funding
- Approval of the Central MT CTE Public Charter School

Goals for the Future:

It is always my goal to continue to streamline processes in the District and this will be a continual process. As a department, we consistently 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 (ongoing):** 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. Four 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 past two years. This is an ongoing project, as the rules for reporting are continually changing.
- **Use of TalentEd to Streamline Payroll Processes (ongoing):** 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. The Board is in the process of updating policies and attention will be given to those that affect the purchasing process. 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 am looking forward to working with our new Activities Director annually to work towards setting a better budgeting process for Student Activities. MASBO has adopted a new Student Activities Manual that will greatly assist in training those individuals involved in 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, but we can do better in this area. We know that we will be required to move to iVisions, a web based version of our software, in the near future and it will be a substantial cost to the District. We are now hosted off-site with Tyler Technologies, which is essential for the security of our data. In addition, our Time Clock software may need to be moved to an offsite server in the future. Our Time Clock Software was updated this year.
- **Budget Training (ongoing):** It has been several years since training was provided to the Principals and Classified Administrators on budget reporting. I plan to continue to implement one-on-one training 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.
- **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, changing the role of the Superintendent Secretary to include

part-time student registration, additional mandatory reporting at the State and Federal level, increased FMLA's, the significant turnover in staffing throughout the District has increased the workload and put a strain on the Business Office.

- **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 have learned a great deal about bond financing over the past two years and will continue to learn over the next year. This year, we were faced with Arbitrage penalties, but weathered the storm and are believed to be in a good position coming to the end of these projects in FY26.
- **Central MT CTE Public Charter School:** With the approval of the new public charter school, it is essential that we meet the ANB requirements each year. Because our ANB has decreased each year, focusing on increasing the number of students not currently enrolled will benefit our district as a whole. Although we are using some of the dollars received to supplement our current budget, a large portion has been set aside to ensure that we are building a successful program.
- **2023 Legislative Changes:** There were several bills signed into law during the 2023 Legislative Session that continue to impact the Business Office, but I have highlighted the major ones below:
    - **HB203** – "Taxpayer Equity" bill that requires tax dollars to follow a student attending an out of district school. Essentially, the resident district of a student attending an out of district school will be required to pay the non-resident district a calculated sum from the Tuition Fund to be deposited into the General Fund (reducing the non-resident district's taxes). The Business Office will be sending out the first bills to Resident Districts in early July 2025. We are expecting a decrease of approximately 1 mill districtwide, with 62 students coming into our district and 59 students leaving our district.
    - **HB332** – Health Insurance Trust will be created at the State level as long as there is participation from 150 districts and covers at least 12,000 "employee lives". The creation of this Trust is making great strides and plan to introduce plans and rates in early Fall 2025 The District's Health Insurance Committee will need to evaluate the pros and cons of joining. Our insurance agents with Lewistown Insurance are also aware of the bill and are following it closely. Effective 7/1/26.
- **2025 Legislative Changes:** Similar to 2023, there were several bills signed into law during the 2025 Legislative Session that will impact the Business Office, but I have highlighted the major ones below:
    - **HB156 and HB231 –** Changes to property tax distribution. Both of these bills will change the concept of how we have been communicating tax changes to tax payers. The District will need to consider how to communicate these changes to the public, especially when requesting levies, bonds, etc from voters.
    - **HB252 (STARS Act)** – This school year the Board was able to successfully negotiate with the LEA to meet the requirements of this bill. In this upcoming year, negotiations will again take place. It is my goal to provide as many resources as possible as we move forward with maintaining our ability to comply with the requirements going forward. This bill was integral in allowing the district to meet our budget for FY26, but will be a challenge to comply with in the future.
    - **HB168** – This bill will provide ANB funding for Pre-K special education students. Although providing educational services for these students has been mandatory for

many years, this is the first time that we will be able to receive ANB for these students.

- **HB483** – Will provide higher reimbursement rates for Transportation. Rates have not increased in over 20 years, so this is a monumental change.
- **HB515** – Will increase the State Major Maintenance funding without increasing the local levy match.

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

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 (2027).

Status: The 2025 Legislative Session proved to be successful for school districts, but has added some complexity to school finance. The State Government did recognize the strain that inflationary increases due to the pandemic have put on School Districts and opted for 3% inflationary increases in both FY25 and FY26 (the inflationary increase is a set amount not to exceed 3% each year per MCA 20-9-326(2)). In the interim before the next Legislative Session, there will be a decennial study completed on the school funding formula. I encourage the Board to be engaged in this process, as Montana school funding is one of the more complicated in the United States. As always, we will need to continue to be transparent and conscientious when setting the budget each year, but this will be more challenging with the shift in taxes at the State level. As a District we have many organizations lobbying on our behalf, but the Board should continue to consider its involvement. 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. With the addition of the new Central MT CTE Public Charter school, we will continue to aggressively seek out opportunities to share resources whenever possible. Acquiring the Central Montana Education Center (CMEC) Building and implementing Agreements with the University of Providence and Job Service is another way that the School District is providing opportunities in our community. It is our hope that the CMEC building will provide even more opportunities with the Central MT CTE Public Charter school.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office now more than ever is feeling the burden of the complex world of school finance. State legislative decisions, federal mandates, turnover in the district and the residual effect of high inflation are increasingly putting more 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. That being said, recently we have had to place more focus on adapting to continual and major changes. We will continue to do our best and be rest assured that we have the most dependable, hard-working and competent employees. I am thankful for all the sacrifices they make. I look forward to working through these goals and challenges with them in the coming year.

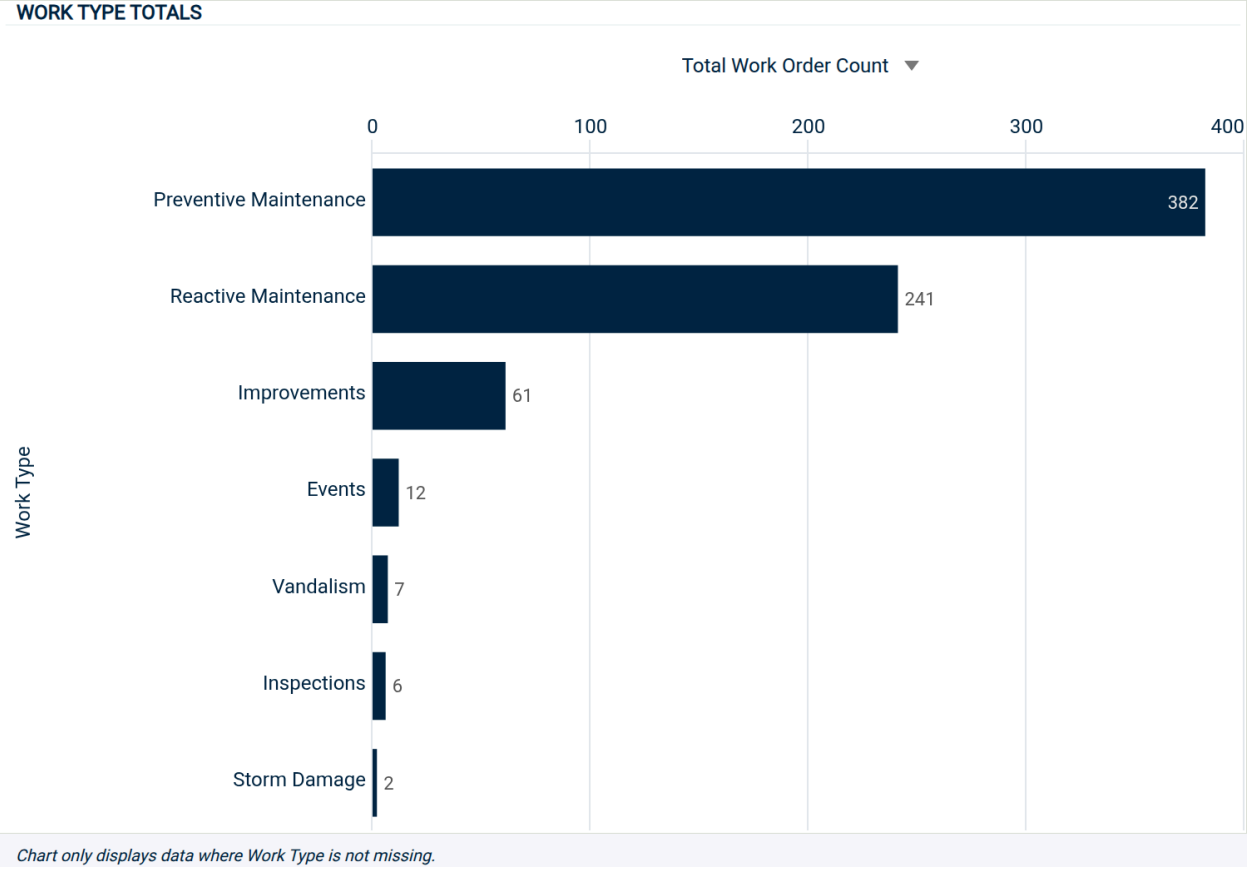
MAINTENANCE

Jason Fry

Facilities & Maintenance Annual Report
Fiscal Year 2024-2025

Fiscal year 2024-2025 the maintenance team was very busy assisting the contractors with bond work. Maintenance started the summer by removing all classroom items and a divider wall in the resource classroom at Garfield. Another classroom had to have all materials and built in shelving removed for new structural beams for the roof overbuild of the new addition. Sletten and their sub contractors worked throughout the summer to complete the Garfield classroom addition and boiler upgrade. This project came down to the wire and the maintenance staff spent the last two weeks of summer break moving furniture and cleaning rooms to have the school ready for the first day. They also worked throughout the summer on the new front entry / office addition at Highland Park. This project could not be completed in time for the start of school so it was turned over to the district over Christmas break 2024.

Maintenance completed 711 work orders this fiscal year. This graph from our maintenance software shows the main work types accomplished this year:



Completed Projects:

- Football field maintenance
- Assisted with bond work
- Sound baffles at L&C
- ADA upgrades FHS
- Electrical panel upgrades

Summer of 2024 the district contracted with Dusty's Sprinklers out of Great Falls to aerate and sand the football field. We will continue to aerate and sand the field for the next couple of years to get it in a better condition. We also contracted with Dusty's to perform a pump diagnostic on the irrigation system for the football field. It was suggested by them that the suction hose that brings water from Big Spring Creek was insufficient. Dusty's replaced the suction hose with a better hose with an intake filter. Since the replacement we are no longer having problems with the pump losing prime. 2024 saw a struggle in maintaining custodial employees. The maintenance team had to cover custodial activities for a majority of the late winter/spring. With only three of us this put a damper on regular maintenance activities. The district was selected by OPI for an ADA accessibility inspection. There were multiple deficiencies that need correction, some minor and some that come with more of a fiscal responsibility. Pipe covers were ordered and installed under all bathroom sinks at FHS. All toilet paper dispensers were moved to a lower height in ADA stalls. One towel dispenser and one soap dispenser were moved to a lower height in each bathroom. The showers in the locker rooms will have grab bars installed and ramps installed at the entrances. The carpet will be replaced with VCT tile in the business classroom.

Summer 2025 started with maintenance cleaning out the coal room in the boiler room at Highland Park for the new fire sprinkler service line. Maintenance also had to clean out the service entrance at the Junior High for the new fire service line and fire pump. With the end of the school year the district decided to contract out painting of the locker rooms at FHS. Maintenance decided this was a good time to upgrade the lighting. The old lights and base board were removed prior to painting to begin. After completion, new base board and new LED light fixtures will be installed. The project will run over into the next fiscal year. At Garfield school the original breaker panels in the building were old and obsolete. There were multiple breakers that had failed or fused to the breaker panel. We contracted with Peak Electric to replace the four original breaker panels and pull new feeder wires to the panels. This was a much needed upgrade that did not get covered under the bond work.

2025-2026 Goals and Objectives:

- FHS parking lot maintenance
- Tennis court maintenance
- Update warming house fixtures
- Remodel kinderstep classroom bathrooms
- Tennis court maintenance
- Add chainlink fence at GF

SCHOOL FOOD SERVICE

Amie Friesen

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

ANNUAL REPORT 2024-2025

The 2024-2025 school year was our first full year in the new Central Kitchen! We returned in the fall to a kitchen full of new equipment and space. It was wonderful to spread out a bit and create new routines and organization. In the midst of all the planning and transition, we still managed to feed kids. The following information is a summary of our service for the school year and all of our accomplishments as well as challenges.

PARTICIPATION

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

Breakfast

- Student participation decreased by 9937 meals. After reflecting on reasons for the decrease, we have decided to change up breakfast menu. It is worth noting that 60% of the students participating in breakfast qualified for free meals. This shows that despite difficult staffing issues, it is imperative that our breakfast program continue in order to provide for students lacking in resources at home. We are continually working to be sure we are able to provide nutritious and delicious meals for all students.
- We will be working with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day.
- We believe that the program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students. As always, our goal for the coming school year is to gain more daily participation.

Lunch

- Student participation decreased by 6371 student lunches. Although any loss in participation is discouraging, we served a total of 105,503 meals placing the decrease within an acceptable range of fluctuation.
- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Communication with families is essential for student safety and the availability of healthy food.
- Research shows that the Recess Before Lunch program has favorable results in meal time behavior, and meal consumption. We will continue to recommend that this model be implemented into the elementary schools.
- The grab 'n go lunches provided at the Junior High and Fergus High are, as always, a successful option for those students who have other events scheduled during the lunch hour or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them.
- The number of daily earned lunches provided to adults was 4796 amounting to $22,301 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period.

- School Food Service again worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings once a month and were provided an "earned" lunch so they could spend the lunch time with these younger students. It proved a very successful venture and will be continued next year.
- The Food Service Program also provides a great opportunity for students to constructively contribute to their school by being part of meal time service. Each year, administration selects students to help with cleaning the lunchroom after meals. These students are awarded an "earned meal." We had a total of 860 earned meals this year!

Ala Carte

- Statistics show that our ala carte choices have proven successful with a total profit of $22,890 from sales at both breakfast and lunch in our secondary schools. This is an increase of $866 from last year. With many students having to pay full price for meals, I believe they opted for Ala Carte choices.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line. As in our regular lines, we look toward providing more fresh and/or homemade products through the use of fruits, vegetables, whole grains, and low fat foods with more fiber and less sugar content. Our goal is to provide great food in all of our cafeterias so as to feed more kids at school.

CATERING

- The value in dollars from this facet of our operation amounted to approximately $4513. Part of this amount was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

LOCAL BEEF DONATION

- This year, we began exploring the opportunity to acquire local beef through rancher donations. The Producer Partnership is a meat processing plant that, in turn, would processes the meat at no cost. We were successful in getting our first donation processed and delivered from the Shammel Ranch. We wanted the opportunity to walk through the entire experience of receiving a beef donation at least once before the end of the 2024-2025 school year. We are very excited to continue this venture next year!

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, however, some of equipment had reached a state of disrepair that was affecting production. Our new facility has provided new ovens, a braising pan, a steam oven, garbage disposals, and much needed cooler and freezer space. With space freed up, we have been able to buy bulk products, and reduce employee injuries from shuffling items in storage.

FACILITY

Our Central Kitchen has always operated at an efficient pace while producing quality products, but the Lincoln facility that we were in had deteriorated. The quantity of food we produce, and catering services we provide also require more space than the Lincoln facility had to offer. Large amounts of our food had been stored in the hall and other creative spaces in the past. Our new facility at Lewis and Clark provides storage areas and space for working! The Lincoln Kitchen had regular, seasonal leaks, peeling paint, and worn spaces. We are excited to be in a place where we can focus on feeding kids and not worry about failing inspections due to the building condition, or bumping elbows.

TECHNOLOGY

The technology department at LPS did an excellent job of walking us through the transition to our new facility. They also helped us move our inventory process to Google Docs. This will hopefully help us keep our inventory up to date and accurate.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, and posters. The district website has provided yet another means of promoting our program. For the coming year, we will continue to reduce the amount of paper by publishing information to parents via the website instead of providing it on paper.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Our new federal mandates from the Healthy, Hunger-Free Child Nutrition Act will provide us with more and different challenges as far as portion control, required foods, nutrition, serving style and budgeting for the increases.

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

SAFETY

- In an ongoing effort to comply with our HACCP policy which is a mandated food safety plan, we annually provide training in a four-hour serve safe class provided in the fall by the MSU Extension Agency. We also provide additional training each spring in various topics to be sure that our staff has met all of their required continuing ed. hours.
- Some employees attend adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.
- School Food Service received two sanitation inspections (as required by the HACCP policy) at each of our six kitchens. We passed inspection with minimal findings and compliments on the cleanliness of our facilities.

PERSONNEL

- School Food will go into next year with a full staff at the Central Kitchen, and only 1 serving position open at Garfield. We have placed advertisements and will conduct interviews this summer.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.

In the face of new challenges and continuing changes, 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 D Friesen, Director

"We serve education everyday."
We think food because kids can't think without it!

SCHOOL FOOD SERVICE

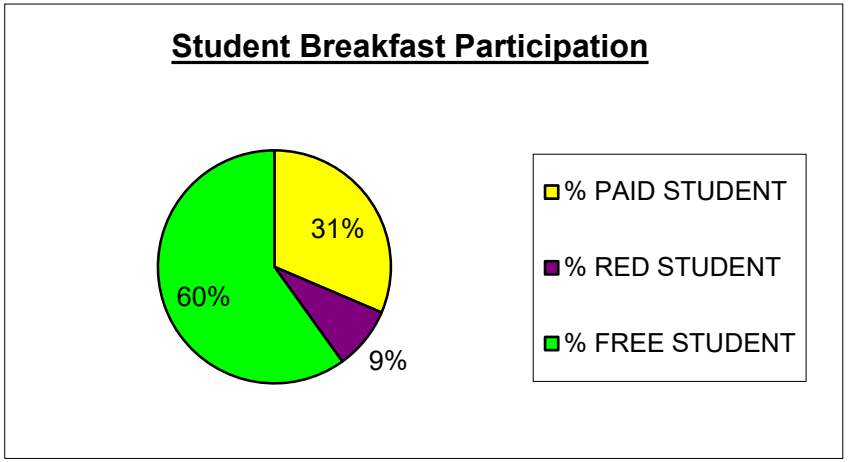
BREAKFAST PARTICIPATION DATA

2024-2025

SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	1135	0	0	0	0	2381	364	3880	1	3	4	3884	28
October	1125	0	0	0	0	1826	326	3277	0	2	2	3279	20
November	1017	0	0	0	0	1684	271	2972	0	1	1	2973	17
December	878	1	0	0	1	1535	250	2664	1	1	2	2666	15
January	895	0	0	0	0	1745	252	2892	0	1	1	2893	21
February	866	0	0	0	0	1684	216	2766	1	2	3	2769	18
March	1077	0	0	0	0	2082	284	3443	0	2	2	3445	19
April	1009	0	0	0	0	2001	251	3261	0	1	1	3262	18
May/June	913	0	0	0	0	2155	265	3333	1	1	2	3335	20
TOTALS	**8915**	**1**	**0**	**0**	**1**	**17093**	**2479**	**28488**	**4**	**14**	**18**	**28506**	**176**

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1172	139	12%	29%	9%	61%
October	1165	164	14%	34%	10%	56%
November	1165	175	15%	34%	9%	57%
December	1162	178	15%	33%	9%	58%
January	1157	138	12%	31%	9%	60%
February	1162	154	13%	31%	8%	61%
March	1161	181	16%	31%	8%	60%
April	1165	181	16%	31%	8%	61%
May/June	1168	167	14%	27%	8%	65%
AVERAGES	**1164**	**164**	**14%**	**31%**	**9%**	**60%**



Participation at individual schools:

Garfield	12%
Highland	26%
Lewis & Clark	18%
Junior High	11%
Fergus High	9%

***This graph reflects the percentage categories for only those students participating in the lunch program-- not the percentages of the total student enrollment.**

SCHOOL FOOD SERVICE

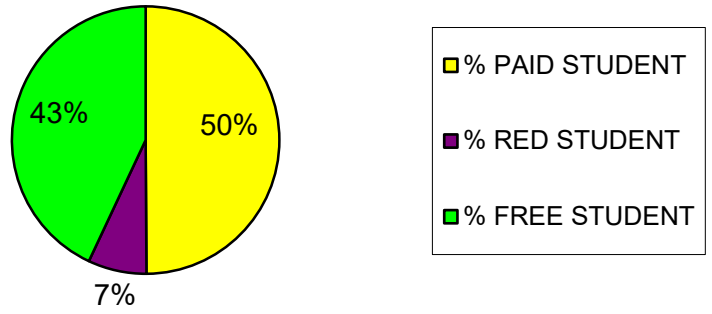
LUNCH PARTICIPATION DATA

2024-2025 **SITE: District Summary**

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	6655	42	0	23	65	7090	1420	15230	717	355	1072	16302	28
October	5859	85	0	19	104	4894	999	11856	544	273	817	12673	20
November	5235	62	0	18	80	4134	695	10144	552	218	770	10914	17
December	4467	82	1	22	105	3600	608	8780	449	203	652	9432	15
January	5371	97	1	19	117	4393	687	10568	548	267	815	11383	21
February	5239	86	3	19	108	4302	658	10307	531	235	766	11073	18
March	5304	97	3	22	122	4737	672	10835	483	144	627	11462	19
April	4996	80	1	15	96	4517	665	10274	515	186	701	10975	18
May/June	5076	51	0	12	63	4777	690	10606	457	226	683	11289	20
TOTALS	**48202**	**682**	**9**	**169**	**860**	**42444**	**7094**	**98600**	**4796**	**2107**	**6903**	**105503**	**176**

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1172	544	46%	44%	9%	47%
October	1165	593	51%	50%	8%	41%
November	1165	597	51%	52%	7%	41%
December	1162	585	50%	52%	7%	41%
January	1157	503	43%	52%	7%	42%
February	1162	573	49%	52%	6%	42%
March	1161	570	49%	50%	6%	44%
April	1165	571	49%	49%	6%	44%
May/June	1168	530	45%	48%	7%	45%
AVERAGES	**1164**	**563**	**48%**	**50%**	**7%**	**43%**

Student Lunch Participation



Participation at individual schools:

Garfield	54%
Highland	66%
Lewis & Clark	61%
Junior High	57%
Fergus High	22%

***This graph reflects the percentage categories for only those students participating in the lunch program-- not the percentages of the total student enrollment.**

SPECIAL EDUCATION

Chelsey Rogers

ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2024-25

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 the 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 fourteen years. These numbers reflect identified children directly served and case managed by the Cooperative Director and District Special Education teachers and/or related service providers. You will notice a decrease in numbers for the 2024-25 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
2022-23	134	51	185
2023-24	123	53	176
2024-25	109	49	158

Many issues related to special education and services for students with exceptional needs impact the entire educational system in Lewistown Public Schools. The following priority topics reflect both current needs and strategic areas of focus for the upcoming school year:

Goal Area 1: Measurable Student Achievement

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

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

Strategic Objective – Graduation: Fergus High School collaborated with Vocational Rehabilitation and Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities. 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 with real-life job opportunities and experiences in the Lewistown community. A job readiness curriculum was implemented with great success 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. District staff and CMLRCC specialists worked together to design, deliver, evaluate, and redesign service models for students with very high and unique disability-related needs.

Goal Area 2: Facilities

Strategic Objective – Planning: Space has improved greatly, which has made a positive impact on 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: The CMLRCC team will continue to share the newest information every month through virtual monthly case manager meetings and monthly newsletters. In addition, the CMLRCC Director will continue to update the CMLRCC website 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: Each school has provided adequate technology to ensure our students receive the services we are obligated to provide. For the 2024-25 school year, CMLRCC will cover most services by CMLRCC staff and outside contractors who will provide in-person services. CMLRCC also covered the cost of a GoalBook ToolKit log in for each case manager to support compliance with State and Federal law.

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. CPI training was offered one time 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 GoalBook, an online instructional design platform that supports educators, especially special educators, in creating and implementing Individualized Education Programs (IEPs) and specially designed instruction.

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

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – The Cooperative remains financially stable. We continue to provide Special Education Services 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 2024-2025 Annual Report

- Scott Baldwin, Technology Director
- Joshua Day, Regional Technology Coordinator
- Zabrea Fiscus, Technology Support Specialist
- Greg Mikat, Technology Support Specialist
- Ben Richards, Technology Support Specialist
- Tahan Wichman, Technology Support Specialist

June 25, 2025

Lewistown School District – Scott Baldwin

With the conclusion of ESSER funding, the Technology Department will be losing a valued temporary team member, Greg Mikat. Greg has made meaningful contributions during his time with us, and his presence and expertise will be sincerely missed.

Over the past year, the department has undertaken a range of critical infrastructure improvements. These efforts have included comprehensive updates to both computer and server operating systems, ensuring improved performance, security, and compatibility across the district. Additionally, we have completed an upgrade to our Barracuda firewall, enhancing our network's protection against external threats and improving overall cybersecurity.

As we move forward, we remain committed to maintaining the integrity, security, and efficiency of our technology systems in support of the district's educational mission.

Montana Educational Technologists Association (META)

We have been fortunate to be active members of the Montana Educational Technologists Association (META), a statewide organization comprising over 170 technology professionals dedicated to advancing educational technology across Montana. Through this invaluable network, we've been able to exchange ideas, explore innovative products, and prepare for the continued evolution of digital learning—including the potential pivot from traditional in-person instruction to online education in response to school closures or emergencies.

Over the past year, Zabrea Fiscus and I have proudly served as co-coordinators for the Central Montana region. In these leadership roles, we have had the opportunity to help shape META's initiatives and provide guidance on how the organization collaborates with school districts to implement impactful technology strategies that benefit students throughout the state.

Mitel Phone System

The Technology Department has assumed responsibility for the maintenance and support of the Mitel Phone System, a comprehensive communications platform that includes individual desk phones, specialized switching

equipment, and a dedicated server that manages voicemail and backend operations. This system supports direct dialing across all extensions within the Lewistown School District, significantly improving communication and operational efficiency. The implementation of this system has been a valuable and much-needed upgrade to our district's infrastructure.

District Website

The district website remains a critical hub of information for our community, providing up-to-date resources and announcements including:

- Academic, activity, and lunch calendars
- General academic news and updates
- School Board meeting agendas and documentation
- Detailed course syllabi
- Technology resources and guides
- Student-created digital projects
- Administrative tools, such as online forms for requesting school vehicle use

Over the past year, Kristen Rutten, our IMC Tech, successfully led the transition from SchoolPoint to Finalsite. This transition included not only a platform migration but also a redesign of the site to improve functionality and visual appeal. Finalsite continues to assist us in maintaining ADA compliance, ensuring our site is accessible to all users. The website remains a user-friendly and reliable source of communication between the district and our community.

Infinite Campus

Infinite Campus continues to serve as our District's secure, web-based Student Information System. Students are issued individual accounts, and parents can request a unified login to view information for all their children. The system provides access from any internet-connected device and supports a variety of functions, including academic tracking and online payments for school meal services.

This year, in response to the increasing integration of distance learning and the widespread use of Google Classroom, we explored tools that would enable seamless grade synchronization between platforms. Thanks to the diligent work of Kim Wiegert, we successfully implemented software that allows teachers to directly transfer grades from Google Classroom into Infinite Campus. This integration has greatly improved efficiency and consistency in digital grading practices district-wide.

ConnectWise Automate

We renewed our contract with ConnectWise Automate this year, reaffirming our commitment to leveraging this powerful suite of IT management tools. ConnectWise enables us to remotely manage and update devices across the district and serves as our centralized ticketing system for technical support requests—from both local schools and participating Co-Op schools.

Additionally, we are utilizing ConnectWise's Virtual Administrator feature to streamline workflows and optimize how we manage our software tools. The ability to troubleshoot and resolve issues remotely has resulted in considerable savings in both time and resources. We anticipate continued growth in how we utilize this platform to support the district's technology needs.

Google Workspace for Education

We continue to rely heavily on Google Workspace for Education, which has become integral to our teaching and learning environments. Gmail is used district-wide for communication and assignment submission, while Google Meet has proven invaluable for live video conferencing and maintaining face-to-face engagement between teachers and students—even after the height of distance learning.

Google Calendar integrates smoothly with our district website, offering streamlined public access to events and deadlines. Google Docs has enabled a nearly paperless classroom, allowing teachers to collect and review student work digitally. Students in grades 5–12 currently have access to Google accounts, and we are in the process of extending these tools to students in grades 2–4 as a proactive measure in case distance learning becomes necessary again.

Chromebooks remain a key component of our 1:1 student device strategy, offering an affordable, easily managed solution for digital learning.

Content Filtering and Student Safety

In compliance with the Children's Internet Protection Act (CIPA), we continue to implement rigorous content filtering across our network. This year, we enhanced our efforts by implementing more advanced SSL filtering to further protect students from harmful online content.

To extend this protection beyond the school network, we entered into a contract with Securly, a leading provider of cloud-based web filtering. Securly's system filters content for students using Chromebooks off-campus and offers additional safety features, including real-time alerts for potential self-harm or bullying. These alerts are monitored 24/7 and sent directly to designated administrators, allowing for timely intervention. More information about Securly's capabilities can be found on their official website.

Technology Levy and ESSER Funding Impact

ESSER funds have been instrumental this past year in helping us replace a significant portion of our aging technology inventory—including Chromebooks, laptops, and desktop computers. The strategic use of these federal funds has allowed us to preserve local resources. Moving forward, we intend to leverage the Technology Levy to sustain our hardware rotation plans, ensuring that our students and staff continue to have access to modern, reliable

devices for years to come.

Staff Training and Professional Development

Our department continues to benefit from Skillsets Online, a platform offering specialized technology training aligned with our district's software and hardware needs. These courses have enhanced our technical expertise and expanded the value we bring to the educational environment. Skillsets has proven to be an essential resource for professional development, empowering us to better support both staff and students across the district.

Regional Technology Coordinator - Joshua Day

The 2024-25 school year has been much the same as the previous year. With the continued migration of rural schools from on premise management to a cloud based system, we have expanded the opportunity to manage all of these schools within a single cohesive structure.

Yearly Summary – School IT Department - Zabrea Fiscus

Over the past year, I have continued to provide comprehensive IT support across the school district, ensuring smooth day-to-day operations for students, teachers, and administrative staff. My primary focus has been on the maintenance, management, and deployment of technology resources, including Chromebooks, desktop computers, and printers.

A significant portion of my time was dedicated to managing the school's fleet of Chromebooks. This included device setup, software updates, troubleshooting hardware and connectivity issues, and coordinating repairs. I also supported student and teacher access to cloud-based learning tools, ensuring that devices remained reliable tools for education throughout the year.

In addition to Chromebook management, I provided technical support for classroom and office computers. I installed software, performed system maintenance, addressed performance issues, and implemented security updates to maintain network integrity and data safety.

Supporting educators has been a key part of my role. I assisted teachers with integrating technology into their classrooms, helped troubleshoot tech-related issues during lessons, and offered one-on-one guidance to ensure they felt confident using school systems and devices.

My responsibilities also extended to printer maintenance and troubleshooting. I worked to minimize downtime by regularly servicing printers, managing toner supplies, and resolving print queue and connectivity issues.

Traveling between school sites was a regular aspect of my job, allowing me to address issues promptly and provide in-person support where it was most needed. This mobility helped ensure consistent service across all locations and fostered strong working relationships with staff district-wide.

Throughout the year, I maintained a proactive approach to problem-solving and prioritized efficiency, communication, and service quality. I look forward to building on this progress in the coming year, continuing to support the district's mission through reliable and responsive IT service.

The year in review - Greg Mikat

As a Technology Specialist for Lewistown Public Schools, this year has been marked by significant technological advancement and comprehensive support across our district and co-op's 25 schools. Managing the maintenance and optimization of over 2,500 Chromebooks and hundreds of desktop and laptop computers has ensured consistent access to digital learning tools for students and educators, directly supporting classroom instruction and student engagement.

A major accomplishment involved successfully migrating our desktop and laptop fleet to Windows 11, modernizing our computing infrastructure while maintaining operational continuity. This upgrade enhanced system security, performance, and compatibility with current educational software, providing teachers with more reliable tools for lesson delivery and administrative tasks.

The implementation of K12 Panel systems at two schools represents a significant step forward in educational technology infrastructure, improving network management and system reliability. This upgrade enhances the learning environment by providing more stable connectivity for digital resources and interactive learning platforms.

Serving 25 schools presents unique challenges, from troubleshooting hardware failures and software conflicts to managing diverse technology needs across different grade levels and educational programs. The rewarding aspect lies in witnessing how reliable technology directly impacts student learning outcomes and teacher effectiveness. Every successfully resolved technical issue translates to uninterrupted instruction time and enhanced educational opportunities.

The role demands rapid problem-solving, adaptability to emerging technologies, and the ability to communicate technical solutions to non-technical staff. Despite the challenges of maintaining extensive technology infrastructure, the satisfaction of enabling educational success through technology makes this work deeply fulfilling and essential to our district's mission.

Highlights from the Region - Ben Richards

The fourth contracted year of my employment with Lewistown Public Schools District #1 has come and gone. As always it has been a wonderful experience filled with moments of learning new things to passing knowledge on to others. Lewistown schools are in a state of transition from the technology of the last few decades to moving into less bulky off site management situations. We are slowly working towards having less and less expensive hardware on site that would bloat our technology costs and hinder the education of our students. As we make this transition we are working with the staff and students to adopt new habits and strategies that will help keep everyone safe and secure for the coming future. The Co-op schools are also transitioning and implementing new technology. The K12 Panel has been working quite well for the schools that have adopted it. Winifred being one of our premier Panel schools so far has had minimal issues while saving them tens of thousands on server costs. Moore and Judith Gap are two of our newer Panel schools, we implemented them last summer. Looking forward to other schools like Grass Range and Geyser for this as a possible solution. These schools are quite prone to electric outages because of their geographical location. Getting them onto a cloud based management system could greatly help their stability. I've very much enjoyed working with the staff and students of all the schools we help service. I'd like to thank everyone involved here. I feel like I've found a comfortable position that I can excel at naturally and I hope to continue helping others for the foreseeable future.

Highlights from the Region -Tahan Wichman

The 2024-2025 school year has seen many tasks completed. To centralize all our servers in the Lincoln Building and Fergus High School, I decommissioned the server hosts in both Highland Park and Garfield. In doing this, I decommissioned the Windows servers HOOSAC16 and GILTEDGE17. The tasks being performed by these servers were DHCP, DNS, and authentication to Active Directory. I configured the switches to handle DHCP, and the other services were picked up by Sipple13 and FHDC, respectively, in the Lincoln Building and Fergu. With the increase of students and the move of the Central Kitchen at Lewis and Clark, I super-netted the Alt Network, which allowed access to the internet for the increased Chromebook count. With Scott's direction, I continued the process of updating the servers to new versions of Windows. The servers already updated are as follows:

- FILESVR2017 from Windows Server 2008 R2 to Windows Server 2019 (Performed Last Summer)
- JH-NCOMP-19 from Windows Server 2016 to Windows Server 2019 (Performed Last Summer)
- FH-NCOMP-19 from Windows Server 2016 to Windows Server 2019 (Performed Last Summer)
- FILESVR from Windows Server 2012 R2 to Windows Server 2022
- SIPPLE13 from Windows Server 2012 to Windows Server 2022 (Renamed to SIPPLE2022)
- FHDC from Windows Server 2012 R2 to Windows Server 2022 (Renamed to FHDC2022)
- VPNSVR from Windows Server 2008 R2 to Windows Server 2019
- VCENTER2016 from Windows Server 2012 R2 to Windows Server 2022 (Renamed to GSYNC2022)
- WARE10 from Windows Server 2008 to Windows Server 2022

A change in how Windows would accept enterprise wireless authentication. We also decided to move the Certificate Authority and RADIUS (NPS) services to GSYNC2022 to decommission the VPNSVR server. We discovered later that the VPNSVR was also running as an SMTP Relay for TimeClock Plus. It is planned to move that service to WARE10.

A change in how Google is handling SMTP is requiring us to set up 2-factor authentication for our service accounts and then set up an APP Password. This has taken a while to sort out.

With Microsoft dropping support for Windows 10, we have been upgrading all the computers to Windows 11. We have been able to make good progress despite the summer construction.

I am excited to see what will happen next year!

TRANSPORTATION

Rob Odermann

Annual Report
Transportation Department 2024-2025
June 30, 2025

During the 2024-2025 school year we traveled **88,748** miles in yellow buses and **65,835** miles in our activity buses. This is a total of **154,583** student transport miles. These numbers are down from 92,147 in yellow buses, and down from 71,741 in activity buses, and total of 163,888 from last year. These numbers reflect the snow days and canceled activity trips because of weather this winter and spring.

We provided transportation for a total of **224** out-of-town activity trips during 2024-2025, down from 229 the previous year. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels. There were 20 scheduled activity trips that were canceled due to weather or schedule changes.

This past year, the Transportation Department processed a combined **181** vehicle/bus requests, down from 233 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.

We are awaiting a new bus for route 2 with an estimated start build date in July and estimated delivery sometime in the fall. We lost an engine in a spare bus that was due to be traded in on the new bus we received this last fall so we did not trade one in. That bus has been decommissioned and we are currently using parts off of it for our other buses and will eventually get rid of what is left of it. We currently have a bus in Billings being repaired from an accident and one bus that needs some major engine work this summer that is not in service at this time. We still have 13 yellow buses. We did not have to purchase any activity buses this year but did have a few major repairs that we were able to do ourselves in our shop.

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 discontinued doing contracted maintenance on the Council on Aging buses but continue to service the ten CMLRCC vehicles. Our mechanics have done an amazing job of maintaining and repairing in house all of our fleet so that we have not had to outsource any repairs this year other than body work on one bus. Our fleet is in tip top shape and will go through our annual preventative maintenance program this summer and will be ready to provide service for another year.

We hired one new route driver at the beginning and two at the end of the school year. We had to suspend route 5 for five weeks but were able to reinstate it when we hired a driver. We had one route driver retire this year and one substitute driver leave. Going into the fall we will be looking to possibly hire two route drivers and would like to hire and train one to two more substitute bus drivers/activity drivers. We currently have 20 employees in the transportation department.

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.** Most of our drivers attended the annual MAPT conference and received their minimum of 15 hours of training required annually by the FMCSA. We also have another 8-12 hours of scheduled training for the upcoming school year.

The annual MAPT bus convention was held June 18th -20th. I passed the gavel as president of MAPT for this past year at the end of this conference. We have two drivers scheduled to attend the Montana DRIVE defensive driving course in August. This was a tough year with weather and staff shortages but we were able to accomplish our mission and look forward to a successful year for 2025-2026!

Respectfully,

Rob Odermann, Transportation Director

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#6

MEETING DATE: July 14, 2025

ITEM TITLE: REPORT – COMMITTEES OF THE BOARD

PREPARED BY: Committees

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 2024-2025 School Year.

There have been no committee meetings since the June Board Meeting

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☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

STANDING COMMITTEES OF THE BOARD
2025-2026 School Year

Committee	Number on Comm.	Kris Birdwell	Whitney Brady	Lisa Koch	Mariah Shammel	Jeff Southworth	Carson Sweeney	Eric Vanderbeek
Building & Grounds	3	X	X			X		
Safety Committee	2				X			X

OTHER COMMITTEES WITH BOARD REPRESENTATION
2025-2026 School Year

Committee	Number on Comm.	Kris Birdwell	Whitney Brady	Lisa Koch	Mariah Shammel	Jeff Southworth	Carson Sweeney	Eric Vanderbeek
Activities	3	X	X			X		
Curriculum Committees:								
World Languages	2		X	X				
Health Insurance Program	2			X				X
School Calendar	1							X
Vocational Advisory Council	2					X	X	
Gaining	3				X	X	X	
Policy Review	3			X	X			X

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#7

MEETING DATE: July 14, 2025

ITEM TITLE: REPORT – INVESTMENT

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Interest earned for June 2025 was $22,951.55 in the Elementary and $16,757.36 in the High School.

SLGS Elementary bond interest accrued from August 2024 through June 2025 was $115,896.94. June's portion of the interest accrued was $7,162.53.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

Lewistown School District No. One

Interest Apportionment Detail Report

Fiscal Year: 2024-2025

Criteria: From Control#: 318 To: 319 Acct Mask: __.__.___.____.___.___ Sort By Acct

☐ Print Internal Accounts Only

Type: Interest Posting Date: 6/30/2025 Amount Distributed: $22,951.55 Control#: 318

Posting Description: Interest Distribution 5/31/2025 Entry#: 550

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
101.00.000.0000.101.000	$994,650.33	31	.2242288	$5,146.40	$994,650.33		$0.00	Yes
110.00.000.0000.101.000	$198,570.82	31	.0447648	$1,027.42	$198,570.82		$0.00	Yes
111.00.000.0000.101.000	$529,244.22	31	.1193101	$2,738.35	$529,244.22		$0.00	Yes
112.00.000.0000.101.000	$244,620.27	31	.0551459	$1,265.68	$244,620.27		$0.00	Yes
113.00.000.0000.101.000	$25,041.68	31	.0056453	$129.57	$25,041.68		$0.00	Yes
114.00.000.0000.101.000	$351,829.47	31	.0793146	$1,820.39	$351,829.47		$0.00	Yes
120.00.000.0000.101.000	$9,934.22	31	.0022395	$51.40	$9,934.22		$0.00	Yes
121.00.000.0000.101.000	$31,249.37	31	.0070447	$161.69	$31,249.37		$0.00	Yes
124.00.000.0000.101.000	$104,997.68	31	.0236701	$543.27	$104,997.68		$0.00	Yes
128.00.000.0000.101.000	$156,365.85	31	.0352503	$809.05	$156,365.85		$0.00	Yes
129.00.000.0000.101.000	$177,839.58	31	.0400912	$920.16	$177,839.58		$0.00	Yes
150.00.000.0000.101.000	$154,820.76	31	.0349020	$801.06	$154,820.76		$0.00	Yes
161.00.000.0000.101.000	$1,456,707.87	31	.3283927	$7,537.11	$1,456,707.87		$0.00	Yes
Control# 318 Total:	$4,435,872.12		1.0000000	$22,951.55	$4,435,872.12		$0.00	

Balance Calculations based on Prior Month Ending Balances as of 5/31/2025

Type: HS Interest Posting Date: 6/30/2025 Amount Distributed: $16,757.36 Control#: 319

Posting Description: Interest Distribution 5/31/2025 Entry#: 551

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
201.00.000.0000.101.000	$435,074.50	31	.0923915	$1,548.24	$435,074.50		$0.00	Yes
210.00.000.0000.101.000	$116,275.85	31	.0246921	$413.77	$116,275.85		$0.00	Yes
211.00.000.0000.101.000	$349,301.46	31	.0741769	$1,243.01	$349,301.46		$0.00	Yes
213.00.000.0000.101.000	$30,136.77	31	.0063998	$107.24	$30,136.77		$0.00	Yes
214.00.000.0000.101.000	$245,361.50	31	.0521045	$873.13	$245,361.50		$0.00	Yes
217.00.000.0000.101.000	$68,766.69	31	.0146032	$244.71	$68,766.69		$0.00	Yes
218.00.000.0000.101.000	$30,326.14	31	.0064400	$107.92	$30,326.14		$0.00	Yes

Interest Apportionment Detail Report

Fiscal Year: 2024-2025

Criteria: From Control#: 318 To: 319 Acct Mask: __.__.___.____.___.___ Sort By Acct

☐ Print Internal Accounts Only

220.00.000.0000.101.000	$1,965.07	31	.0004173	$6.99	$1,965.07	$0.00	Yes
221.00.000.0000.101.000	$15,886.47	31	.0033736	$56.53	$15,886.47	$0.00	Yes
224.00.000.0000.101.000	$191,035.93	31	.0405680	$679.81	$191,035.93	$0.00	Yes
228.00.000.0000.101.000	$347,841.35	31	.0738669	$1,237.81	$347,841.35	$0.00	Yes
229.00.000.0000.101.000	$196,375.07	31	.0417018	$698.81	$196,375.07	$0.00	Yes
260.00.000.0000.101.000	$80,805.71	31	.0171597	$287.55	$80,805.71	$0.00	Yes
261.00.000.0000.101.000	$1,056,628.63	31	.2243835	$3,760.08	$1,056,628.63	$0.00	Yes
281.00.000.0000.101.000	$125,704.04	31	.0266943	$447.33	$125,704.04	$0.00	Yes
282.00.000.0000.101.000	$1,417,544.21	31	.3010268	$5,044.43	$1,417,544.21	$0.00	Yes
Control# 319 Total:	$4,709,029.39		.9999999	$16,757.36	$4,709,029.39	$0.00	

Balance Calculations based on Prior Month Ending Balances as of 5/31/2025

End of Report

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#8

MEETING DATE: July 14, 2025

ITEM TITLE: REPORT – END OF YEAR TRANSFERS

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, has attached a summary of the various end of year transfers for the 2024-2025 School Year.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

END OF YEAR TRANSFER RECOMMENDATIONS
JUNE 30, 2025

ELEMENTARY GENERAL FUND TO INTERLOCAL FUND:

General Purposes = $0
Maintenance = $0

HIGH SCHOOL GENERAL FUND TO INTERLOCAL FUND:

General Purposes = $0
Maintenance = $0

ELEMENTARY BALANCE AVAILABLE TO BE TRANSFERRED: $38,666.00
HIGH SCHOOL BALANCE AVAILABLE TO BE TRANSFERRED: $1,080.47

IT IS MY RECOMMENDATION THAT $0 BE TRANSFERRED TO THE INTERLOCAL FUND THIS YEAR. THE BALANCES REMAINING IN THE FUNDS WERE NOMINAL AND ARE NEEDED TO MAINTAIN RESERVES. HISTORICALLY, IT HAS BEEN THE GOAL OF THE DISTRICT TO HOLD RESERVES OF AT LEAST AS CLOSE TO 10% AS POSSIBLE. PLEASE NOTE THAT THIS RECOMMENDATION IS BASED ON JUNE 2025 TAX RECEIPTS. IF MORE TAXES ARE RECEIVED THAN EXPECTED, A SMALL AMOUNT MAY BE TRANSFERRED TO THE INTERLOCAL FUND, BUT IT IS NOT EXPECTED.

All transfers to the Interlocal Fund are allowed by a Multi-District Agreement effective July 2022 (3-year Agreement).

COMPENSATED ABSENCES:

$0

Permission to transfer was granted in the June 2025 Board Meeting.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#9

MEETING DATE: July 14, 2025

ITEM TITLE: REPORT – SUPERINTENDENT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

Vacancies Update

COPS Grant Update

CMEC Building

Board Training for 2025-26

Upcoming Events

Job Fair August 4th 4-7 PM (tentative)

SAM Administrators Institute- July 28-30

Sub Teacher Training- August 14

New Teacher Workshop- August 15

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#10

MEETING DATE: July 14, 2025

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

PREPARED BY: _____

SUMMARY:

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

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

ACTION ITEMS – CONSENT AGENDA

11. Minutes
12. Claims
13. Personnel Report

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#11

MEETING DATE: July 14, 2025

ITEM TITLE: MINUTES

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The following minutes are attached for your approval:

- Minutes of the June 9, 2025 Regular Board Meeting.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, June 9, 2025

REGULAR BOARD MEETING

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

1. ROLL CALL

   TRUSTEES PRESENT:

   Kris Birdwell, Whitney Brady, Lisa Koch, Mariah Shammel, Jeff Southworth, Carson Sweeney

   TRUSTEES ABSENT:

   Eric VanderBeek

2. PLEDGE OF ALLEGIENCE

   The group recited the Pledge of Allegiance.

3. MOTION TO SET THE AGENDA – Approved Unanimously (Southworth/Sweeney)

4. PRESENTATION – T.E.S.T. CAMERA AND DOOR SECURITY SYSTEM

   Liz Cunningham, with T.E.S.T, described the video surveillance software, building access control solutions, mass notification system and other safety products and services that they provide. Liz explained how they will be of assistance applying for the COPS Grant to address safety and security at Fergus High School. The COPS grant will require a 25% District match. In most schools, the staffing required involves the Principal, School Resource Officer and the tech department.

5. PRESENTATION – ASSESSMENTS

   The Principals presented information about Assessments data from Lewistown Public Schools. Testing results shared were as follows: OxEd & Assessment Language (KinderSteps), DIBELS Literacy (K-6), MAP Reading and Math (2-10) and ACT (11). Laura Tucek with the Boys and Girls Club expressed their desire to work with the district to assist in any way. Trustee Koch offered the suggestion to pull in retired individuals to assist kids with reading. Discussion regarding assessments ensued.

6. REPORT—COMMITTEES OF THE BOARD

   Shane Swandal, Hulteng, updated the Board on the progress of the Elementary Bond. He also shared that the Building and Grounds Committee met on June 9, 2025 to discuss the preliminary information regarding an estimate for the possible Lewis & Clark parking lot. The Board discussed the use of the Building Reserve fund to supplement any portion that may not be covered by Bond funds. The City will be working with the State regarding the traffic flow at Lewis & Clark on Birch Street. Plans the City had orginally discussed providing are no longer being discussed, but they were asked to update the cross walks at Lewis & Clark before next school year. Discussion regarding the parking lot, why it was not included in the Bond language. Kendra Milfeldt expressed that the traffic flow at Lewis & Clark has been an issue for years. Trustee Brady provided a recap of

information from the Building & Grounds Meeting regarding the City's responsibility. The Board discussed the pros and cons of completing the project now.

The Strategic Planning Committee met on June 5, 2025 to finalize the District's Strategic Plan and ready for review in July 2025.

The Policy Committee met on June 3, 2025 to revise several policies in the 5000, 6000 and 7000 series.

The Committees for 2025-2026 were set by the Board.

7. REPORT—INVESTMENT

Interest earned and distributed for May was $15,500.56 in the Elementary and $13,460.66 in the High School. May SLGS Bond Interest was reported at $8,553.37.

8. REPORT—SUPERINTENDENT

Brad Moore, Superintendent, provided an update to the Board regarding staffing throughout the District. There will be a districtwide job fair for classified staff this summer. Trustee Southworth shared that he has been utilizing the "grow your own" model for paraprofessionals, teachers, etc. Mr. Moore shared his schedule for the remainder of the summer. He will be providing a substitute training and new teacher orientation in August.

PUBLIC PARTICIPATION

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

There was no public participation.

ACTION ITEMS

CONSENT AGENDA ITEMS – approved unanimously (Brady/Shammel)

10. MINUTES OF THE MAY 12, 2025 REGULAR BOARD MEETING
11. CLAIMS – approval of the claims referenced in the 2024-2025 Bill Schedule and submitted through June 6, 2025. The Finance Committee for April - June 2025 will be Board Chair Kris Birdwell, Whitney Brady, Jeff Southworth and Lisa Koch.
12. SURPLUS
13. FERGUS HIGH SCHOOL ACTIVITY ACCOUNT CHANGES
14. END OF YEAR TRANSFERS
15. TRANSPORTATION
16. APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2024-2025 SCHOOL YEAR
17. APPROVE PERSONNEL REPORT

INDIVIDUAL ITEMS – OLD BUSINESS

No Old Business.

INDIVIDUAL ITEMS – OLD BUSINESS

18. APPROVE FIRST READING OF POLICIES – approved unanimously (Southworth/Koch) Discussion ensued regarding the use of Social Media in Policy 5460 and will be reviewed again before the 2nd Reading at the next Board Meeting. The Organizational Chart will be updated prior to 2nd Reading as well.
19. APPOINT CARSON SWEENEY TO THE TAX INCREMENT FINANCE (TIF) BOARD – approved unanimously (Brady/Southworth)
20. APPROVE PERMISSION TO APPLY FOR THE COPS GRANT – approved unanimously (Southworth/Shammel)

21. APPROVE CONSTRUCTION OF LEWIS AND CLARK PARKING LOT WITH ANY REMAINING BOND FUNDS AND SUPPLEMENTING WITH THE ELEMENTARY BUILDING RESERVE FUND IF NECESSARY – approved unanimously (Southworth/Shammel)
22. APPROVE SUBSTITUTE AND ACTIVTY BUS DRIVER RATES FOR 2025-2026 – approved unanimously (Brady/Sweeney)
23. APPROVE MTSBA MEMBERSHIP – approved unanimously (Shammel/Brady)
24. APPROVE MQEC MEMBERSHIP – approved unanimously (Brady/Southworth)

ADJOURNMENT

The meeting was adjourned at 8:48 p.m. (Brady). The next regular meeting will be held at 6:00 p.m. on Monday, July 14, 2025, at the Lincoln Board Room.

_____ _____

KRIS BIRDWELL **REBEKAH RHOADES**
BOARD CHAIR **BUSINESS MANAGER/CLERK**

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#12

MEETING DATE: July 14, 2025

ITEM TITLE: CLAIMS

PREPARED BY: Chris Gobble, Purchasing

SUMMARY:

See attached claims paid through July 11, 2025, as approved by the Finance Committee.

Members of the Finance Committee for July – September 2025 include: Board Chair Kris Birdwell, Whitney Brady, Lisa Koch and Jeff Southworth.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#13

MEETING DATE: July 14, 2025

ITEM TITLE: PERSONNEL REPORT

PREPARED BY: Christy Rogers, Administrative Assistant

SUMMARY:

Attached is the Personnel Report for your review.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA

Monday July 14, 2025

EMPLOYEE NAME	*POSITION*	*LOCATION*	*RECOMMENDED ACTION*	*EFFECTIVE DATE*	*RECOMMENDED BY*	*COMMENTS*
FRY, Jason	Maintanence Director	Central Office	Accept Letter of Resignation	8/21/2025	Brad Moore	Resignation Letter on File

ACTION ITEMS – OLD BUSINESS

No Old Business for the June 9, 2025 Meeting

ACTION ITEMS – OLD BUSINESS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#14

MEETING DATE: July 14, 2025

ITEM TITLE: SECOND READING OF POLICIES

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve the attached list of policies that were reviewed by a Committee of the Board.

The full policy documents can be found at the following link:

https://drive.google.com/drive/folders/1UnnJXQJsHuUfzvwM8seZyT4ujtMdseoi?usp=drive_link

Each policy shows information that is new in highlight and text being removed in strikethrough.

☒ **ADDITIONAL INFORMATION ATTACHED**

LEWISTOWN PUBLIC SCHOOLS
2nd READING POLICIES
July 14, 2025

5232	Abused and Neglected Child Reporting
5232F	Report of Suspected Child Abuse or Neglect
~~5240~~	~~Resolution of Staff Complaints/Problem-Solving~~
~~5240F~~	~~Grievance Reporting Form~~
~~5240P~~	~~Uniform Grievance Procedure~~
5250	Non-Renewal of Employment/Dismissal from Employment
5251	Resignations
~~5253~~	~~Retirement Programs for Employees~~
5254	Payment of Employer Contributions and Interest on Previous Service
5255	Disciplinary Action
5256	Reduction in Force
5314	Substitutes
5321	Leaves of Absence
5321P	Conditions for Use of Leave
5322	Military Leave
5325	Breastfeeding in the School and Workplace
5328 - 5328P	Family Medical Leave
5329	Long-Term Illness/Temporary Disability Leave ~~Personnel and Children Infected With Acquired Immune Deficiency Syndrome (AIDS) and AIDS-Related Illnesses~~
5329P	Long-Term Illness/Temporary Disability
5330	Maternity and Paternity Leave
5331	Insurance Benefits for Employees
5333	Holidays
5334 - 5334P	Vacations
5336	Compensatory Time and Overtime/Classified Employees
5337	Workers' Compensation Benefits
5338	Payment of Interest on Employer Contributions for Workers' Compensation Time
5420	Teachers' Aides/Paraeducators
5420F	ESSA Qualifications Notice
5430	Volunteers
5430F	Volunteer Classified Personnel Position
5440	Student Teachers/Interns
5450	Employee Internet/E-Mail Usage
5460	Electronic Resources and Social Networking
5500	Payment of Wages upon Termination
5510 (was 5520)	HIPAA ~~Classified Sick Leave Bank~~
5510F	Request for Protected Health Information ~~Sick Leave Bank Donation/Request of Use Form~~

5511 (was 5510)	Classified Sick Leave Bank
5511F (was 5510F)	Sick Leave Bank Donation/Request of Use Form
~~5520 (now 5510)~~	~~HIPAA~~
5630	Employee Use of Mobile Devices
6000	Goals
6110	Superintendent Duties and Authority
6110P	Superintendent – Board Job Responsibilities
6110F	Formal Superintendent Evaluation Form
6121	District Organization
6121F	District Organization Chart
6122	Delegation of Authority
6140	Duties and Qualifications of Administrative Staff Other Than Superintendent
6141	Employment and Association Restrictions
6210	Principals
6410	Evaluation of Administrative Staff
6412	Benefits for Principals
6413	Benefits for Classified Administrators
~~6417~~	~~Administrator's Severance Pay~~
6420	Professional Growth and Development
6430	Temporary Administrative Arrangements
6440	Administrative Annual Report
7000	Goals
~~7008~~	~~Admission of Non-Resident Students~~
7110	Budget and Program Planning
~~7111~~	~~Pay Schedules/Salary Deductions~~
~~7112~~	~~Tax-Sheltered Annuity Deductions~~
~~7115~~	~~Cash in School Buildings~~
7121	Budget Adjustments
7210	Revenues
7215	Funding Proposals and Applications
7220	Use of Federal Title I Funds
7225	Crowdfunding Proposals
7251	Disposal of School District Property Without a Vote
7260	Endowments, Gifts, and Investments
7310	Budget Implementation and Execution
7310P	Payment Procedures
7320	Purchasing
7320P	Purchasing Procedures
~~7322~~	~~Vendor Relations~~
~~7323~~	~~Local Purchasing~~
7325	Accounting System Design
7326	Documentation and Approval of Claims
7329	Petty Cash Funds
7330 (was 7111)	Payroll Procedures/Schedules
7332	Advertising and Business Sponsorship

7335 (was in 7336)	Personal Reimbursements
7336	Travel Allowances and Expenses ~~Personal Reimbursements For Purchase Of Goods Or Services and Expense Reimbursements~~
7336P	Out-of-Town Travel Regulations
7400	Credit Card Use
7425	Extra- and Co-Curricular Funds
7430	Financial Reporting and Audits
7500	Property Records
7510	Capitalization Policy for Fixed Assets
7515	Fund Balances
7525	Lease-Purchase Agreement
7530	Procurement of Supplies or Services
7535	Electronic Signatures
7550	Indirect Cost Reimbursement
7625	Use of Enhanced Tax Credit Receipts

NEW POLICIES

~~POLICIES BEING REMOVED~~

POLICIES TO BE REVIEWED AT A LATER DATE

ACTION ITEMS – NEW BUSINESS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#15

MEETING DATE: July 14, 2025

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

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to consider approval of the resolution to surplus the bridge in the area South of the Practice Field below Fergus High School. The bridge has continually been washing out and now poses a threat to safety, so must be repaired or removed.

☐ **ADDITIONAL INFORMATION ATTACHED**

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#16

MEETING DATE: July 14, 2025

ITEM TITLE: 2025-2026 FERGUS HIGH SCHOOL STUDENT HANDBOOK

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve changes to the Fergus High School Student Handbook.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

Fergus High School/

Central Montana CTE Academy

STUDENT HANDBOOK

2025 – 2026

Equal Educational Opportunity/Nondiscrimination statement

The District will make equal educational opportunities available for all students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious belief, physical or mental handicap or disability, economic or social condition, actual or potential marital or parental status. No student will be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, or advantage, or denied equal access to educational and extracurricular programs and activities.

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Fergus High School Mission Statement

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

Fergus High School Vision Statement

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

To Students and Parents:

The Fergus High Student Handbook contains information that students and parents are likely to need during the school year. The handbook is organized alphabetically by topic. Throughout the handbook, the term "the student's parent" is used to refer to the parent, legal guardian, or other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with the Lewistown Public Schools Board policy. Please note that references to policy codes are included to help parents confirm current policy. A copy of the District's Policy Manual is available on the district website.

Principal's Message

Welcome to Fergus High School. This handbook is to acquaint you with the organization, policies, and procedures of your school. You and your parents must read this handbook and sign the accompanying signature page and return the page to the school office. The rules governing our school are a result of the combined efforts of the Board of Trustees, administration, faculty, students, and community. We sincerely hope that each of you will have a successful and enjoyable year.

Matthew Lewis, Principal

Board of Trustees 2025-2026

The Board of Trustees would like to extend an invitation to students, parents and community members to come to board meetings throughout the school year and summer. We would also like to encourage you to share with us your concerns, ideas, and general comments. We will be available to listen and we will provide guidance on how to get your concerns addressed through the proper channels.

Kris Birdwell – Board Chair
Whitney Brady – Vice-Chair
Lisa Koch – Trustee
Mariah Shamell – Trustee
Jeff Southworth – Trustee
Carson Sweeney - Trustee
Eric VanderBeek – Trustee

Fergus High School Staffing 2025-2026

Art	**Social Studies**
Doug Braulick	Austin Schilling
	Luke Brandon
Ag Education	Troy Henderson
Jared Long	
Logan Turner	**Resource**
	Cassie Gobble
Business	Leslie Long
Diane Lewis	Tom Webb
Counselors	**Paraprofessionals**
Lee Crouse	Connie Bowen
Teresa Vaughn	Tasha Lahr
	Cora Pavlovich
English	
Catie Cavill	
Meggan Cirrincione	**Custodians**
Maci Moore	
Melanie Smith	
	Jack Rogers
Family & Consumer Sciences	
Megan Vincent	**School Resource officer**
	Dustin Salka
Foreign Language	
Brett Thackeray	**Administrative Assistant**
	Yvette Hersel
Health Enhancement	
Sherry Breidenbach	**Activities Secretary**
Caleb Werner	Jessica Brooks
Vic Feller - Weights	
	Infinite Campus/Technology Specialist
Library	Kim Wiegert
Michelle Trafton	
	Assistant Principal
Music	Brendon DeCock
Chase Auger - Instrumental	
Rachael Grensten - Vocal	**Activities Director**
	Derek Lear
Mathematics	
Tia Murphy	**Central MT Academy Director**
Troy Hudson	Orin Johnson
Vic Feller	
	Principal
Science	Matthew Lewis
Keeley Bibler	
Mike Mangold	
Adrienna DeCock	

Schedules
Fergus High School
2025-2026

	Monday, Tuesday, Thursday, Friday	Wednesday
Period	**Time**	**Time**
Zero	**7:15-8:05(50)**	**7:15-8:05(50)**
1st	**8:10-8:58(48)**	**8:10-8:58(48)**
2nd	**9:02-9:50(48)**	**9:02-9:50(48)**
Core Flex/Advisory	**9:54-10:14(20)**	**9:54-10:24(30)**
3rd	**10:18-11:09(51)**	**10:28-11:14(46)**
4th	**11:13-12:04(51)**	**11:18-12:04(46)**
Lunch	**12:04-12:44(40)**	**12:04-12:44(40)**
5th	**12:48-1:36(48)**	**12:48-1:36(48)**
6th	**1:40-2:28(48)**	**1:40-2:28(48)**
7th	**2:32-3:20(48)**	**2:32-3:20(48)**

Early Release Days
2025-2026

Period	Time	Minutes
1st	**8:10 – 8:47**	**37**
2nd	**8:50 – 9:27**	**37**
3rd	**9:30 – 10:07**	**37**
4th	**10:10 – 10:47**	**37**
5th	**10:50 – 11:27**	**37**
6th	**11:30 – 12:07**	**37**
Lunch	**12:07 – 12:49**	**42**
7th	**12:53 – 1:30**	**37**

Academics

Students are placed into grade levels according to the number of high school credits they have earned. In order to move from one grade level to the next a student must have the following number of credits at the beginning of the school year:

- Freshman - entering with no credits
- Sophomores - must have earned a minimum of three credits
- Juniors - must have earned a minimum of nine credits
- Seniors - must have earned fifteen or more credits

Freshman - Must be enrolled in 7 classes for credit per semester (6 if you qualify for study hall)

1. Science
2. Math
3. English
4. PE/ Health
5. 2 electives and 1 study hall or 3 electives

Total: 7 credit classes per semester (6 if you qualify for study hall)

Sophomores - Must be enrolled in 7 classes for credit per semester (6 if you qualify for study hall)

1. Science
2. Math
3. English
4. World History
5. PE/Health
6. 1 elective and 1 study hall or 2 electives

Total: 7 credit classes per semester (6 if you qualify for study hall)

Juniors - Must Have a Minimum of 6 Classes for credit per semester

1. Science
2. Math
3. English
4. American History
5. Three elective classes –may have only of the following:
    a. Teacher Assistant
    b. Vocational Work Experience (limited to one period)
    c. Study Hall (not for credit)
6. Credit recovery classes do not count towards the minimum of 6 credits classes per semester

Total 6 -7 credits

Seniors - Must Have a Minimum of 5 Classes for credit per semester

1. English
2. US Government
3. At least three elective classes for credit.
    a. Teachers 'Assistant, Vocational Work Experience, Internship or Apprenticeship - Only one credit can count towards the 5 credit minimum
4. The 5 credit minimum per semester guidelines
    a. Only applies to seniors who have earned 18 credits before the beginning of their senior year. Credit recovery classes do not count towards the minimum of 5 credits classes per semester

Total 5 -7 credits

Academic Integrity

Cheating, whether inside or outside the classroom setting, is unethical and unacceptable. Faculty members are responsible for providing academic expectations. You are responsible for the honest response to these expectations. Students who share their work with others as well as those who misrepresent the work of others as their own, may be considered to be cheating.

1. In cases of cheating, appropriate disciplinary action will be taken. These guidelines will be followed. Students cheating on tests or assignments will receive a zero for the test or assignment in question.
2. Parents of students who cheat will be notified by the teacher.
3. A discipline referral is to be filled out by the teacher and turned into the office. A copy will then be sent home.
4. National Honor Society members who are caught cheating are subject to the rules of the National Honor Society. The NHS advisor is to be notified of the offense by the teacher involved and the administration.
5. Additional consequences may result in loss of credit or removal from class and a possible suspension.

Credit Transfer/Assessment for Placement

Requests for transfer of credit and/or grade placement from any non-accredited, non-public school shall be subject to examination and approval before being accepted by the Lewistown Public Schools in accordance with Board Policies 2413 & 3110. This shall be done by the school counselor and principal; or, in the case of home schools, by a credit evaluation committee. The committee will consist of a counselor, a staff member from each subject area in which credit is being requested, and the school principal. An official transcript or documentation must be submitted.

Drop/Add Procedures

Student requests to drop and/or add classes will be considered at the beginning of each semester for five (5) days. Students in grades 9-10-11 must still be scheduled into 6 credited classes; students in grade 12 must be scheduled in at least 5 credited classes. Courses dropped within the first five weeks of the semester will not be reflected on a transcript. However, if a course is dropped after the fifth week, the transcript will reflect a “W/F” (withdrawal fail) and will impact the student’s GPA. Counselors are not permitted to add a class to a student’s schedule after the first full day of instruction without administrator’s approval.

Dual Credit Courses / College Coursework

Dual Credit--Dual credit allows high school students to simultaneously earn credit toward both a high school diploma and college coursework that can lead to a post-secondary degree or certificate, or toward transfer to another college. The primary purpose of offering dual credit courses is to deliver high-quality, introductory, college level courses to high school students. Lewistown Public Schools have a dual credit partnership with the Montana University System. Students interested in dual credit opportunities must meet with their building administration to determine available options. Students should be aware of Montana High School Association’s on-campus attendance eligibility requirements for activity participation. A request must be completed through the counseling center or with the specific dual credit teacher.

Fergus High School Dual Credit/AP Courses

Dual Credit Courses			AP Courses	
Advanced American History	Henderson	MSU Northern	AP English 12 Literature	Cirrincione
English 12	Cirrincione	MSU Northern	AP Calculus	Feller
Advanced English 11	Smith	MSU Northern	AP Chemistry	Bibler
Advanced Math/Pre-Calculus	Feller	MSU Northern	AP Physics	DeCock
EMT Class	Heineke (CMMC)	MSU Great Falls	AP World History	Schelling
Child & Adolescent Development	Vincent	UM Western	AP Government	Brandon
Advanced Biology	Mangold	MSU Northern	AP Studio Art	Braulick
Certified Nursing Assistant	Russell (MT Health Network)	Dawson Community College	AP Macroeconomics	Schilling
Hospitality & Tourism	Vincent	Gallatin Colleg-MSU	AP Microeconomics	Schilling
			AP Computer Science	Lewis

Final Exams (Semester Tests)

Students will take final exams in all classes both semesters. Exams, whether written or project based, will be taken during the scheduled time and date. A student who does not take a semester final exam because of illness or approved delay will be allowed to take a makeup exam within an approved timeframe. Failure to make up an exam within the designated time period will result in a zero (0) being recorded for the semester final exam. Final exams carry 10% weight in calculating final grade for the course. The testing schedule will be announced prior to testing times.

Grading Scale

When evaluating the academic efforts of students, instructors will use the District's marking system listed below:

A 93-100	C 73-76
A - 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-67
B- 80-82	D- 60-62
C+ 77-79	F 59 and Below

Weighted Grades:

The Lewistown School Board approved weighted grades for all Dual Enrollment and AP courses.
Beginning with the Sophomore class in 2023-2024 the District implemented a system of awarding additional grade points referred to as "weighted grading" in designated high school courses. This system of grading will be incorporated in computing students' quarterly, semester and cumulative grade point averages. The following grading system will be used:

- A = 5 grade points, B = 4 grade points, C = 2.5 grade points, D = 1 grade point, F = 0 grade points

Graduation Activities

Participation in graduation activities is reserved for those members of the senior class who have completed State and District requirements for graduation before the ceremony. Graduation activities will include:

- Senior Brunch
- Senior Picnic
- Awards Night
- Baccalaureate
- Eagle Walk
- Commencement Ceremony

The senior class will elect two graduating students to address the senior class during the Commencement Ceremony. —-This would only apply if we move toward recognizing students as Summa Cum Laude, Magna Cum Laude, and Cum Laude.

Some graduating students may be invited to participate in graduation exercises according to academic class standing or class officer status. Students invited to participate in graduation exercises may decline. Students may wear traditional American Indian tribal regalia or objects of cultural significance at a graduation ceremony.

Cap Decoration Rules

Students may decorate their Graduation Cap with the guidelines outlined below:

1. No inappropriate words, references, or drawings allowed.
2. No decorations can be more than two inches off of the top of the cap.
3. All decorations need to stay within the perimeter of the top of the mortar board.
4. Cannot contain any advertisements, symbols, abbreviations, initials, words, slogans, patches, or pictures that: Refer to drugs or controlled substances, tobacco, alcohol, or weapons or be of a sexual nature.
5. Cannot advocate drug use, violence, illegal activity, or disruptive behavior which is detrimental to the safety and welfare of other students.
6. No lights.
7. Caps will be checked twice prior to the graduation ceremony and a plain cap will be loaned to any student whose cap is in violation of the guidelines. Their decorated cap will be returned to them after the ceremony.

Graduation Requirements

Fergus High School students shall be expected to earn a total of twenty-two (22) credits in order to complete graduation requirements (LPS Policy 2410P). Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma. Students must also meet the credit requirements of the Montana State Board of Education.

In order to participate in the Fergus High School Graduation Ceremony, graduating seniors must complete the following requirements:

1. **Mathematics** - *3 credits* - One (1) credit may be a crossover credit (accounting or business math taken during junior of senior year) Math classes need to be taken consecutively they cannot be taken concurrently.
2. **Science** - *3 credits* - Student will need Earth Science, Biological Science and Physical Science
3. **Social Science** - *3 credits* World History or AP World History - sophomores, American History or Advance American History - juniors, and US Government or AP Government - seniors
4. English - *4 credits*
5. **Health Enhancement** - *2 credits* (Required for Freshmen and Sophomores)
6. **Fine Arts** - *1 credit* Band, Choir, Art or Drama
7. **Career and Technical Education** - *1 credit* Agriculture, Business, Computers, or Family and Consumer Sciences.
8. **Additional Electives** - Complete 5 elective courses above the 17 required classes

9. **Personal Finance requirements** - .5 credits will be included in select CTE or other elective course offerings. (Required for all student graduating in 2026 and beyond)
10. A total of 22 credit hours earned

Graduation requirements will not generally be waived; however, in rare and unique circumstances, a recommendation may be made to approve a minor deviation from the graduation requirements.

A student who has experienced educational disruption will be entitled to graduate with a diploma if the student has met the minimum credit requirements established by the Board of Public Education. The District may distinguish the diploma in a reasonable manner from other diplomas issued. The Board of Trustees may enroll a student who is not yet 19 years and was awarded a diploma due to educational disruption and who seeks access to a reasonable curriculum designed to advance postsecondary success.

HiSet Option Program

The Montana Office of Public Instruction has provided the HiSET Option Program as an additional means of meeting their requirements for a high school diploma. Fergus High School offered the HiSET Option Program to seniors starting in the spring of 2019. The following criteria must be met in order to qualify for this program:

1. No less than 11.5 credits and no more than 18.5 credits at the beginning of the second semester of senior year
2. Has not had a break in enrollment at Fergus High School
3. Has maintained a minimum of an 80% attendance rate this year
4. Has the student earned at least 3 credits of English (or is working toward that)?
5. Has the student earned at least 2 credits of Social Studies (or is working toward that)?
6. Is demonstrating a commitment to graduate

There are 5 sections of the HiSET Exam

a. Language Arts – Reading: 65 minutes, 60 questions
b. Language Arts – Writing: 120 minutes, 60 questions
c. Mathematics: 90 minutes, 55 questions
d. Science: 80 minutes, 60 questions
e. Social Studies: 70 minutes, 60 questions

A passing score for this round of testing for each section will be as follows:

f. Language Arts – Reading: a score of no less than 13
g. Language Arts – Writing: a score of no less than 13
h. Mathematics: a score of no less than 9
i. Science: a score of no less than 14
j. Social Studies: a score of no less than 14

Honors Curriculum

A student desiring to graduate with honors must meet all FHS graduation requirements as well as the following requirements:

1. Meet all College Prep requirements of the Montana University System
2. Complete four science classes (no crossover classes)
3. Complete four math classes (no crossover classes)
4. Complete two years of a foreign language
5. Complete two AP or two dual credit courses
    a. An AP class (one) may be substituted by a major from the area of Career and Technical Education (CTE) or Performing Arts. In order for substitution of an AP class to take place a student must

complete four years in one of the following areas: agriculture education, band, business, choir, family and consumer sciences, or Spanish.

b. Substitution of an AP class is only allowed in academic areas that do not offer an AP option.
c. No crossover credits will be allowed. For example: a student must take four years of band; the substitution would not be allowed if he/she took two years of band and two years of choir.
d. Students may use independent courses as approved by the Academic Committee and Principal. Independent courses do not include credit recovery situations for failing grades.
e. To uphold the integrity of the Honor's Curriculum, a student must keep his/her grades in good standing and maintain a cumulative GPA of no less than 3.0.

Honor Pass

Juniors and Seniors who are on course to graduate in accordance with District standards and meet the criteria below may fill out a form to apply for an Honor Pass. All students are required to be enrolled in 7 periods; 5 solid classes and a combination of an honor pass, study hall, or teacher's aide. A Junior may have up to 1 Honor Pass and a Senior may have up to 2 Honor Passes.
Honor Passes will NOT be granted during periods 2 and 3. In order to qualify for an Honor pass, a student must meet the following criteria:

Juniors

- Must have a 3.25 GPA from the prior semester
- Less than or equal to 3 tardies per class during prior semester
- Less than or equal to 5 total absences in any class per semester, medically verified, school related, office conference or college visit absences do not count towards the 5 days.
- No behavior referrals from the prior semester
- If any of these conditions are violated, Honor Pass privileges may be revoked
- Administrators will be responsible for any exceptions or alterations to the conditions outlined above.

Seniors

- Must have a 3.25 GPA from prior semester to qualify for 1 Honor Pass
- Must have a 3.50 GPA from prior semester to qualify for 2 Honor Passes
- Less than or equal to 3 tardies per class during prior semester
- Less than or equal to 5 total absences in any class per semester, medically verified, school related, office conference or college visit absences do not count towards the 5 days.
- No behavior referrals from the prior semester
- If any of these conditions are violated, Honor Pass privileges may be revoked
- Administrators will be responsible for any exceptions or alterations to the conditions outlined above.

An Honor Pass is a privilege! At the end of any quarter grading period, a Junior or Senior holding an Honor Pass who is failing a class or not meeting a sufficiently high academic standard, may at the discretion of the administration, have their Honor Pass revoked. This student will be assigned to attend a scheduled study hall or academic course and may reapply for an Honor Pass at the end of the semester. Any abuse of Honor Pass time (ex. - excessive tardies or absenteeism, handbook violations, missing assignments, etc.) will result in the loss of this privilege for the student. Students with an Honor Pass should not be loitering in the halls, the gym or the lobby. The student must leave campus or work in the library or with a teacher (if allowed). Students must apply for the Honor Pass privilege at the end of each semester. Forms may be picked up in the main office.

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Incompletes

Occasionally, a student may not have completed class requirements at the end of a quarter. Students are responsible to make arrangements with teachers to complete all unfinished assignments. Unless principal permission is allowed for an extension, incompletes will be made up and the grade turned in to the office by the end of the second week following completion of the grading term. If a student does not turn in the unfinished assignments, the grade will be recorded as a zero.

Make up Work

Makeup work for excused or medically verified absences is counted at full value at a rate of two school days for the first day missed and one day for each missed day thereafter. Students wishing extensions on the time limit may request directly to the teacher. If the absence was prearranged, the student needs to inform their teachers prior to the absence. The principal will hear appeals if they are requested.

NCAA Clearinghouse Eligibility

The NCAA Clearinghouse is an essential step in becoming eligible to play college sports. Over 180,000 potential college athletes register with the NCAA every year. Please go to the NCAA Eligibility Center website, www.athleticscholarships.net/ncaa-clearinghouse, to find detailed information about eligibility requirements.

If you want to play NCAA college sports and receive a scholarship at the DI or DII level, you will need to register and be cleared by the NCAA. The Eligibility Center is the organization within the NCAA that determines the academic eligibility and amateur status for all NCAA DI and DII athletes.

While the specific NCAA course requirements vary slightly between Division 1 and Division 2, you must complete 16 core courses in order to earn NCAA academic eligibility and enroll at your school of choice. Be aware that 10 of the 16 core courses must be completed for NCAA academic eligibility before your seventh semester (senior year) of high school. There are no NCAA course requirements for Division 3 eligibility as you must simply meet the admissions standards for the institution you wish to attend to compete with full eligibility in accordance with the NCAA academic requirements.

NCAA Division 1 core course requirements:

- Four years of English
- Three years of math (Algebra 1 or higher)
- Two years of natural/physical science (including one year of lab science if your high school offers it)
- One additional year of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

NCAA Division 2 core course requirements:

- Three years of English
- Two years of math (Algebra 1 or higher)
- Two years of natural or physical science (including one years of lab science if your high school offers it)
- Three additional years of English, math or natural/physical science
- Two years of social science
- Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy

Online Courses

Online courses taken through Montana Digital Academy or an approved accredited program can be used for credit recovery or original credit with the approval of the administration. Online original credit opportunities will not be permitted 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 will be charged. A parent/student contract will be required before starting a course.

Zero Hour / AM Courses

Because of the popularity of morning classes, students must have a history of successful attendance to their first period class and maintain 90% attendance throughout the semester. Zero hour courses count toward the minimum required number of courses.

Valedictorian and Salutatorian Selection - (Class of 2026, 2027, and 2028)

Criteria for Selection:

1. Students considered must be in attendance the second semester of their junior year and both semesters of their senior year. (Special circumstances will be reviewed by the administration.)
2. Students to be considered must complete the Honor's Curriculum.
3. Valedictorian or Salutatorian selections will be based on student grade point averages through the second semester of their senior year.
4. Should a tie between students occur with grade point averages, the following system will be used in making Valedictorian and Salutatorian selections:
    a. Meet the Honor's Curriculum requirements
    b. A combination of four AP/Dual credit classes, offered by Fergus High School Staff. Substitution will be allowed as listed in the Honor's Curriculum.
    c. Received at least 26 credits
    d. If each potential candidate meets the above criteria, a tie will be declared.
5. **If none of the Valedictorian and Salutatorian candidates meet the above criteria, an academic committee will be formed and the following criteria will be used to determine the selections.**
    a. The number of credits earned from Advanced Placement/Dual Credit Courses
    b. Total number of credits earned in core classes selected by the NCAA for eligibility purposes, or as 3 approved by the committee
    c. Quarter grade point averages earned in core classes selected by the NCAA for eligibility purposes, or as approved by the committee
6. Online/Correspondence Coursework – Maintain current level of correspondence course-work as specified in graduation requirements (1.5 credits are allowed starting with the Junior year)
7. Appeals of individual portions of these policies are to be addressed to the academic committee as a whole
8. If two or more students tie for Valedictorian, no Salutatorian will be recognized.

Proposed Change for the class of 2029 and beyond

Valedictorian and Salutatorian Selection - (Class of 2029 and beyond)

Valedictorian or Salutatorian selections will be done by a committee of teachers, counselors, and administrators based on the following criteria:

1. Students considered must be in attendance the second semester of their junior year and both semesters of their senior year. (Special circumstances will be reviewed by the committee.)
2. Overall Cumulative GPA
3. Met the Honor's Curriculum requirements
4. Total number of AP/Dual credit classes completed with passing grades.
5. Total number of Grade Points earned.
6. If each potential candidate meets the above criteria, a tie will be declared.

Class rank does not factor into the valedictorian selection. The selection committee will determine the valedictorian/salutatorian after the mid-term of the fourth quarter. The selection committee reserves the right to amend the valedictorian/salutatorian selection.

Or

Graduating Senior Class Academic Distinctions

Fergus High School recognizes the importance of recognizing students for their academic achievements over their time in high school. Graduating Seniors will be recognized with the follow distinctions:

- Summa Cum Laude - Students who have achieved a GPA of 3.9 or higher
- Magna Cum Laude - Students who have achieved a GPA of 3.7 to 3.89
- Cum Laude - Students who have achieved a GPA of 3.5 to 3.69

Attendance

Regular school attendance is essential for the student to make the most of his or her education — to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. The District permits resident students of school age who are enrolled in a nonpublic or home school to enroll part-time in a District school at the parent's request. Part-time students must enroll in at least two periods a day at Fergus High School.

When a student is absent from school, the parent/guardian must call the school (406)535-2321 before 9:00 a.m. If the parent/guardian does not call, the school will send out an automated call, text, or email notifying parents when an absence has occurred. **If no notification regarding the absence is given, the absence will be marked as unverified for that day. Parents have 48 hours to call and excuse the absence otherwise it will be marked as an unexcused absence for the remainder of the semester.**

School Related Absences

School related absences happen throughout the year for co-curricular and extra-curricullar events. If students are absent for a school related activity when an assignment is due, that assignment must be turned in the day upon their return to school.

Advanced Assignment and Prior Notification of an Absence

In the case that a parent/guardian is aware of an upcoming absence, they are asked to contact the school in advance of the absence. Students will then contact their teachers to make arrangements for completing their assignments.

Absence for events hosted at FHS

Many activities are held at Fergus High School that do not involve the participation of FHS students, Class C tournaments for example. If a Fergus High student plans to attend these types of activities, they must have parent permission and must complete the

Unexcused Absences

Students who have unexcused absences in any period during the day will not be allowed to participate in extra-curricular or co-curricular activities that day. In addition, students will receive a zero on their daily work/assignments that period/day. If the course is working on a project and a student has an unexcused absence during the time frame of the project the student may lose points towards the final grade of the project. Points lost will be calculated based on the length of the project, for example if the project is 5 days long and a student has one unexcused absence, they would lose 20% on their final grade for that project. Students who leave class early and do not return to class, will be marked as unexcused that period and receive a zero on their daily work/assignments.

10-Day Absence Policy

Ten (10) **non-school** related absences (excused and/or unexcused) per class period during a semester is considered excessive and may require a parent conference and possible attendance contract. Parents should notify the high school office to excuse a student's absence. Our goal is to bring awareness to the total number of days being missed by students.

Truancy(Board Policy #3123)

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness. Before the end of the school day, each school shall attempt to contact every parent, guardian, or custodian whose child is absent from school but who has not reported the child as absent for the school day, to determine whether the parent, guardian, or custodian is aware of the child's absence from school.

For the purpose of this policy "truant" or "truancy" means the persistent non-attendance without excuse, as defined by this policy, for all or any part of a school day equivalent to the length of one class period of a child required to attend a school under 20-5-103. "Habitual truancy" means recorded unexcused absences of 9 or more days or 54 or more parts of a day, whichever is less, in 1 school year.

The Lewistown school district's definition of non-attendance without excuse is stated in the respective student handbooks.

The Lewistown School district has appointed Lewistown School's Resource Officer as the attendance officer(s) of the district.

Upon the board designating one or more of its staff as the attendance officer(s), the attendance officer(s) shall have the powers and duties as stated in 20-5-105, MCA.

Additional information regarding truancy can be found at 20-5-106, MCA

Attendance Communication

1. The high school will be sending out through Infinite Campus notification of unverified or unexcused absences by period every day during the school year.
    a. These messages will be delivered via text message, email, and Infinite Campus message.
    b. Students with unexcused absences will not be able to participate in practice or activities that day.
    c. Students will receive zeros for the work missed during those unverified or unexcused absences. That work cannot be made up.
2. Parents/Guardians will be notified by letter when their student reaches five(5), and eight(8) days of unexcused or unverified absences. Students will receive a zero for the daily assignment on days with unexcused or unverified absences.

Checkout Procedures

Any time a student leaves the building other than for lunch, honor pass, vocational work experience or after school, they must

1. Have permission from a parent/guardian **BEFORE** leaving the building.
2. Sign out at the office.
3. Failure to sign out, or return at the designated time, will result in an unexcused absence, even if the student has parental/guardian permission and a pass.

Interventions to Address Excessive Absences:

1. Classroom teachers may contact the student's parents/guardian to express concern.
2. The classroom teacher and/or administration will conference with the student and may assign mandatory "make-up time" or detention.
3. Administration may initiate a conference with parents/guardians and students to discuss the issue, then other interventions as assigned (e.g. My Attendance Plan completed with counselor, Advisory teacher Check and Administration may assign "make-up-time," detention).
4. An attendance meeting initiated by administration that may include parents, students, counselors, teachers, case managers, parent liaison, coach/activity sponsor, probation, administration, and other staff as needed.
5. Students may be referred to the Student Assistance Team to identify further intervention options.
6. Student grades in the class with ten or more absences may be changed to "pass/fail". Having a grade changed to "pass/fail" due to an attendance policy violation may impact NHS membership and the ability to graduate with honors.
7. Students under 16 may be referred to the County Attorney for violation of compulsory attendance.

Tardies

Students are expected to be in class before the bell rings. Any student reporting late to class, within TEN (10) minutes, will be considered tardy. After this time the student will be marked absent.

1. If students are arriving late, visiting with another staff member, they should have a written pass from that teacher or the office before going to class.
2. **All tardies are considered as unexcused.** We appreciate a call to let us know when a student will be late, but it does not exempt his/her tardiness.
3. Tardies will be considered cumulative and reset at 0 at the start of each quarter.
    a. 4 tardies = 15 minute detention
    b. 8 tardies = 30 minute detention
    c. 12 tardies = 45 minute detention
    d. 16 tardies = 60 minute detention
    e. 20 tardies = meeting with parents and possible tardy contract.

Detention

A detention system will be used for students who violate handbook policy. Detention will be Tuesday and Thursday each week throughout the school year. Detention will run from 3:30-4:30 each day, in 15 minute increments. The length of detention will depend on the violation. Students and parents will be notified, if assigned a detention, no less than 24 hours in advance. It is the students responsibility to show up on time and fulfill the detention requirements.

- When a student reports to detention:
    - they will sign in
    - all electronic devices will be checked
    - they may work on homework or read a book
    - there will be no sleeping
    - students are not allowed to leave
- All detentions will be assigned through the administration.
- If a student fails to be present at their detention, then they will be marked unexcused and expected to attend the next detention with an added 30 minutes.
- If a student is tardy (more than 5 minutes late) for their assigned detention, 15 minutes will be added to their time.
- Detention will be used primarily for addressing tardiness, but can also be used for other behavioral infractions.

Withdrawal Procedures

Students moving out of the district or dropping from school should withdraw from classes and activities unless special permission is obtained from the principal. FHS expects:

1. Parents come to the school to sign withdrawal papers.
2. Students start withdrawal procedures in the Principal's Office.
3. All books are to be cleared from the locker. All accounts and fines must also be cleared up.
4. Students take the withdrawal papers to all identified teachers and offices for signature, and return the papers to the Principal's Office.
5. All unpaid charges at checkout will be sent to collections

Accident Prevention

Student safety on campus and at school-related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the behavioral standards in this handbook, as well as any additional rules for behavior and safety set by the principal, teachers, or bus drivers.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other District employees who are overseeing the welfare of students.

Allergies:

There are a variety of allergies that can affect our staff, students, and visitors to Fergus High School. In order to bring awareness and do our best to provide a safe environment the following steps will be implemented:

- Fergus High School will be posting peanut and nut free zone signs around the school for the safety of our students, staff and visitors
- Fergus High School will not allow any latex balloons or latex products for any events held on school grounds for the safety of our students, staff, visiting teams and community members.
- Pets should not be brought to school during the day. If there is a class project that is related to the pet being in the building, prior permission is needed from the administration.

Bullying/Harassment/Hazing/Intimidation/Menacing (Board Policy #3226)

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions:

1) "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-District and intra-District athletic competitions or other school events.
2) "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.

3) "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining

membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.

4) ”Bullying" means any harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication (“cyberbullying”) or threat directed against a student that is persistent, severe, or repeated, and that substantially interferes with a student’s educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, or anywhere conduct may reasonably be considered to be a threat or an attempted intimidation of a student or staff member or an interference with school purposes or an educational function, and that has the effect of:
    a. Physically harming a student or damaging a student’s property;
    b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
    c. Creating a hostile educational environment.
    d. Substantially and materially disrupts the orderly operation of a school.

5) “Electronic communication device” means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting:
All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of bullying, harassment, hazing, intimidation, or menacing in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the Superintendent, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Exhaustion of administrative remedies
A person alleging violation of any form of harassment, intimidation, hazing, or threatening, insulting, or demeaning gesture or physical contact, including any intentional written, verbal, or electronic communication, as stated above, may seek redress under any available law, either civil or criminal, after exhausting all administrative remedies.

Responsibilities:
The Superintendent shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for development of administrative regulations, including reporting and investigative procedures, as needed.

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed,

if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences:
Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or the Board. Individuals may also be referred to law enforcement officials.

Retaliation:
Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Cellular Phones and Other Electronic Equipment (Board Policy #3630)

Student possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school-sponsored activities, and while under the supervision and control of school district employees is a privilege which will be permitted only under the circumstances described herein. At no time will any student operate a cellular phone or other electronic device with video capabilities in a locker room, bathroom, or other location where such operation may violate the privacy right of another person.

Students may use cellular phones, pagers, and other electronic devices on campus before school begins and after school ends. Students in grades 9-12 may also use such devices during the lunch period. These devices must be kept out of sight and turned off during the instructional day. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore, unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Confiscated devices will be returned to the parent or guardian. Unauthorized use of such devices may result in disciplinary action.

Child Safety GPS and Audio Child Tracking/Monitoring Systems

Parents and students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag/backpack, on the student's person or otherwise in an area capable of listening in or recording without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag/backpack or on a student's person shall be submitted, in writing, to the Superintendent along with an explanation of why such recording is necessary. The Superintendent or a designee shall notify the parent(s), in writing, whether such request is denied or granted within five (5) school days. Where consent has been given by the Superintendent, the Principal must be given access by the parent to be a school guardian on the device. This will ensure any “Listen-In” feature is disabled during school hours due to privacy concerns.

Complaints by Students and Parents

If a student or parent believes that the Board, its employees, or agents have violated their rights, he or she may file a written complaint with any District Principal or Supervisor under the applicable grievance procedure. If still unresolved, the matter generally may be referred to the Superintendent. Under some circumstances, the District provides for the complaint to be presented to the Board of Trustees in the event the matter cannot be resolved at the administrative level.

Usually student or parent complaints or concerns can be addressed simply — by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a Uniform Complaint Procedure policy for most complaints (Policy #1700) with the exception of complaints/concerns regarding sexual harassment and/or disability discrimination. The Districts Uniform Complaint Procedure is outlined below and a written copy of the Uniform Complaint Procedure and Complaint form can be obtained at the school office or online.

Uniform Complaint Procedure (Board Policy #1700)

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the District. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a specific process in state or federal law that supersedes this process or collective bargaining agreement. Matters covered by a collective bargaining agreement will be reviewed in accordance with the terms of the applicable agreement.

This grievance procedure shall be made available on the District's website and the location of which shall be included in all handbooks issued by the District.

The District requests individuals to use this complaint procedure to resolve concerns within the District when an individual believes the Board or its employees or agents have violated the individual's rights under state or federal law or Board policy. Complaints against a building administrator shall be filed with the Superintendent. Complaints against the Superintendent or District administrator shall be filed with the Board. Attempts to bypass this Uniform Complaint Procedure at any of its Levels shall be redirected by District officials at the appropriate Level.

The District will seek to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

Deadlines requiring District action in this procedure may be extended for reasons related but not limited to the District's retention of legal counsel and District investigatory procedures.

Level 1: Informal

An individual with a complaint should first attempt to discuss it with the appropriate employee or building administrator with the objective of resolving the matter promptly and informally in accordance with requirements of Policy 2158. If such resolution is not possible, the individual may choose to file a formal written complaint in accordance with specifications at Level 2. An exception to attempts at informal resolution is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Building Administrator

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating: (1) the nature of the complaint, including the complaining individual's position to assert legal rights; (2) a description of the event or incident giving rise to the complaint, including any school personnel involved; and (3) the remedy or resolution requested. The written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such

event or incident. The applicability of the deadline is subject to review by the Superintendent to ensure the intent of this uniform complaint procedure is honored.

When a complaint alleges violation of Board policy or procedure, the building administrator will investigate and attempt to resolve the complaint. The administrator will respond in writing to the complaint, within thirty (30) calendar days of the administrator's receipt of the complaint.

If the complainant has reason to believe the administrator's decision was made in error, the complainant may request, in writing, that the Superintendent review the administrator's decision. (See Level 3.) This request must be submitted to the Superintendent within fifteen (15) calendar days of the administrator's decision.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the Administrator shall turn the complaint over to the applicable District nondiscrimination coordinator. The coordinator shall ensure an investigation is completed in accordance with the applicable procedure. In the case of a sexual harassment or Title IX complaint the applicable investigation and appeal procedure is Policy 3225P or 5012P. In the case of a disability complaint, the coordinator shall complete an investigation and file a report and recommendation with the Administrator for decision. Appeal of a decision in a disability complaint will be handled in accordance with this policy.

Level 3: Superintendent

If the complainant appeals the administrator's decision provided for in Level 2, the Superintendent will review the complaint and the administrator's decision. The Superintendent will respond in writing to the appeal, within thirty (30) calendar days of the Superintendent's receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary investigation; (3) engage an outside investigator or other District employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the complaint.

If the complainant has reason to believe the Superintendent's decision was made in error, the complainant may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

Level 4: The Board

Upon written appeal of a complaint alleging a violation the individual's rights under state or federal law or Board policy upon which the Board of Trustees has authority to remedy, the Board may consider the Superintendent's decision in Level 2 or 3. Upon receipt of written request for appeal, the Chair will either: (1) place the appeal on the agenda of a regular or special Board meeting, (2) appoint an appeals panel of not less than three trustees to hear the appeal and make a recommendation to the Board, or (3) respond to the complaint with an explanation of why the appeal will not be heard by the Board of Trustees in accordance with this policy. If the Chair appoints a panel to consider the appeal, the panel will meet to consider the appeal and then make a written recommendation to the full Board. The Board will report its decision on the appeal, in writing, to all parties, within thirty (30) calendar days of the Board meeting at which the Board considered the appeal or the recommendation of the panel. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

District-Provided Access to Electronic Information, Services, and Networks (Board Policy #3612)

General

The District makes Internet access and interconnected computer systems and equipment available to District students and faculty. The District provides equipment and electronic networks, including access to the Internet, as part of its instructional program and to promote educational excellence by facilitating resource sharing, innovation, and communication.

The District expects all students to take responsibility for appropriate and lawful use of this access, including good behavior online. The District may withdraw student access to its equipment, network and to the Internet when any misuse occurs. District teachers and other staff will make reasonable efforts to supervise use of equipment, network, and Internet access; however, student cooperation is vital in exercising and promoting responsible use of this access.

Curriculum

Use of District equipment and electronic networks will be consistent with the curriculum adopted by the District, as well as with varied instructional needs, learning styles, abilities, and developmental levels of students, and will comply with selection criteria for instructional materials and library materials. Staff members may use the Internet throughout the curriculum, consistent with the District's educational goals.

Acceptable Uses

1. Educational Purposes Only. All use of the District's equipment and electronic network must be: (1) in support of education and/or research, and in furtherance of the District's stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District's electronic network or District computers. The District reserves the right to monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the equipment and computer network, and Internet access and any and all information transmitted or received in connection with such usage.

2. Unacceptable Uses of Equipment and Network. The following are considered unacceptable uses and constitute a violation of this policy:

    A. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
    B. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
    C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
    D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.

Warranties/Indemnification

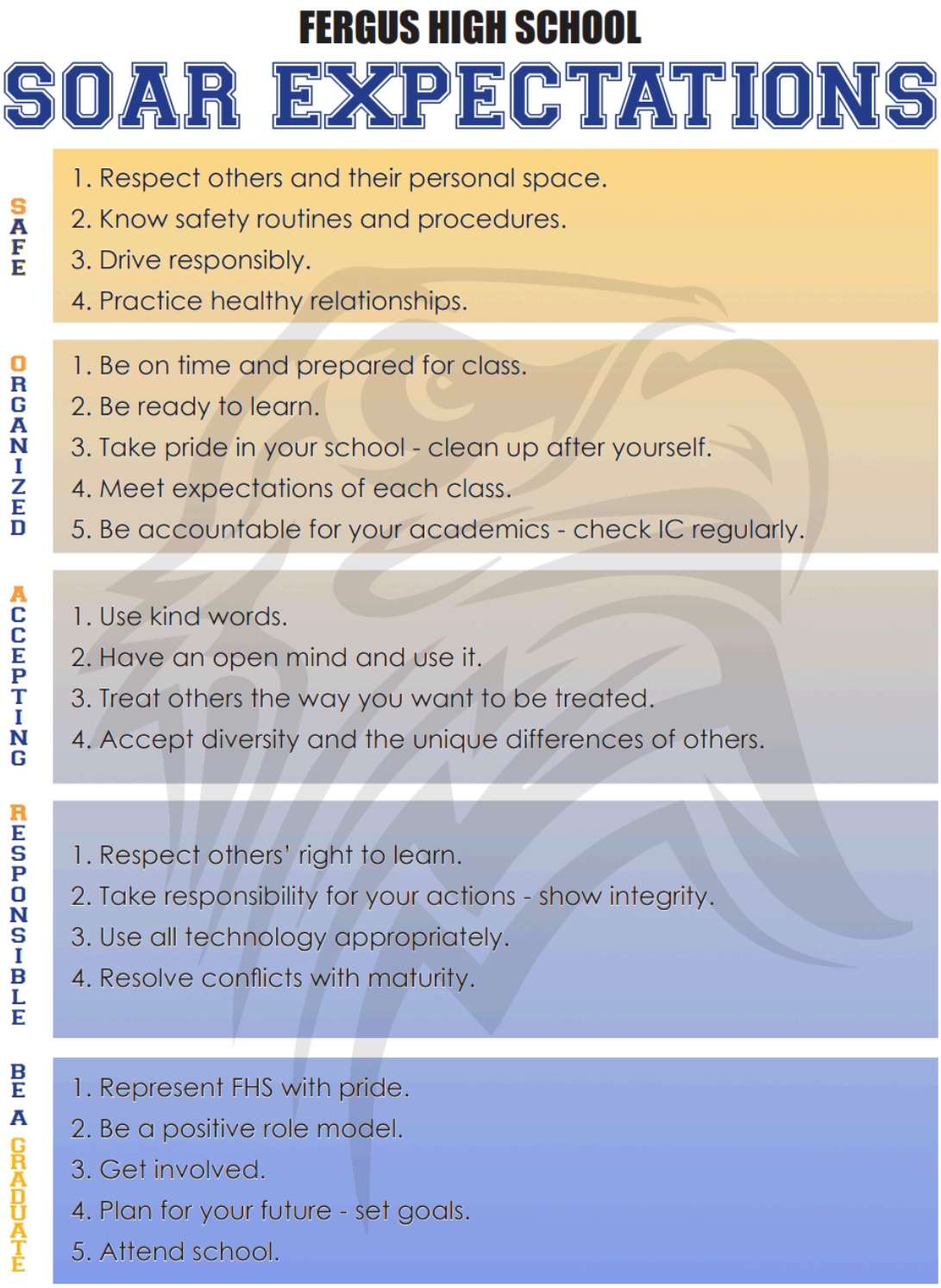
The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its equipment, computer networks and the Internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the equipment, network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet. Any user is fully responsible to the District and will indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its equipment, computer network, and the Internet, including but not limited to any fees or charges incurred through purchase of goods or services by a user. The District expects a user or, if a user is a minor, a user's parents or legal guardian to cooperate with the District in the event of its initiating an investigation of a user's use of access to its equipment, computer network, and the Internet.

Violations

Violation of this policy will result in a loss of access and may result in other disciplinary or legal action. The principal will make all decisions regarding whether a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with that decision being final.

Code of Conduct/Soar Expectations

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:



Applicability of School Rules and Discipline

To achieve the best possible learning environment for all our students, the Fergus High School rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; and
- Anywhere, including virtual networks, if conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, an interference with school purposes or an educational function, or a threat to the safety and welfare of the student population, or conduct that detrimentally affects the climate or efficient operations of the school.

Violation of Student Code of Conduct

A student is in violation of the Student Code of Conduct if the student engages in any inappropriate behavior, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco, vapor products, or marijuana products (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, alternative nicotine product, or any other tobacco or nicotine innovation; marijuana products include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping);
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.
3. Using, possessing, distributing, purchasing, or selling marijuana (including medical marijuana).
4. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia.
5. Using, possessing, controlling, or transferring a weapon in violation of the “Possession of a Weapon in a School Building” section of this policy.
6. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
7. Disobeying directives from staff or disobeying rules governing student conduct.
8. Using violence, force, coercion, intimidation or other comparable conduct toward anyone or urging other students to engage in such conduct except when physical force is determined to be reasonable and necessary and used as self-defense or the defense of another person after an investigation into such conduct.
9. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.
10. Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
11. Unexcused absenteeism.
12. Misconduct of any sort on any means of District transportation.
13. Bullying, hazing, harassment (including sexual harassment), or intimidation, including cyberbullying.
14. Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.

Range of Disciplinary Consequences:

1. Parent/Guardian Contact
2. Office Conference
3. Parent Conference
4. After School Detention with Teacher
5. Lunch or After School Detention Assigned by the Office
6. After school Work Time
7. Loss of Privileges (ie. hall pass, lunchroom access, free time at lunch)
8. Temporary Removal from Class – Duration of the Class Period
9. Reimbursement of Damaged or Stolen Property
10. Zero Credit on Assignment
11. Plan of Improvement
12. Counseling
13. Referral to Police Department
14. In-School Suspension (ISS)
15. Out of School Suspension
16. Recommendation for Expulsion
17. Other - in unique situations logical consequences will be applied.

DISCIPLINE GRID

The administration reserves the right to select other options at their discretion. The precise action depends upon the severity and regularity of the offense. Disciplinary actions shown in the grid below are listed by number on the previous page.

Behavior	First Offense	Second Offense	Repeated Offenses
Cheating	1, 2, 10	1, 2, 10	1, 2, 3, 10, 11
Classroom Disruption	1, 4, 8	1, 2, 5, 8, 14, 17	1, 2, 3, 8, 10, 11, 14, 15, 17
Defiance of School Authority	1, 2, 5, 8	1, 2, 3, 6, 8, 11, 14, 17	1, 2, 3, 6, 8, 10, 11, 14, 15,17
Disrespect for School Property	1, 2, 5	1, 2, 3, 6, 9, 14, 17	1, 2, 3, 6, 9, 14, 15, 17
Disrespect for School Staff	1, 2, 5, 8	1, 2, 3, 8, 14, 17	1, 2, 3, 8, 14, 15, 17
Disorderly Conduct	1, 2, 5	1, 2, 3, 5, 7, 8, 14, 17	1, 2, 3, 5, 7, 8, 14, 15, 17
Dress Code Students required to correct dress code violations. May include a trip home as an unexcused absence.	1, 2	1, 2, 5, 17	2, 3, 5, 17

Electric Device Each violation will result in confiscation of the device. Refusal to surrender is considered defiance.	1, 2	1, 2, 5, 7, 17	1, 2, 3, 5, 7, 17
Fighting	1,2, 14, 15, 17	1, 2, 3, 14, 15, 17	1, 2, 3, 14, 15, 17
Forged Notes	1, 2, 5	1, 2, 7, 14	1, 2, 3, 7, 14, 15
Inappropriate Display of Affection	2	1, 2	1, 2, 3, 5
Inciting Other Students	1, 2, 5	1, 2, 7, 14, 17	1, 2, 3, 14, 15, 17
Lying	2, 5	1, 2, 6	1, 2, 3, 6, 14
Misuse of Pass Privileges	2	1, 2, 7, 8, 17	1, 2, 7, 8 14, 17
Profanity Directed Toward Staff	1, 2, 5, 14, 15, 17	1, 2, 5, 14, 15, 17	1, 2, 3, 14, 15, 17
Profanity (not directed toward staff)	1, 2, 5	1, 2, 5	1, 2, 3, 5, 13, 14
Refusal to Accept/Complete Consequence	1, 2, 5	1, 2, 3, 5, 7,14, 15,	1, 2, 3, 7, 13, 14, 15
Running/Rough Housing	1, 2, 5	1, 2, 5, 7, 8	1, 2, 5, 7, 8, 14
Tardiness (per semester)	Fourth Tardy: 5	8 Tardies: 1, 2, 5	8+ Tardies: 1, 2, 3, 5, 7, 14, 17
Truant from Class	1, 2, 5, 7	1, 2, 3, 5,7 14	1, 2, 3, 5, 7, 11 14
Unexcused Absence	1, 2, 5, 7	1, 2, 3, 5, 7, 14	1, 2, 3, 5, 7, 11, 14

NOTE: The seriousness of an act may necessitate the administration providing a greater punishment than what is shown.

NOTE: The range of actions may not apply for a student who is on a Plan of Improvement.

The following are examples in which the student may be Responsible to both school policy and civil/criminal status:			
DISCIPLINARY CONCERN	**RANGE**	**FIRST OFFENSE ACTION**	**REPEATED OFFENSE**
Arson	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Destruction of School Property	Minimum Maximum	Parent Involvement Suspension/Expulsion	Subject To Expulsion
Drugs & Alcohol	Minimum Maximum	Parent Involvement Suspension/Expulsion	Subject To Expulsion

Physical Assault	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Pulling Fire Alarm	Minimum Maximum	Parent Involvement Turned over to Authorities	Suspension
Theft	Minimum Maximum	Parent Involvement Suspension	Suspension Subject to Expulsion
Weapons or Explosive Devices	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion

Suspension and Expulsion - Corrective Actions and Punishment (Board Policy # 3300)

The Board recognizes that every student is entitled to due process rights that are provided by law.

Suspension

- Suspension" means the exclusion of a student from attending individual classes or school and participating in school activities for an initial period not exceeding ten (10) school days. An administrator may order suspension of a student.

The procedure set forth below will be followed when a proposed punishment of a student is to include denial of the right of school attendance from any single class or from a full schedule of classes for at least one (1) day.

Before any suspension is ordered, a building administrator will meet with a student to explain charges of misconduct, and the student will be given an opportunity to respond to the charges.

When a student's presence poses a continuing danger to persons or property or poses an ongoing threat of disruption to the educational process, a pre-suspension conference will not be required, and an administrator may suspend a student immediately. In such cases, a building administrator will provide notice of and schedule a conference as soon as practicable following the suspension.

A building administrator will report any suspension immediately to a student's parent or legal guardian. An administrator will provide a written report of suspension that states reasons for a suspension, including any school rule that was violated, and a notice to a parent or guardian of the right to a review of a suspension. An administrator will send a copy of the report and notice to the Superintendent.

The Superintendent will conduct a review of any suspension on request of a parent or legal guardian. A student and parent or legal guardian may meet with the Superintendent to discuss suspension. After the meeting and after concluding a review, the Superintendent will take such final action as appropriate.

Upon a finding by a school administrator that the immediate return to school by a student would be detrimental to the health, welfare, or safety of others or would be disruptive of the educational process, a student may be suspended for one (1) additional period not to exceed ten (10) school days, if the student is granted an informal hearing with the school administrator prior to the additional suspension, and if the decision to impose the additional suspension does not violate the Individuals with Disabilities Education Act (IDEA) or Rehabilitation Act.

Students who are suspended from any class or from school entirely have the right to make up any work missed according to the student handbook.

Expulsion

- "Expulsion" is any removal of a student for more than twenty (20) school days without the provision of educational services. Expulsion is a disciplinary action available only to the Board.

The Board, and only the Board, may expel a student from school and may do so only after following due process procedures set forth below.

The Board will provide written notice to a student and parent or legal guardian of a hearing to consider a recommendation for expulsion, which will be sent by registered or certified mail at least five (5) school days before the date of the scheduled hearing. The notice will include time and place of hearing, information describing the process to be used to conduct the hearing, and notice that the Board intends to conduct the hearing in closed session unless a parent or legal guardian waives the student's right to privacy.

Within the limitation that a hearing must be conducted during a period of student suspension, a hearing to consider expulsion may be rescheduled when a parent or legal guardian submits a request showing good cause to the Superintendent at least two (2) school days before a hearing date as originally scheduled. The Superintendent will determine if a request shows good cause to reschedule a hearing.

The student has the right to be present for the duration of the hearing. At hearing the student may be represented by counsel and ask questions, present perspectives, and provide witnesses or documentation. The Board is not bound by formal rules of evidence in conducting the hearing.

Each school shall maintain a record of any disciplinary action that is educationally related, with explanation, taken against the student. When the Board of Trustees takes disciplinary action against a student, the Board must keep a written record of the action taken, with detailed explanation, even if the disciplinary action is decided during a closed session. A disciplinary action that is educationally related is an action that results in the expulsion or out-of-school suspension of the student. This record must be maintained/destroyed consistent with Montana Local Government Records Schedule 7, and is subject to transfer to a local educational agency, accredited school, or nonpublic school pursuant to 20-1-213, MCA.

Procedures for Suspension and Expulsion of Students with Disabilities

The District will comply with provisions of the Individuals with Disabilities Education Act (IDEA) and Rehabilitation Act when disciplining students. The Board will not expel any special education student when the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. The Board may expel pursuant to its expulsion procedures any special education student whose gross disobedience or misconduct is not a manifestation of the student's disability. A disabled student will continue to receive education services as provided in the IDEA or Rehabilitation Act during a period of expulsion.

A building administrator may suspend a child with a disability from the child's current placement for not more than ten (10) consecutive school days for any violation of school rules, and additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under 34 CFR 300.519(b), whether or not a student's gross disobedience or misconduct is a manifestation of a student's disabling condition. Any special education student who has exceeded or who will exceed ten (10) days of suspension may temporarily be excluded from school by court order or by order of a hearing officer, if the District demonstrates that maintaining the student in the student's current placement is substantially likely to result in injury to the student or to others. After a child with a disability has been removed from his or her placement for more than ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under 34 CFR 300.121(d).

An administrator may remove from current placement any special education student who has carried a weapon to school or to a school function or who knowingly possesses or uses illegal drugs or sells or solicits

the sale of a controlled substance while at school or a school function or inflicts serious bodily injury on another person while at school on school premises, or at a school function under the jurisdiction. A serious bodily injury is one that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty. The District will place such student in an appropriate interim alternative educational setting for no more than forty-five (45) school days in accordance with the IDEA or Rehabilitation Act.

Severe Clause

Generally a student moves toward a severe consequence through a series of rule violations. However, the seriousness of an individual act by a student can dictate the severity of the disciplinary measure taken. In extreme cases of disruptive behavior and concern for school safety the principal may consider suspension or an immediate request for expulsion regardless of a student's discipline record to date.

Procedural Due Process:

***The Student Has the Right**:*

1. To oral or written notification of charges.
2. To an explanation of evidence held by school authorities.
3. To an opportunity to refute the charges.

The Student Has a Responsibility:

1. To follow the appropriate procedural guidelines provided by the district when desiring a re-examination of action taken by school officials.
2. To act in a manner that demonstrates an appreciation of adjudication as a peaceful means of settling disputes.
3. To understand that suspension and expulsion are considered severe disciplinary measures involving exclusion from school for a short period of time (suspension), usually three to five days or for a longer period of time (expulsion), generally until the end of the current school year. School administrators and the Board of Trustees have the authority to suspend. Expulsion is reserved for the School Trustees.

Corporal Punishment

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and district personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

Counseling

Academic Counseling

Students and parents are encouraged to talk with a school counselor, teacher, or principal to learn about course offerings, the graduation requirements of various programs, and early graduation procedures. Each spring, students in grades 8th through 11th will be provided information on anticipated course offerings for

the next year and other information that will help them make the most of academic and vocational opportunities.

Students who are interested in attending a college, university, or training school or pursuing some other type of advanced education should work closely with their counselor so that they take the high school courses that best prepare them. The counselor can also provide information about entrance examinations and deadlines for application, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

Personal Counseling

School counselors are available to assist students with a wide range of personal concerns, including such areas as social, family, or emotional issues, or substance abuse. Counselors may also make available information about community resources to address these concerns. Students who wish to meet with a counselor should contact Mrs. Crouse or Mrs. Vaughn.

Please note: The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent, unless required by state or federal law for special education purposes.

Distribution and Posting of Materials (Board Policy #3222)

District policy allows distribution of materials for student curricular clubs and non-curricular groups.

The Superintendent, building principal, or designee must approve all materials before they may be distributed or posted. Materials distributed or posted will include a notation to inform the recipient if the material is from a curricular student club or non-curricular student group.

To facilitate the distribution of materials with information about student activities, each school may maintain a centrally located bulletin board for the posting of materials, and/or maintain a table available to students for placing approved materials. Materials may also be posted on designated walls in the school buildings.

Materials from a curricular student club or non-curricular student group. which provide information valued or needed by the students of the school district may be distributed, except those that would:

A. Disrupt the educational process;
B. Violate the rights of others;
C. Invade the privacy of others;
D. Infringe on a copyright;
E. Violate District policy, procedure, or administrative directive;
F. Be obscene, vulgar or indecent; or
G. Promote violence, discriminatory conduct, the use of drugs, alcohol, tobacco, nicotine and any other tobacco innovation, firearms, or certain products that create community concerns.

All non-student community materials must be reviewed and approved by the Superintendent, building principal, or designee in accordance with Policy 4331.

District Student Dress (Board Policy #3224)

The District recognizes that a student's choice of dress and grooming habits demonstrate personal style and preference. The District has the responsibility to ensure proper and appropriate conditions for learning, along with protecting the health and safety of its student body. Even though the schools will allow a wide variety of clothing styles, dress and grooming must not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others.

Building administrators shall establish procedures for the monitoring of student dress and grooming in school or while engaging in extracurricular activities. Students attending public events sponsored by the school district are permitted to honor their American Indian heritage through the display of culturally significant tribal regalia at a public event sponsored by the school district. Any item that promotes drug use, weapon use, threats of violence, sexual harassment, bullying, or other intimidation, or violates another district policy, state, or federal law may not be worn at a public event sponsored by the school district. Specific regulations shall be published annually in student handbooks.

Universal Dress Code:

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.);
- Bottom (pants, shorts, skirt, dress, etc.); and
- Footwear.

Students may not wear clothing, jewelry, or personal items that:

- Clothing must cover private parts, under garments or expose a bare midriff
- Contain pornographic images, threats, or that promote illegal or violent conduct such as the unlawful use of weapons;
- Displays drugs, alcohol, tobacco, or drug paraphernalia;
- Displays hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Contains sexual or profanity innuendo such that a peer or staff member could construe sexual or profane meaning
- Cover the student's face to the extent that the student is not identifiable including sunglasses.

Dress Code Enforcement:

Students shall not be removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation, such as, malicious harassment, or the prohibition on harassment, intimidation, and bullying.

Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. The school administration should notify a student's parent/guardian of the school's response to violations of the student dress policy.

Driver Education(Board Policy #2163)

The full drivers education policy #2163 can be found on our district web page.

Semester Sessions:

The program offerings include two separate sessions: one during first semester and one during second semester. Each of these sessions will accommodate eighteen students. To qualify for the semester sessions, a student must be fully enrolled at Fergus High School, and must be 14 and one half years of age or older when the session begins. Students, who are enrolled in one of the semester sessions, will have 44 classroom meetings during the zero period (6:45-7:45 a.m.). Their six behind-the-wheel driving times will be scheduled after school from 3:45-6:45 p.m. This schedule will be in place over the entire semester.

Summer Session:

There will also be a summer session of Driver Education offered in May, June, or July that will serve a larger number of students, pending available staff. To qualify for the summer session, a student must be 14 and one half years of age or older by the time the session begins. Any age-eligible student in the Lewistown School District's geographical jurisdiction will have an opportunity to enroll in the summer program.

Fees and Registration:

Regardless of the session they participate in, all students will pay a $320 fee. Registration cards will be filled out and signed by a parent or legal guardian at a mandatory meeting prior to the beginning of class. Attendance and behavior policies for all Driver Education activities will be strictly adhered to by students enrolled in any of the three sessions. All sessions will be contingent upon an adequate number of students enrolling to cover District costs to operate the program. Contact the Fergus High School Office at 535-2321 to register.

Emergency Drills

Fergus High School conducts regularly scheduled emergency drills. Students are to move quietly, quickly and calmly, leaving all books behind. Students are to exit the building with their classroom teacher and should keep a safe distance away from the building until instructed by their classroom teacher or school administrator to return to the building or relocate. Students must not stand in the street. Students are to remain with their classroom teacher after exiting the building for roll call during the drill. In addition to fire drills, shelter-in-place (lock-down), evacuation and earthquake drills may also be practiced.

The Lewistown Public Schools utilize the Standard Response Protocols in all our schools. Please see the information below regarding those Standard Response Protocols:

STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE

"Get Inside. Lock outside doors"

Students are trained to:
- Return to inside of building
- Do business as usual

Adults and staff are trained to:
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE

"To a Location"

Students are trained to:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"

Hazards might include:
- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"

Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"

A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

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K12 2021 STANDARD RESPONSE PROTOCOL

Emergency Treatment (Board Policy #3431)

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The District will employ its normal procedures to address medical emergencies without regard to the existence of a do not resuscitate (DNR) request. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

1. Isolate the child immediately from other children in a room or area segregated for that purpose.
2. Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
3. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

When a student exhibits behaviors or conduct of a nature that creates concern for the student's safety or the safety of others, a responsible school official will isolate the student from other children to a room or area segregated for that purpose. School officials may also utilize techniques and strategies available under Policy 3305 and Policy 3310P.

In the event that the parent cannot be reached, and if in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

A person with a currently valid Standard First Aid Card shall be present for all field trips, athletic, and other off-campus events.

Emergency School-Closing Information (Board Policy #2221)

The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued to students and staff while delivering

education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a District's full entitlement of funding.

The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency. The 1-school-day closure under this subsection is not subject to the reduction in BASE aid pursuant to Section 20-9-805, MCA. In the event of a declared emergency, the School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws and rules of the state of Montana. The School District shall comply with auditing requirements and reserves the authority to assert its rights to manage school district funds or seek state and federal funds in a manner consistent with the full flexibility available under all applicable laws.

If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full BASE aid. At least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been made up before the trustees can declare that a reasonable effort has been made.

For the purposes of this and related policies, "reasonable effort" means the rescheduling or extension of the school district's instructional calendar to make up at least 75% of the hours of pupil instruction lost due to an unforeseen emergency through any combination of the following as outlined in accordance with Policies 2050 and 2100:

(a) Extending the school year beyond the last scheduled day;
(b) The use of scheduled vacation days in the district's adopted school calendar
(c) The conduct of pupil instruction on Saturdays;
(d) Extending instructional hours during the school day.

The District may close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Emergency school closing information will be broadcast on: Radio stations KXLO 106.9FM, KXLO 1230AM, KQPZ 95.5FM, and information will be sent out through our student information system via email, text messages and/or a phone call.

Extracurricular Activities, Clubs, and Organizations

Participation in extracurricular and co-curricular activities, clubs, and organizations is a worthwhile endeavor to enhance students' development and educational experience. Extracurricular and co-curricular activities, clubs, and organizations at Fergus High School are in place for students in 9th through 12th grade if they wish to participate. Specific eligibility and conduct rules may be adopted regarding participation in activities, clubs, and organizations.

Fergus High School offers the following school curricular and co-curricular clubs. These clubs are open to all Fergus High students enrolled on a full-time or part-time basis:

Club/Activity	Staff	Position
Annual	Diane Lewis	Advisor
Business Professionals of America	Diane Lewis	Advisor
F Club	Vic Feller	Advisor
FFA	Jared Long and Logan Turner	Advisors
FCCLA	Megan Vincent	Advisor
GSA	Meggan Cirrincione	Advisor
National Honor Society	Meggan Cirrincione	Advisor
Key Club	Luke Brandon	Advisor
Science Bowl/Olympiad	Mike Mangold	Advisor
Ski Club	Brett Thackeray	Advisor
Spanish Club	Brett Thackeray	Advisor
Student Government	Luke Brandon	Advisor
Unreserved	Meggan Cirrincione/Dani Phillips	Advisors
IMPACT Team	Lee Crouse/Kim Wiegert	Advisors

Fergus High School offers the following extracurricular activities. These activities are open to all students enrolled at Fergus High School and are open to homeschool/non-public school students who meet the eligibility requirements set forth by Fergus High School and MHSA:

Activity	Staff	Position
Boys Basketball	Scott Sparks	Head Coach
Girls Basketball	Tom Webb	Head Coach
Cheerleading	Rayna Phelps	Head Coach
Cross Country	Suzie Flentie	Head Boys/Girls Coach
Football	Derek Lear	Head Coach
Golf	Sherry Breidenbach and Brett Thackeray	Co-Head Coaches
Speech and Debate		Head Coach
Tennis	Sherry Breidenbach	Head Coach
Track and Field	Orin Johnson	Head Coach
Volleyball	Gina Crawford	Head Coach
Wrestling	Brendon DeCock	Head Coach

Parent/guardian permission is required for a child to participate in a school club and/or extracurricular activity. Parents also have the right to withdraw their child from any club or extracurricular activity.

Please note: Student clubs and performing groups such as the band, choir, and cheerleading and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

A student attending a nonpublic school or home school that meets the requirements under MCA § 20-5-109 may participate in extracurricular activities offered by the Lewistown School District subject to the student's eligibility as set out in **the Student Handbook**. The student's academic eligibility must be verified by the head administrator of the nonpublic school or educator providing the student instruction in the home school as verified by the principal. Parental permission must be obtained for the student to participate in the extracurricular activity.

Co-Curricular or Extra-Curricular Activities

Fergus High School offers a comprehensive co-curricular and extracurricular activities program designed to provide opportunities for academic and social growth. Through participation in co-curricular activities, students develop an appreciation for teamwork, sportsmanship, competition, self-discipline and citizenship. Co-curricular activities increase a student's personal development and self-esteem. Students should examine the available organizations, clubs, teams and select activities which are of interest to them. Students are also encouraged to support the co-curricular activities, scholastic competitions, dramatic and musical performances and other scheduled events. Extra-curricular, co-curricular, field trips, and school endorsed activities are a privilege, not a given. Students must earn the right to participate by:

1. Demonstrating acceptable behavior and attitudes in representing Fergus High School.
2. Remaining in good standing with Fergus High School attendance policy.
3. Currently in academic good standing. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday.
4. Having good academic habits: All work is due the day the student leaves unless otherwise arranged with the teacher. It is the student's responsibility to obtain future assignments and schedule make-up exams before he/she leaves.
5. Being a "team participant".
6. Accepting the responsibility of being a role model for youth in the community.
7. Displaying good sportsmanship at all times.
8. Final decisions are up to the administration.

Preliminary student grade reports will be run every Monday prior to any co-curricular or extra-curricular activity and are given to coaches and activities advisors. Coaches and advisors are responsible for communicating grade deficits(D- or F) with students participating in co-curricular or extra-curricular activities. Students will have until Wednesday at the end of the school day to turn in any missing or late work to bring up any failing grade. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday. Please note that grade reports are not run for the first two weeks of a grading period.

Activity, Club and Team Rules

Student clubs and performing groups such as the band, choir, cheer and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. Coaches and activity sponsors are responsible for determining reasonable expectations for the smooth and efficient operation of their team or program. Students will be expected to meet or exceed set standards to be able to participate in activities. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

Activity Participation

Freshmen – Coaches and sponsors are expected to help promote student participation in multiple activities. All freshmen participants will be allowed by coaches &/or advisors to participate in more than one sport or activity during the same season. Freshmen that do participate in more than one sport during an individual sport season will be asked to prioritize one athletic activity over the other for scheduling practices and competitions. It is, however, expected that the freshman participant in multiple activities will meet reasonable practice and contest expectations for both group(s) and team(s) involved.

Others - Sophomore, junior and senior level participants are also encouraged to participate in multiple activities but due to team needs and the mental or physical strain of athletics they should not participate in multiple sports during the same sport season.

Students participating in multiple activities will not be allowed to participate in events for more than one activity per day if out of town transportation is required, or if safety and transportation concerns arise.

Activity Transportation

Students who participate in out-of-town extra-curricular activities must travel on school provided transportation. We understand that there will be times when it is necessary for custodial parent(s) or legal guardian(s) to request permission for their student-athlete to return to Lewistown with them after a game or event is over. If this is necessary then an Activity Bus Transportation Release Form must be filled out, signed, and authorized by the parent/guardian and responsible school official prior to leaving the event. *Parents must personally sign the Activities Bus Transportation Release Sign-Off Form at the time of the pickup and agree to accept responsibility for any loss or injury to their child.*

Upon approval, student-athletes will then only be released to their custodial parent(s) or legal guardian(s) when the activity is completed, or earlier, if the activity groups (or family itself) are departing. For example; if the team or group remains at the site of the out-of-town activity, after Fergus High's part in the function is finished, students will remain with the team. If the parents are leaving the site for home, or another location, permission to release the student can be obtained.

Activity Bus Passenger Guidelines

The following rules will help assist in assuring a safe, comfortable ride and will help protect the bus. The Coach or Activity Sponsor is responsible for monitoring students conduct and enforcing the Activity Bus Rules. If the driver insists that behavior must improve, the Coach or Activity Sponsor needs to see that action

is taken. The Coach or Activity Sponsor is also responsible for taking roll immediately after loading, each time.

1. Students are to remain in their seats and facing the front of the bus, with seatbelts fastened any time the bus is in motion.
2. Keep the aisle clear of obstruction. Do not hang over or on the arm rests or the back of the seat. Feet should be on the floor with shoes on.
3. Each seat is to have members of the same sex. Students are to be segregated by gender into different portions of the bus; i.e. boys in front, girls in back, preferably with advisors in the middle.
4. Refrain from being excessively noisy, keeping the noise level below that which disturbs the driver. Headphones must be used with electronic devices.
5. Remain QUIET in all City Limits and absolutely silent at all railroad crossings.
6. Carry-on items are to be kept to a minimum, (handbags and a blanket are allowed.)
7. All large bags must be stored in the baggage compartment. All water containers and hard objects, i.e. team supply boxes, should be stored on the floor or in the baggage compartment. If unsure, check with the driver.
8. All waste materials are to be properly disposed of in a receptacle supplied on the bus.
9. Cold sandwiches, fresh fruit, juice or canned pop, milk in cartons, candy bars, and chips can be consumed on the bus. Food items not allowed include: sunflower seeds and glass containers
10. There are to be no students on the bus while it is parked, without being accompanied by a Coach or an Advisor.

National research and studies have proven the safety and effectiveness of seat belts on school buses to prevent and minimize injury in the event of a crash. The National Highway Traffic Safety Administration has recommended that all school buses and motor coach buses be equipped with lap/shoulder belts after many investigations into bus accident fatalities. Lewistown public schools have implemented lap/shoulder belts on all new buses ordered and by fall of 2024, all buses will be equipped with them.

Montana Seat belt Use Act (61-13-103) requires by law that each occupant of a designated seating position must wear a properly adjusted and fastened seat belt. Please buckle your seatbelt and keep it fastened any time the bus is in motion.

It will be the driver's responsibility to instruct the students on how to properly buckle and adjust their seat belt as they load. The proper wearing of seatbelts will include the following:

1. Taking backpacks off before buckling seat belts and sitting seat to seat and back to back.
2. Buckling seat belt until they hear the audible click and adjust the belt so it is snug
3. Adjusting the shoulder belt height adjuster so the buckle is worn correctly on the shoulder. (yellow buses)
4. Always wearing the shoulder belt properly and not putting it behind them or under the arm.
5. Keeping seat belts buckled until the bus comes to a complete stop and they hear the air brake.

In case of an accident where the bus must be evacuated quickly, make every effort to observe the following directions:

1. Proceed in an orderly manner to the exit nearest your seat (the bus driver will point them out to you) that is unobstructed. Leave the bus through these openings.
2. Move to a point 100 feet or more from the bus and gather in a group to make it possible for a check to see if all passengers have been evacuated.
3. Passengers should follow the directions given by the driver or one of the sponsors.

Activity Bus Alternate Pick-up & Drop-off

The Board of Trustees, under the direction of our Insurance Carrier, requires each student involved in Fergus High activities to travel from, and back to, Lewistown with their respective activity group on school or activity buses. However, the school does understand that there may be times when families who live out of town may request their student participant be picked up and/or dropped-off at other alternate locations. The District's alternate pick-up and drop-off parking areas when traveling to or from Lewistown will be only at the following locations:

1. Hilger Meats parking area in Hilger, for trips going north.
2. Eddies Corner parking area at the Junction of Highways 87 & 191, for trips going west or south.
3. Little Montana parking area in Grass Range, for trips going east or south.

When making this request parents or guardians understand:

1. That they are responsible for transportation to and from the assigned pick-up and drop-off parking areas and that they assume all liability prior to the student being picked up and all liability after the student has been dropped off. Non family members must be listed below to ride with the student should they drive themselves. A copy of the current vehicle insurance card(s) will be included with this request.
2. That the activity bus will not wait at the assigned pick-up and drop-off points for any student or any student's parent. On a drop-off, if the parent is not there for the student or the student does not have his/her own transportation, the bus will take that student to the high school or junior high with the remaining students and the parent will have to pick them up there.
3. Pick-up and drop-off parking areas will be used by students only after the student's parents have signed and approved this waiver form through Fergus High School or Lewistown Junior High School two-days prior to the activity or event.
4. Students not riding approved or school sponsored transportation to and from activity or school related events will not be allowed to compete, or in any way represent the school or their team.

The Lewistown Public School staff reserves the right to deny requests for pick-up or drop-off for any reason, especially unforeseen circumstances such as weather. The bus driver and coach/activity sponsor will determine whether these alternate stops will be used on a given trip. In the event these alternate stops are not used, all students will leave from and be delivered to Fergus High School or Lewistown Junior High School.

Attendance & Activity Participation

Participants of school activities must be in school a minimum of one-half day preceding a contest or practice. Any exceptions to this policy must be cleared by the administration. Students with unexcused absences will

not be able to participate in practice or activities that day. Students will receive zeros for the work missed during those unverified or unexcused absences. That work cannot be made up.

Students are **expected to be in school the next day** when involved in an activity trip during the week. Generally speaking, activity buses do have seats that will allow students to sleep while returning home. However, there are times when buses return much later than normal. Therefore, exceptions to this rule will be based on the time their activity bus returns from their activity. Students riding activity buses, which return **AFTER 1:00 A.M.** in the morning, during mid-week activities, will be allowed into school late on the next school day, as per the exceptions shown below.
Exceptions:

1. If the activity bus returns **AFTER 12:00 A.M.** students may return to school **AFTER** zero period starts but must be in school before the start of the first period. If the activity bus returns at or before 12:00 a.m., that is 11:59 p.m. or sooner, the student must be in school all of the next day.
2. If the activity bus returns **AFTER 1:00 A.M.** students may return to school **AFTER** first period starts but must be in school before the start of the second period. If the activity bus returns at or before 1:00 a.m., that is 12:59 a.m. or sooner, the students must be in school all of the next day.
3. If the activity bus returns **AFTER 2:00 A.M.** students may return to school **AFTER** second period starts but must be in school before the start of the third period.
4. If the activity bus returns **AFTER 3:00 A.M.** the students may return to school **AFTER** third period starts but must be in school before the start of fourth period….. AND SO ON.

Awards & Honors – Activities

An awards or recognition night is co-sponsored with the Eagle Booster Club for each sporting season. Each recognition night shall be considered a team function and attendance by team members is a requirement, as are other team functions. Students not attending may forfeit all awards earned.

Behavior & Activity Participation

All student participants are expected to exhibit acceptable behavior at all times, in and out of season. Students with behavior concerns that arise from school situations must be resolved in an acceptable fashion prior to participating in activity practices, contests or events. This includes suspension and detention responsibilities.

Dress - Activity Participants

Student dress for games or travel will be under the control of each individual program director or coach. However, student dress will be neat and clean and within appropriate guidelines; i.e. slacks, dress shirt or sweater, appropriate shoes. School dress code expectations will be enforced.

Equipment & Supplies Expectations

Students entrusted with equipment and supplies belonging to School District #1 will receive fines for unreturned, lost, altered, and vandalized items. Fines may be minor but will more than likely cover complete replacement costs of the supplies or equipment involved. Participation in another activity may be limited if current or previous fines are not paid.

Extra-Curricular/Activities Eligibility (MHSA Guidelines)

To be eligible to participate in extracurricular activities at Fergus High School, students must follow the Montana High School Association eligibility rules which state:

1. Be regularly enrolled in school.
2. Be in regular attendance from the enrollment date.
3. Be receiving grades in at least 20 periods per week of prepared classwork.
4. Have received a passing grade in at least 20 periods of prepared work per week during the last preceding semester in which the student was in attendance. If a student is assigned an "incomplete" or "condition" in a subject, he or she has not received a passing grade in this subject. The record at the end of a semester is final and scholastic deficiencies, for eligibility purposes, cannot be "made up" in any way.
5. Be younger than 19 years of age on or before August 31st of a given year.
6. Not have been in attendance at any secondary school more than eight (8) semesters. An attendance of 20 days during a semester shall constitute one semester's attendance.
7. For first semester participation be enrolled no later than October 15th, for second semester participation be enrolled no later than the 11th day of that semester.
8. A physical examination is required for students to participate in athletic sports.
9. Home school student living within School District boundaries.

Participation Fees

The participation fee/activity ticket (student activity ticket will be issued) at Fergus High School is $125.00 for one or more MHSA activity. A $50.00 fee will be charged for participation in the following activities (with a student activity ticket to be issued): Cheerleading.

The fees will be assessed for participation at any level of the program and are non-refundable. All participants, excluding managers, must pay the required participation fee, or obtain a temporary fee-waiver from the office, prior to practice or competition.

For activities that require selection of teams that limit 33 participant numbers from that activity, fees will be held in the office until the school day after the team selection process is over. Individuals cut from these activities can pick up unused fees in the office. No other refunds will be allowed, including participation limited by: injuries, quitting, or disciplinary action on the part of the activity directors or the school.

Temporary fee-waivers may be obtained in the office. Students receiving free or reduced lunches may request financial assistance to pay the fees assuming they have applied for free or reduced lunches by using the financial guidelines as established by the OPI for free school lunches. The forms are available from the school office.

Physical Exams

A physical examination is required for each student in order to be considered eligible for participation in all athletic activities, physical conditioning or weight-lifting classes and cheerleading. Fergus High School and the Montana High School Association require all physical examinations be completed prior to an athlete's first

practice. This examination must be certified by a doctor for the current school year and be completed using the current MHSA Physical Examination Form.

Concussion Testing

Schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussions and head injury to student athletes, including the risk of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athlete participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed healthcare provider.

In partnership with the Central Montana Medical Center the Lewistown Public Schools requires all student-athletes to conduct a baseline ImPACT(Immediate Post-Concussion Assessment and Cognitive Testing) test completed prior to participation in practice or activity.

Practice

Participants are expected to participate in team practices and other related team functions, however individuals will not practice without their required physical examination or participation fee requirements met. The Montana High School Association does require athletic participants to practice a set number of times prior to competition. Football participants must actively participate on 12 different practice days with a practice day being a minimum of 1 regularly scheduled practice per day. Basketball, wrestling, volleyball, tennis, track and cross country participants must actively participate in their sport on 10 different practice days, while golf participants must actively participate on 5 different practice days. For purposes of competition, a practice cannot be counted unless the participant practices with the team after receiving their physical. Participants who have not paid the participation fee may be restricted from practice and/or competition. Coaches cannot require participants to practice during the off-season.

Sports Specialization

While it is expected that athletes spend quality time in developing skills needed for specific sports, the district's philosophy is to discourage student specialization in only one sport or activity. In fact, coaches and sponsors are expected to help promote student participation in multiple activities.

Sportsmanship Expectations

Fergus High School views extra-curricular activities as an educational experience almost as important as a student's academic endeavors. For that reason sportsmanship in our high school is considered very important. The Golden Eagle Spirit exemplifies our feelings in this area.

The Golden Eagle Spirit - “Sportsmanship is not a set of rules, but a spirit that should guide our behavior each day of our lives, according to the simple idea that we will treat others as we would like to be treated - our personal golden rule.”

In helping students understand The Golden Eagle Spirit, coaches will emphasize the following student participation behavior expectations:

- Accept and understand the seriousness of your responsibility and the privilege of representing the school and community.
- Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the game.
- Treat opponents the way you would like to be treated, as a guest or friend.
- Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.
- Respect the integrity and judgment of game officials. Never argue or make non-verbal gestures that indicate disagreement. This type of immature activity may incite undesirable behavior in the stands and by teammates.

Activities and Clubs Offered at Fergus High School

Students are encouraged to join clubs and activity productions that will enrich and enhance their educational experiences. Fergus High School currently offers a wide variety of co-curricular organizations and activities from which students may select. Procedures governing the creation and operation of existing and proposed activities or organizations include the following regulations:

1. Before it can be recognized as a school group or activity and be given use of school time and/or facilities, the organization must be approved, in accordance with established criteria by the school principal and the school board.
2. Membership must be open to all students except where the purpose of the club requires academic or behavior qualifications. (National Honor Society, for example)
3. The club or activity must have a faculty sponsor or advisor selected and approved according to agreed-upon procedures by the administration, and club activities will not be permitted until a faculty sponsor has been selected.

The various clubs and activities at Fergus High School are coordinated by the FHS Student Council. The Student Council is designed to encourage better understanding and more cooperation between the students, administration and teachers. Other objectives shall include; to control the management of all matters concerning the conduct of the students in their high school life; to promote a spirit of responsibility in the care of property of the school; to foster a high sense of personal honor and good sportsmanship in school community life; to promote active participation in school activities by the students; and to suggest at any time to the principal and the members of the faculty ways of improving the service of the school to the students and the community.

There are about 30 teams, clubs or special performing groups available for students. Choose your participation carefully and balance your time against academics, athletics and interests outside of school. GET INVOLVED!

Training Rules

All activity participants at Fergus High School are expected to make personal sacrifices for the good of the group. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication. Specific expectations and guidelines for ALL student activity participants can be found in the Chemical & Tobacco Policy as listed below

Activities Chemical & Tobacco Policy/Guidelines

PHILOSOPHY

All activity participants at School District No. 1 are expected to make personal sacrifices for the good of the individual and the group. It is intended that student-participants will not be in attendance at a function or be riding in a vehicle where tobacco, alcohol, or drugs are located or being used. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication.

Activities & Athletics Chemical Violations

Students who participate in activities will not be under the influence of, in possession of, give away, or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug.

1. Student activity participants, who admit, whose parent report, who have been found by the administration to have violated the chemical policy, or who have been found guilty of possession or being under the influence, are subject to the chemical policy consequences.
2. Student activity participants charged by the legal system with a chemical offense may be suspended from participation in their activity (following due process procedures in school policy) until the situation is resolved by the court. If suspended from activities, the student will fulfill all obligations as set forth by this policy. A student awaiting remediation of a charge will not serve more suspension from participation days than the step and offense called for in each situation.
3. Violations by student activity participants are cumulative in nature. Starting with the first and subsequent offenses, violations within a two year period will accumulate to determine the actual level of consequence.
    a. First Offense: Suspension from participation in all extra-curricular activities for a period of one semester OR suspension from participation in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action.

b. Second Offense: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action.
c. Further Offenses: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 8 weeks of competition or events from the date of the disciplinary action.

Other Information:

1. Participants who have violated the chemical policy will not receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical policy.

2. The appropriate activity sponsor(s), athletic director and school administration will consider each incident individually according to the policy.

3. Student activity suspensions that run past the end of a season or semester will carry forward to the next season of participation or semester; even if that means going into the next school year.

4. Participants under suspension for chemical use must follow all extra-curricular rules and are subject to consequences at the next step if a violation occurs.

5. Student participants who violate the chemical policy at school or at school activities are subject to the district-wide chemical rules as they relate to all students.

Activities & Athletics Tobacco/Vaping Violations

Students who are participants in athletics will not use tobacco or be in possession of tobacco products (including vape products). Those in violation will be subject to the following consequences:

1. First Offense: Suspension from participation in extracurricular activities, in town or away, for a period of 2 weeks of competition or event's, from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

2. Further Offenses: Suspension from participation in extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

NOTE: Athletes who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

Activities & Athletics Chemical Policy Endnotes

1. Students suspected of chemical use, or who are believed to be under the influence, are expected to fully cooperate with reasonable requests by an administrator. Such requests may include submission to commonly used tests designed to determine chemical use. Students who choose to not cooperate

with a request of this type will be treated the same as any other student in a comparable situation who has been found under the influence or found to have violated the expectations of this policy.

2. In school as defined by School Laws of Montana, Section 20-5-201 (d). "... in school or on the premises, on his way to and from school, or during his intermission or recess." A student is considered to be in school whenever he/she is attending or participating in a school activity. During their school career refers to an individual student's career in a given level of schooling. For example, a student's career at the middle school level would be typically two years long; a high school student's is traditionally four years long.

3. Suspension will be for the maximum of the days recommended throughout the Policy and may include in or out of school suspension. After four (4) days of in-school suspension at the school for tobacco or alcohol/drug use, all additional suspensions will be served out of school.

4. Students suspended from participation in extracurricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extracurricular activity (in town or away) for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. For the purposes of this policy, the extra-curricular activities included shall be those activities that include some form of performance, contest, competition or representation of School District No. 1. It is useful to note that this definition includes but is not limited to all MHSA sanctioned activities. Some specific activity events are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. Students will not be excluded from the graduation day ceremony as a result of an activity suspension. Example #1 - A student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Example #2 - If a student in FFA is suspended after violation of the activity side of the Chemical and Tobacco Policy, can attend the Blue-Gold Breakfast which is a function of the Student Council, and what about the Junior/Senior Prom? The answer for the first question is no, while the answer for the second question is yes. While the Student Council does not apply as an extracurricular activity for the purposes of this policy, its event is considered an event which requires school representation. Dances or meetings are not considered activity performances, events of competition or representation, therefore suspensions from them, due to this policy, would not be appropriate.

5. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.

6. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks.

Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension. In cases of canceled events during the spring sports season, students who have met the minimum requirements to participate during a regularly scheduled spring competition (but would not have competed due to an activity suspension) may appeal one week of competition lost due to the cancellation of the event.

7. <u>Note:</u> *At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance of ice.*

8. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a **two year** window of violations. Included in possible offenses is an In School or At School Activities offense generated within the mandatory **two year** aspect of these policies. **For example**, *a participant who violates the Activities Chemical Policy during the football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation.*

<u>Fees</u>

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, overdue library books, or lost or damaged Chrombooks.
- Fees for equipment and supplies belonging to Fergus High School that are not returned, lost, altered, and vandalized items.

Students who have fees that are not paid, will be sent a bill for any unpaid fees. If the fees are not paid the bill will be turned over to collections.

<u>Food Services</u>

The District participates in the National School Lunch and Breakfast Program and offers students nutritionally-balanced and appealing meals daily. Free and reduced-price meals are available based on financial need. The District will make every effort to prevent the overt identification of students

participating in the free and reduced-price meals by utilizing electronic identification and payment systems. See the school office to pick up an application.

- **BREAKFAST** is served from 7:35 a.m. until 8:05 a.m. each school day.
  - Reduced Breakfast price - $.30
  - Breakfast price - $2.25
- **LUNCH** is served after 4th period from 12:04 pm to 12:44 pm
  - Reduced lunch price - $.40
  - Lunch price - $3.60

Please refer to Policies 2510 and 8205 for additional information regarding the District's wellness program and its meal charging policy.

Fund-Raising Activities (Board Policy #3530)

The Board acknowledges that the solicitations of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent or designee, providing that the instructional program is not adversely affected.

Firearms and Other Weapons (Board Policy #3311)

Firearms

It is the policy of the Lewistown Public Schools to comply with the federal Gun Free Schools Act of 1994 and state law 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district.

In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. The Policy does not govern conduct in a student's home, a locked vehicle, a parking lot or a commercial business when the student is participating in an online, remote, or distance-learning setting. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

For the purposes of the firearms section of this policy, the term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

However, the Board of Trustees through this policy authorizes the Superintendent, or principal of a school without a Superintendent, to use his/her discretion on a case-by-case basis and modify the requirement of

expulsion of a student if he/she deems such modification to be warranted under the circumstances.

A decision to change the placement of a student with a disability who has been expelled pursuant to this section must be made in accordance with the Individuals with Disabilities Education Act.

Before holding a hearing to determine if a student has violated this Policy, the Board shall, in a clear and timely manner, notify the student, if the student is an adult or notify the parent or guardian of a student if the student is a minor that the student may waive the student's privacy interest by requesting the hearing be held in public and invite other individuals to attend the hearing.

Before expelling a student under this Policy, the Board shall hold a due process hearing that includes presentation of a summary of the information leading to the allegations and an opportunity for the student to respond to the allegations. The student may not be expelled unless the trustees find that the student knowingly, as defined in Section 1-1-204, MCA, brought a firearm to school or possessed a firearm at school. When a student subject to a hearing is found to have not violated this Policy, the student's school record must be expunged of the incident.

The provisions of this Policy do not require the Board to expel a student who has brought a firearm to school or possesses a firearm at school if the firearm secured in a locked container approved by the school district or in a locked motor vehicle the entire time the firearm is at school, except while the firearm is in use for a school-sanctioned instructional activity.

Possession of Weapons other than Firearms

The District does not allow weapons on school property. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District's discipline policy. For purposes of this section, "weapon" means any object, device,
or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles; numchucks (also known as nunchucks); throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

Definitions, Exceptions and Referral to Law Enforcement

The District will refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon **in a school building**, as specified in Section 45-8-361, MCA, and the District may take

disciplinary action as well in the case of a student. In addition the District will refer for possible prosecution a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. (45-8-361 (1) (2))

For the purposes of this section only, "school property" means within all buildings, in vehicles used for school purposes or on owned or leased land or grounds by a local school district that are used for instruction or for student activities. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361 MCA.

The term is construed as though followed by the words "or par or pars of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building. (45-8-361 (3b))

This policy does not apply to law enforcement officers acting in his or her official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building. (45-8-361 (3a))

The trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Hearing Screening

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include emittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing rescreen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing rescreen. In addition to the pure tone and emittance screening, they may also conduct otoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

Homeless Students (Board Policy #3125)

Every child of a homeless individual and every homeless child are entitled to equal access to the same free, appropriate public education as provided to children with permanent housing. The District must assign and admit a child who is homeless to a District school regardless of residence and irrespective of whether the

homeless child is able to produce records normally required for enrollment. The District may not require an out-of-District attendance agreement and tuition for a homeless child.

Should a child become homeless over the course of the school year, the child must be able to remain at the school of origin, or be eligible to attend another school in the district.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths. In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records, and other documentation.

Homeless students will have access to services comparable those offered to other students, including but not limited to:

1. Transportation services;
2. Educational services for which a student meets eligibility criteria (e.g., Title I);
3. Educational programs for children with disabilities and limited English proficiency;
4. Programs in vocational and technical education;
5. Programs for gifted and talented students; and
6. School nutrition program.

The Superintendent will give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent will appoint a liaison for homeless children. A “homeless individual” is defined as provided in the McKinney Homeless Assistance Act.

Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison. To further ensure that the District is removing barriers to the educational access and success of children and youths who are homeless, and to ensure that Title 1 funding is expended in an appropriate manner, the District has adopted the dispute resolution form at 3125F.

Immunization(Board Policy #3414)

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Haemophilus influenzae type "b" immunization is required for students under age five (5).—Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services. Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student’s permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the

permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers.

Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s) provided by Section 20-5-405, MCA. Exemptions for religious reasons must be filed in a manner provided by Section 2-5-405, MCA. The statement for an exemption shall be maintained as part of the student's immunization record in accordance with FERPA as specified in Policy 3600P.

All students who are enrolled under an exemption and have a disease listed in this Policy, have been exposed to a disease listed in his Policy, or may be exposed to a disease listed in this Policy while attending school may be excluded from school by the local health officer or the DPHHS until the excluding authority is satisfied that the students no longer risks contracting or transmitting that disease.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of varicella, polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, and tetanus vaccine, except that Haemophilus influenza type "b" vaccine is required for children under 5 years of age, unless a conditional waiver for attendance has been completed. The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

This policy does not apply to or govern vaccinations against COVID-19. The Board does not require immunization against COVID-19 in order to enroll in the District in accordance with

Montana law. District officials shall not inquire about the COVID-19 vaccination status of students, employees, or visitors. District officials shall not make decisions regarding access to District services for students, employees, or visitors based upon an individual's COVID-19 vaccination status. Students enrolled in dual credit courses in accordance with District policies may be subject to distinct immunization requirements of the applicable post-secondary institution.

Law Enforcement

Questioning of Students

Law enforcement or social service workers must contact students through the administrative office. Students will not usually be questioned or interviewed by law enforcement or other lawful authorities while at school. When law enforcement officers or other lawful authorities, however, wish to question or interview a student at school or the principal requests that the student be interviewed at school:

- The principal shall verify and record the identity of the officer or other authority.
- If the interview is not at the request of the principal, the principal shall ascertain the authority of law enforcement to question or interview the student at the school. If the interview is by court order or other exigencies exist (concern about loss/damage of evidence, flight from jurisdiction, or health, safety, or welfare of the student or other students or staff), the principal has the discretion to allow the

interview to take place. Otherwise, if law enforcement can reasonably interview the student at a time when the student is not in school, the principal may, absent a court order or warrant, deny the request for an immediate interview of a student.

- The school administration or school resource officer will make reasonable efforts to notify parents unless the officer produces a court order prohibiting the notification of the parents.
- In the event that a parent cannot be present or cannot be reached, the principal will observe the interview.
- Law enforcement must comply with all legal requirements regarding notification of parents and consent prior to interviewing students.
- Social service workers may be permitted to interview students at a school consistent with Montana law. The principal or counselor will observe the meeting if the social service worker declines to notify the parents.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody by a law enforcement officer or probation officer to comply with a lawful court order, a warrant for arrest, or a law enforcement determination that probable cause exists for the arrest. To the extent practicable, the arrest should be conducted out of the view of other students in the administration offices. A social service worker may take custody of a student with a lawful court order or under the powers of MCA § 41-3-301.

The principal will immediately notify the Superintendent and will make reasonable attempts to notify a parent unless the officer or official produces a court order prohibiting the notification of the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Service of Process

At times, law enforcement may seek to serve a student with a subpoena or other legal documents (i.e., complaint, summons). Absent a court order, the principal has the discretion to determine whether service at school is disruptive to the educational environment. If service is directed by a court or is not disruptive to the educational environment, the principal will make reasonable attempts to contact the parents regarding the service. Where the principal has determined that service would be disruptive to the educational environment, the principal will make a reasonable attempt to coordinate with law enforcement to serve the student when school is not in session. Service on a student will be accomplished out of the view of other students in the administration offices.

Lockers

Hall lockers are provided to each student. Built in combination locks will be activated to secure all personal items. Lockers are to be kept clean, neat, and in good repair. Students will be held financially responsible for damage to lockers. Students should be aware that their assigned locker and any

personal items they choose to store therein will be jointly accessible to themselves and school officials and may be subject to inspection by school officials at any time, without notice and without student consent.

Medicine At School

A student who must take prescription medicine during the school day that is necessary for his or her health and well-being must have a written authorization signed by the parents and the licensed health care provider allowing the dispensation of the medication. The student must bring the medicine in its original, properly labeled container, to the school office or school nurse. The school nurse or school employee to whom the task is delegated pursuant to Montana law will either give the medicine at the proper times or give the student permission to take the medication as directed.

A student who has authorization to possess and self-administer medication must have completed and filed, with the office, a written order for self-administration of a medication from a licensed healthcare provider or dentist as well as written authorization from the parents for the self-administration. The principal may authorize, in consultation with medical personnel, a student with asthma, severe allergies, or anaphylaxis to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler. The written order and written authorization must be provided annually.
For additional information, please see Policy #3416.

Multi-Tiered System of Supports (MTSS)

MTSS is a framework for school improvement that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and continually checking fidelity of interventions. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

MTSS is a systemic approach:

- Tier l: All students will be part of strong initial instruction.
- Tier ll: Even with strong initial instruction, some students will need targeted support to be successful.
- Tier lll: Even with strong initial instruction, and targeted support, a few students will need intensive support to be successful.

Source: https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support

Parent Involvement, Responsibilities, and Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity in accordance with state and federal law (including without limitation to statutes and the common law) and District policy.

The District believes that the best educational result for each student occurs when all three partners are doing their best: the District staff, the student's parents, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice**.** A parent with questions is encouraged to contact the Fergus High School office.
- Become familiar with all of the child's school activities and with the academic programs and course of study, including special programs, offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, early graduation, methods to opt-out of programs and instruction consistent with parent/family rights, and other options available to the child.
- Monitor the child's academic progress and contact teachers as needed, including to discuss homework, attendance, and discipline. Parents have the right to review their child's education records upon request.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (406-535-2321) for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- Access District policies, handbooks, Board and committee meeting agendas, and District grievance procedures to participate in the governance of the District through the Board of Trustees. Contact information for administrators and trustees is available on the District's website https://www.lewistown.k12.mt.us/
- Contact a counselor or principal to discuss rights related to student name and pronoun use consistent with the Family Education Rights and Privacy Act and Policy 3600.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles. Parent organizations include: Fergus Booster Club

Pledge of Allegiance

The pledge of allegiance will be recited each day at the beginning of the student announcements. (Montana Code Annotated 20-7-133)

Report Cards, Progress Reports, and Conferences

Progress reports of absences and student grades or performance in each class or subject are issued to parents quarterly and are available on Infinite Campus. Report cards are sent to parents at the end of each semester.

The District may require that report cards and unsatisfactory progress reports be signed by the parent and returned to the school within 5 school days.

Parent teacher conferences will be formally held twice a year, one at the end of the first quarter and one at the end of the third quarter. During these meetings Fergus High School staff may schedule a conference, which would include all of the student's teachers and parents. There will also be open times where parents can conference with individual teachers at the parents discretion.
Parents may request a conference with a teacher(s) at any time during the school year to review academic progress, behavior concerns, or questions regarding course work.

School Dances

School organizations may hold dances with the consent of the advisors, the student council and the principal.

1. All persons attending the Fergus High School sponsored dances must be properly identified as currently enrolled Fergus High School students before being admitted.
2. Guest passes will be considered for **homecoming and prom only**.
3. Students will not be admitted after one-half hour from the beginning of the dance.
4. Students leaving the building during a dance will not be readmitted.
5. Dances will not be held past midnight without special permission from the principal.

Student Parking

Students are provided a designated student parking area on the north side of the building, next to the football stadium. Students who qualify for "Gold Card" parking will be allowed to park on the west side of the building, in the designated parking area. Students who choose to park in the staff/visitor parking lot will be asked to move their vehicle and/or receive a $10 parking ticket. Parking on campus is a privilege, students who abuse or misuse the privilege may have their campus parking privilege revoked.

Searches and Seizures(Board Policy #321)

The goal of search and seizure with respect to students is meeting the educational needs of children and ensuring their security. The objective of any search and/or seizure is not the eradication of crime in the community. Searches may be carried out to recover stolen property, to detect illegal substances or weapons, or to uncover any matter reasonably believed to be a threat to the maintenance of an orderly educational environment. The Board authorizes school authorities to conduct reasonable searches of school property and equipment, as well as of students and their personal effects, to maintain order and security in the schools.

The search of a student, by authorized school authorities, is reasonable if it is both: (1) justified at its inception, and (2) reasonably related in scope to the circumstances which justified the interference in the first place.

School authorities are authorized to utilize any reasonable means of conducting searches, including but not

limited to the following:

1. A “pat down” of the exterior of the student’s clothing;
2. A search of the student’s clothing, including pockets;
3. A search of any container or object used by, belonging to, or otherwise in the possession or control of a student; and/or
4. Devices or tools identified in school district policy or the student handbook or deemed necessary by the Superintendent or designee.

The “pat down” or “search’ of a student, if conducted, will be conducted by a school official or employee of the same sex as the student being searched.

School Property and Equipment and Personal Effects of Students

School authorities may inspect and search school property and equipment owned or controlled by the District (such as lockers, desks, and parking lots).

The Superintendent may request the assistance of law enforcement officials, including their use of specially trained dogs, to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or material.

Students

School officials may search any individual student, his/her property, or District property under his/her control, when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the District or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, student vehicles parked on District property, cellular phones, or other electronic communication devices.

Students may not use, transport, carry, or possess illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of illegal drugs, drug paraphernalia, or weapons. In the event the school has reason to believe that drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the student’s vehicle will be searched, and the student expressly consents to such a search.

Also, by parking in the school parking lots, the student consents to having his/her vehicle searched if the school authorities have any other reasonable suspicion to believe that a violation of school rules or policy has occurred.

Seizure of Property

When a search produces evidence that a student has violated or is violating either a law or District policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be

taken. As appropriate, such evidence may be transferred to law enforcement authorities.

Student and Family Privacy Rights (Board Policy #2132)

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity as consistently recognized in state and federal courts and as required by state and federal law and District policy.

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. A parent or guardian shall have the right to opt the child out of any survey or data collection by a school district that would capture data for inclusion in the statewide data system so long as the survey does not request or require disclosure of personal information. Surveys requesting or requiring disclosure of personal information shall require parental consent as described in this policy. A parent may not opt out of data collection that is necessary and essential for establishing a student's education record.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

No student in the District shall be required, as part of any applicable program, to submit to any survey, analysis, or evaluation that requests or requires the disclosure of the above-noted personal information in this section without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent. This provision specifically documents the arrangements taken to protect student privacy in accordance with 20 USC § 1232h(c)(1)(a)(b).

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) telephone number, or (4) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

This policy shall be posted on the District's website and provided in a manner specified in accordance with law and policy. The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turn 18 years of age or is an emancipated minor.

Sexual Harassment/Intimidation of Students (Board Policy #3225)

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The Board designates the following individual to serve as the District's Title IX Coordinator:

Title: Matthew Lewis, Fergus High School Principal
Office address: 1001 Casino Creek Drive, Lewistown, MT 59457
Email: mlewis@lewistown.k12.mt.us
Phone number: 406-535-2321

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or

3. “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8) or “stalking” as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator’s contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including

by avoiding prejudgment of the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached.

Students in Foster Care

Students in foster care are entitled to educational stability under Title I for the duration of their time in foster care. "Foster care" means "24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility." This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive home.

The District will take efforts to ensure that a child in foster care:

- Remains in his or her school of origin (school last enrolled in at the time of placement in foster care) unless it is not in the child's best interest; or
- If the school of origin is not in the child's best interest, the child must be immediately enrolled in a new school regardless of being able to produce records otherwise required.

The District will collaborate with the child welfare agency involved in a particular student's case to make the "best interest" determination as quickly as possible. The District will also collaborate with the child welfare agency regarding the provision of transportation to the selected school for the student.

Student Records(Board Policy #3600)

School student records are confidential, and information from them shall not be released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be

kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents shall have the right to object to the release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students, unless the parent(s) notifies the school not to release this information.

The Superintendent shall implement this policy and state and federal law with administrative procedures. The Superintendent or a designee shall inform staff members of this policy, and shall inform students and their parents of it, as well as their rights regarding student school records.

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location. Other student records must be maintained and destroyed as provided in 20-1-212, MCA.

Student Records (Board Policy #3600P)

Maintenance of School Student Records

The District maintains two (2) sets of school records for each student – a permanent record and a cumulative record.

The permanent record will include:

- Basic identifying information including name
- Academic work completed (transcripts)
- Level of achievement (grades, standardized achievement tests)
- Immunization records (per § 20-5-406, MCA)
- Attendance record
- Statewide student identifier assigned by the Office of Public Instruction
- Record of any disciplinary action taken against the student, which is educationally related

Each student's permanent file, as defined by the board of public education, must be permanently kept in a secure location.

The cumulative record may include:

- Intelligence and aptitude scores
- Health and psychological reports
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Verified reports or information from non-educational persons
- Verified information of clear relevance to the student's education
- Information pertaining to release of this record
- Disciplinary information
- Camera footage only for those students directly involved in the incident

Information in the permanent record will indicate authorship and date and will be maintained in perpetuity for every student who has been enrolled in the District. Cumulative records will be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities, who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents.

The building principal will be responsible for maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with District procedure established by the Superintendent.

Access to Student Records

The District will grant access to student records as follows:

1. The District or any District employee will not release, is close, or grant access to information found in any student record except under the conditions set forth in this document.
2. The parents of a student under eighteen (18) years of age will be entitled to inspect and copy information in the child's school records. Such requests will be made in writing and directed to the records custodian. Access to the records will be granted within fifteen (15) days of the District's receipt of such request. Parents are not entitled to records of other students. If a record contains information about two students, information related to the student of the non-requesting parent will be redacted from the record.

In situations involving a record containing video footage, a parent of a student whose record contains the footage is allowed to view the footage contained in the record but is not permitted to receive a copy unless the parents of the other involved students provide consent. The footage is not a record of students in the background of the image or not otherwise involved in the underlying matter.

Where the parents are divorced or separated, both will be permitted to inspect and copy the student's school records, unless a court order indicates otherwise. The District will send copies of the following to both parents at either one's request, unless a court order indicates otherwise:

a. Academic progress reports or records;
b. Health reports;
c. Notices of parent-teacher conferences;
d. School calendars distributed to parents/guardians; and
e. Notices about open houses and other major school events, including student-parent interaction.

A student that attains the age of legal majority is an "eligible student" under FERPA. An eligible student has the right to access and inspect their student records. An eligible student may not prevent their parents from accessing and inspecting their student records if they are a dependent of their parents in accordance with Internal Revenue Service regulations.

Access will not be granted to the parent or the student to confidential letters and recommendations concerning admission to a post-secondary educational institution, applications for employment, or receipt of an honor or award, if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to or release information from student records without prior written consent to school officials with a legitimate educational interest in the information. A school official is a person employed by the District in an administrative, supervisory, academic, or support staff position (including, but not limited to administrators, teachers, counselors, paraprofessionals, coaches, and bus drivers), and the board of trustees. A school official may also include a volunteer or contractor not employed by the District but who performs an educational service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifying information from education records, or such other third parties under contract with the District to provide professional services related to the District's educational mission, including, but not limited to, attorneys and auditors. A school official has a legitimate educational interest in student education information when the official needs the information in order to fulfill his or her professional responsibilities for the District. Access by school officials to student education information will be restricted to that portion of a student's records necessary for the school official to perform or accomplish their official or professional duties.

4. The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.

5. The District may grant release of a child's education records to child welfare agencies without the prior written consent of the parents.

6. The District will grant access to or release information from a student's records pursuant to a court order.

7. The District will grant access to or release information from any student record, as specifically required by federal or state statute.

8. The District will grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student, with particularity as to whom the records may be released, the information or record to be released, and reason for the release. One (1) copy of the consent form will be kept in the records, and one (1) copy will be mailed to the parent or eligible student by the Superintendent. Whenever the District requests consent to

release certain records, the records custodian will inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.

9. The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official. School officials may also include those listed in #3 above.

10. Prior to release of any records or information under items 5, 6, 7, 8, and 9, above, the District will provide prompt written notice to the parents or eligible student of this intended action. This notification will include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.

11. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian will make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District will notify the parents or eligible student, as soon as possible, of the information released, date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.

12. The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities, pertaining to violations of the Montana Youth Court Act or criminal laws by the student.

13. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).

14. The District charges a nominal fee for copying information in the student's records. No parent or student will be precluded from copying information because of financial hardship.

15. A record of all releases of information from student records (including all instances of access granted, whether or not records were copied) will be kept and maintained as part of such records. This record will be maintained for the life of the student record and will be accessible only to the parent or eligible student, records custodian, or other person. The record of release will include:

a. Information released or made accessible.
b. Name and signature of the records custodian.
c. Name and position of the person obtaining the release or access.
d. Date of release or grant of access.
e. Copy of any consent to such release.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information will be limited to:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph (including electronic version)
- Video and audio recording (including electronic version)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Enrollment status (e.g., undergraduate or graduate; full-time or part-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees
- Honors and awards received
- Most recent educational agency or institution attended

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information. The School District will specifically include information about the missing children electronic directory photograph repository permitting parents or guardians to choose to have the student's photograph included in the repository for that school year; information about the use of the directory photographs if a student is identified as a missing child; and information about how to request the student's directory photograph be removed from the repository.

Military Recruiters/Institutions of Higher Education/Government Agencies

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

The Montana Superintendent of Public Instruction may release student information to the Montana Commissioner of Higher Education and Montana Department of Labor and Industry for research purposes after entering into agreement with the Commissioner and Department. If the Superintendent of Public Instruction offers a statewide assessment that serves as a college entrance exam, the student's personally identifiable information may be released to colleges, state-contracted testing agencies, and scholarship organizations with student consent.

The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The District shall give a parent or eligible student, on request, an opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student.

The hearing required by 34 C.F.R. 99.21 must meet, at a minimum, the following requirements:

- The District shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
- The District shall give the parent or eligible student notice of the date, time, and place, reasonably in advance of the hearing.
- The hearing may be conducted by any individual including an official of the District who does not have direct interest in the outcome of the hearing.
- The District shall make its decision in writing within a reasonable amount of time after the hearing.
- The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

The parent or eligible student has:

- The right to present evidence and to call witnesses;
- The right to cross-examine witnesses;
- The right to counsel;
- The right to a written statement of any decision and the reasons therefor;

The parents may insert a written statement of reasonable length describing their position on disputed information. The school will maintain the statement with the contested part of the record for as long as the record is maintained and will disclose the statement whenever it discloses the portion of the record to which the statement relates.

Privacy Matters – Photographs and Social Media

Because of the advent of cell phones and social media, it has become almost impossible to fully protect the privacy rights of any individual from having his or her picture taken and shared with others. Parents have the right to annually opt out of the District sharing their child's photograph in publications or through District media events. The District will honor any parent opt-outs and not share this information. However, the District cannot prevent others who are present from sharing photos and videos from school events open to parents and/or the public, including music performances, sporting events, open assemblies, or field trips.

Transportation: School Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent or designated adult. — before the scheduled trip — a written request that the student be permitted to ride with the parent or adult designated by the parent must be submitted.

Buses and Other School Vehicles

The District makes school bus transportation available to all students living three (3) or more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. All students who ride out of town bus routes must be registered with our transportation department in order to ride the bus. Further information may be obtained by calling the bus barn at 406-535-3287.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be addressed and bus-riding privileges may be suspended.

Video Surveillance (Board Policy #3225)

The Board authorizes the use of video cameras on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property and to safeguard District buildings, grounds, buses, and equipment. The Superintendent will approve appropriate locations for video cameras.

The Superintendent will notify staff and students, through staff and student handbooks or by other means, which video surveillance may occur on District property. A notice will also be posted at the main entrance of all District buildings, and on all buses, indicating the use of video surveillance.

The District may choose to make video recordings a part of a student's educational record or of a staff member's personnel record. The District will comply with all applicable state and federal laws related to record maintenance and retention. The following employees will have access to the system for monitoring, maintenance, and necessary retention: Superintendent, Technology Director and any other staff as designated by the Superintendent. Responsibilities governing access to the system will be outlined in the employee's respective job description.

All surveillance capabilities shall be implemented in accordance with the Montana Pupil Online Personal Information Privacy Act as required by Policy 3650.

It is the decision of the District that video recordings may include audio. The Superintendent will notify staff and students through staff and student handbooks or by other means that video

surveillance, with audio, may occur on District property. A notice will also be posted at the main entrance of all District buildings, and on all buses, in which video/audio surveillance may occur.

Visitors (Board Policy #4301)

The District encourages visits by Board members, parents, and citizens to all District buildings. All visitors shall report to the principal's office upon entering any District building and comply with any other applicable school safety and security policy, procedure, or protocol. School visitors shall not interfere with school operations or delivery of educational services to students. Conferences should be held outside school hours or during the teacher's conference/prep time.

Receipt of Handbook and Acknowledgement of Rights

I have received a copy of the Fergus High School Student Handbook for the 2025-2026 school year. I understand that the handbook contains information that my child and I may need during the school year. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

_____

Name of Student

_____

Signature of Student

_____

Signature of Parent

_____

Date

I further acknowledge that I have been provided the opportunity to opt out (or limited opt-out) of the release of directory information about my child. Directory information is defined in Lewistown School Board Policy #3600 and can be found on pages 70-75 of this handbook.

_____ No, Do not release my student's directory information.

_____ Yes, the school can release my student's directory information.

High School Student Authorization to Park on District Property

Parents and Students:

Please read together and after signing, return this document to the school.

By exercising the privilege of parking on District property, including school parking lots, I acknowledge that I do not have any expectation of privacy in the odors emanating from my vehicle which may alert a human or a canine to the presence of alcohol, illegal drugs, drug paraphernalia or weapons. I acknowledge that I have received notice from the District that it may use trained dogs to sweep for the presence of alcohol, illegal drugs, drug paraphernalia or weapons.

By exercising the privilege of parking on District property, including school parking lots, I consent to the District's unannounced deployment of trained dogs around my vehicle while parked on District property, including school parking lots.

This is also an acknowledgement that the student will park in the **designated student parking lot**, by the football stadium as described in the student handbook on pg. 63.

Student Name (print) _____

Student Signature _____

Grade ____Date Signed _____

For students under the age of 18:
I have read this Agreement and have discussed it with my child:

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____

Car Description

Make_____ Model_____

License plate number_____

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#17

MEETING DATE: July 14, 2025

ITEM TITLE: 2025-2026 JUNIOR HIGH SCHOOL STUDENT HANDBOOK

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve changes to the Junior High School Student Handbook.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

❖ Receipt of LJHS Handbook

"I have received a copy of the Lewistown Junior High School Handbook for the 2025-2026 school year. I understand that the handbook contains information that my child and I may need during the school year. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in this handbook."

Print Name of Student: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____

❖ Release of "Directory Information"

"Regarding student records, federal law requires that 'directory information' on my child may be released by the School District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes the student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in school, programs/rosters, the most recent previous school attended."

For further details on our Directory information policies, please look at Family Education Rights & Privacy Act (FERPA) in the handbook starting on page 33.

I also acknowledge the consent for the Hearing Screening referenced on page 21.

PLEASE SIGN & RETURN THIS FORM TO THE SCHOOL OFFICE AS SOON AS POSSIBLE.

LEWISTOWN JUNIOR HIGH SCHOOL

2025-26

STUDENT HANDBOOK

Welcome to LJHS!

The contents of the Student Handbook are to be your guide in understanding the expectations and procedures we follow to ensure a consistent learning environment.

We encourage you visit the School District website and the LJHS homepage to access the following information online:

- Student handbook
- Infinite Campus Portal
  - Student grades
  - Lunch account information
- Calendar events
- Staff web pages
- Lunch menus
- Course information

A direct link to our homepage on the web can be found here: https://ljhs.lewistown.k12.mt.us/. Please include us as one of your "*favorites*."

ENTRANCE TO THE LJHS BUILDING

The Junior High front doors will be open each school day from 7:30 a.m. to 4:30 p.m.

Breakfast will be available from 7:40 to 8:05 a.m.

By 8:05 a.m. of each school day students should be getting ready to attend class.

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Meeting Dates & Activity Fees:

School District Board of Trustees Meetings - Second Monday of each month.
Leadership Team meetings - First and third Tuesday of each month @ 1:00 p.m.

* Please remember there is a charge to get into all LJHS ball games:
$3 for students $4 for adults

Activity tickets get you into games:
Student (PACT fee): $40 Adult: $55 Family: $125

INTRODUCTION

Welcome Junior High students!

On behalf of the faculty and staff of the Junior High, I would like to welcome you to the 2025-26 school year! Our goal is to provide a nurturing and educational environment that will enable you to develop academically, emotionally, and physically into a responsible student and citizen. Making good decisions will make your time spent at the Junior High successful and memorable.

The primary purpose of this handbook is to acquaint you, your parents and our staff with the specific guidelines and expectations for students attending LJHS. Ultimately, we want to teach students how to be self-sufficient and able to define what is acceptable and reasonable in a democratic society. Accordingly, we will remain committed as a staff to setting that example. Please take time to read this handbook to better understand our policies and procedures.

We are looking forward to a great year and are glad you are with us to be part of the LJHS experience!

Jeff Friesen, Principal
Lewistown Junior High School

ATTITUDE

by

Charles Swindoll

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think, say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice every day regarding the attitude we embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play the one string we have, and that is our attitude... *I am convinced that life is 10% what happens to me and 90% how I react to it.*

And so it is with you... we are in charge of our attitudes."

Lewistown Junior High School

2025-2026 Directory

Board of Trustees

Kris Birdwell - Chairman
Whitney Brady – Vice Chair
Erik Vanderbeek
Lisa Koch
Jeff Southworth
~~Kevin Hodge~~ Carson Sweeney
Mariah Shammel

Administration

Brad Moore, Superintendent
Jeff Friesen, Principal
Katie Forsythe, Administrative Assistant

Faculty

Jake Rhoades	Social Studies	Brett Thackeray	Spanish
Chase Auger	Band Director	Brett Shelagowski	Science
Matt Donaldson	Mathematics	TBD	Mathematics
Jenifer Blazievich	Resource	Brooke Zeiler	Social Studies
Dylan Buehler	Science	Julie Reesor	English
Bridget Sparks	Health Enhancement	Nicole Wichman	English/PE
Jocelyn Krogstad	Family & Consumer Sci.	Katie Wirtzberger	Art
Svea Wigert	Counselor	Rachael Grensten	Choir Director
~~Lora Poser-Brown~~	~~Library Media Spec./Title~~	Karin Webb	Resource
Joel King	Life Skills/Ag Education		

Support Staff & Paraprofessionals

Lisa Robinson	School Nurse	Alyssa Aamold	Life Skills Para
Cody Chacon	Life Skills Para	~~Duggins~~ Tara Metcalf	Life Skills Para
Misti Birdwell	Library & Title Para	Bob Agostinelli	Resource Para
Steve Kelly	~~Head~~ Custodian	Zach Hould	Resource Para
James Wright	Custodian	Donna Strouf	Food Service
Beth Davis	Food Service	Christine Angel	Food Service

Activities Advisors & Coaches

Derek Lear ~~Brooke Zeiler~~ – Athletic Director

ATTENDANCE

LJHS ATTENDANCE POLICY

School District No. 1 is requesting the cooperation of parents and students in developing consistent school attendance for all pupils. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits from schooling.

The goal of our policy is to emphasize the importance of attendance. Students who are excessively absent are missing valuable instruction and are developing habits that will make it difficult to be successful in school. Absences are considered excessive when a student's absence total extends beyond ten (10) per semester. Refer to the section on Types of Absences for which absences count toward the 10 day accumulation.

The following procedures will be taken in accordance with the policy:

1. Accumulation of seven (7) absences in a class per semester- The parents/guardians and student will be notified regarding the accumulation of absences and reminded of our 10 day policy.
2. Accumulation of ten (10) absences in a class per semester- The parent/guardian, student, counselor, and principal will meet to discuss attendance and an Attendance Contract.

ABSENTEEISM

Parents are encouraged to contact the school as soon as possible when they know their child will be absent from school. The school secretary will contact families when an absence is not verified. Parental contact of the school saves the secretary valuable time.

An absence at LJHS is defined in the following manner:

- Not being present in class,
- Having been present at the beginning of a period, but leaving a class without the teacher's permission, or
- Entering the class after the five-minute tardy grace period.

When a student has been absent he/she should, upon returning to school, report to the office in order to verify that the absence has been properly approved. In all cases of absence, the parent should phone or send a written note to the school explaining the absence.

Students participating in a school activity must abide to the following attendance guidelines:

- When the event is scheduled during the school day; student must be in attendance during the half day just prior to leaving for the event.
- When the event happens after school or in the evening: students must be in attendance the last half of the day of the event.
- When the event is scheduled for an entire school day or on a Saturday: the student must be in attendance the last half of the day before the event.

** Please try and avoid extended absences during our schoolwide state testing windows as we are only allowed to give state mandated tests during these dates. If extended leaves are unavoidable during this time please let the school know so we can modify your child’s testing schedule.

PASS TO LEAVE THE BUILDING

When a student needs to leave the building during school hours for medical appointments or other arrangements that fall under the excused absences category they will be given a pass from the office. The pass will be completed when parents inform the school of the impending absence and will indicate time in which the student is to leave school. If the scheduled time to leave is during class the student is to present the pass to the teacher when they enter the classroom. When the time comes to leave the student gains the teacher’s permission and then stops at the office to check out prior to leaving. If a student should return to the school before the day is finished they are to stop at the office and will be given a pass to re-enter class.

TYPES OF ABSENCES

Student absences will most commonly be classified in one of the following categories:

1. Excused (EA)
2. Excused Tardy (ET)
3. In School Suspension (IS)*
4. Medically Verified (MV)*
5. Office Conference (OC)*
6. Out of School Suspension (OS)
7. School Related (SR)*
8. Truancy (TR)
9. Tardy (TY)
10. Unexcused Absence (UA)
11. Unverified (UV

**Absences that don't count toward the 10 Day Policy*

TARDINESS

The teaching staff will handle tardiness in the classroom for the first three tardies of a semester. They may accept the student's own excuse or enforce any of the following:

- Detention in the classroom before or after school.
- Extra work assignments.
- Lower grade for this particular period on basis of work missed.

Every 5 tardies in a semester's time will result in a discipline referral. The principal will assign detentions in accordance with the discipline policy. Persistent tardiness will result in a Behavior Contract.

EXCUSED ABSENCES

Excused absences are absences that are related to illness, bereavement, or family emergencies, medical appointments or absences related to requirements to satisfy the law.

Other excused absences will be allowed for events which involve family participation, situations where the student is needed at home, special travel or educational opportunities. These types of excused absences are the parent's responsibility and parents need to keep in mind the requirements and consequences of the policies and guidelines set forth in this student handbook.

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should complete the "Advanced Assignment Request Form" before the absence. If in school, the student must properly check out.

UNEXCUSED ABSENCES

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated. An unexcused absence is marked as a "zero" or "no credit" in the teacher's grade book.

TRUANCY (Skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence. Repeated truancies will be reported to the School Resource Officer (SRO).

MAKE-UP-WORK

Make-up work for an excused absence is counted at full value at a rate of two school days for each day missed up to five days total. Students wishing extensions on the time limit may request directly to the teacher. The principal will hear

appeals if they are requested. Work not completed on time will be considered late work and left up to the discretion of the individual teacher. Work missed during unexcused absences is not allowed to be made up.

However, depending on the assignment and time allocated, the final determination of the makeup work is at the discretion of the teacher and depends on arrangements made between a student and teacher.

It is the student's responsibility to inform the office when they have prior knowledge of a scheduled absence, i.e. - pre-scheduled medical appointment or family trip. The day before the absence, students will be provided with a homework form in order to collect the work they will miss in their absence.

EXCUSES FROM PARTICIPATION IN HEALTH ENHANCEMENT

If a student does not feel well enough to participate and does not have a medical excuse, zero credit will be given for the day. Non-participation in PE implies non-participation from all physical activity that day. Should the excuse be long enough to prevent a student from meeting the attendance policy requirements for credit, the student will be withdrawn from the physical education class.

ATTENDANCE MATTERS

In an effort to teach the importance of regular attendance LJHS will provide a weekly positive incentive for students maintaining perfect attendance. (excluding medically-verified or school-related absences) We understand some absences are unavoidable due to health problems or other circumstances. Yet here is what research shows can happen when kids miss too much school:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!

Our goal is to ensure that every student attends school regularly. Let's work together to ensure your child's success.

Please make sure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Ensure your children go to school every day unless they are truly sick
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

STUDENT BEHAVIOR EXPECTATIONS

Watch Us "SOAR"

Student expectations for all areas of LJHS are clearly stated using the acronym "SOAR". Through SOAR we stress that students be Safe, Organized, Accepting, and Responsible. Posters are placed throughout the school reminding students of schoolwide expectations as follows:

Safe
- Keep hands, feet and other objects to yourself
- Know and follow emergency procedures
- Use materials and equipment appropriately

Organized
- Arrive on time
- Be ready to learn
- Have necessary supplies
- Use time wisely

Accepting
- Accept unique differences of others
- Use kind words
- Respect personal space

Responsible
- Dress appropriately
- Follow directions the first time
- Be responsible for your own actions
- Be truthful
- Set goals

The following are the expectations for all students at LJHS:

A. **Learning Center (LC) and Detention** - ***Goal: To create a positive work environment where students are able to gain additional assistance and become more responsible for their learning.***

As a student of LJHS, I will:

Learning Center

1. Come prepared to work bringing all materials, assignments and tool kit.
2. Bring a printed copy of the assignment(s) that need to be completed.
3. Be respectful and courteous to both students and staff.
4. Work independently or with a staff member without distracting others.
5. Ask permission to leave the room.
6. Turn off phones and non-educational devices before entering the room.
7. Earn a detention if I do not attend ~~ASLC~~ LLC when assigned.
8. Earn a detention if I do not follow the expectations of ~~ASLC~~ LLC staff.

Detention

1. Arrive no later than 3:30 p.m.
2. Sign in and record time of arrival.
3. Place cell phone in holder.
4. ~~Sit one person at a table.~~
5. Work quietly on assignments without distracting others.
6. Understand that you are not allowed to leave (for any reason) until 45 minutes after sign-in.
7. Not be allowed to eat or drink while serving detention.

B. Assemblies - *Goal: Demonstrate respect and courtesy toward our guests and establish a sense of pride in our school.*

As a student of LJHS I will:

1. Sit with my homeroom in the designated area.
2. During formal assemblies:
    a. Sit quietly and refrain from talking/whispering during the presentation
    b. Listen to the presentation and/or the presenter.
    c. Clap only when it is appropriate.
    d. Refrain from whistling or making any other distracting noises.
    e. Follow directions of the homeroom teacher or other supervising adult.

C. Bus Loading Area - *Goal: To help students understand that a positive and safe school environment begins with the trip to school.*

Students who ride a School District bus for the purpose of being transported to and from school should consider this service a privilege. As a result, students are expected to act in a manner that is safe and orderly and which follows the bus guidelines as established by the School District Transportation Department, and by the staff of the Lewistown Junior High School. The number one priority of our students as they are transported by bus, as they disembark from the bus, as they wait in the bus loading area and as they load the bus, is SAFETY.

In addition to the rules posted within each bus, the following expectations have been established for LJHS students as they wait in and or depart from the bus loading area.

When a school bus is approaching the loading area, students must remain on the sidewalk until:

1. All students have unloaded from the bus.
2. The bus has come to a complete stop.

As a student of LJHS I will:

1. Remain out of the grassy area between the sidewalk and the curb.
2. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
3. Respect other students and their property.

When departing the campus from the bus loading area by foot or by bicycle, students must:

A. Use the crosswalks or the railroad tracks.
B. Watch for traffic, making sure that vehicles have stopped before attempting to cross the street.
C. Walk their bicycle from the bike rack to the nearest crosswalk before mounting.
D. Never leave the bus loading area by walking between the buses.

D.* Cell Phones and Electronic Devices - *Goal: Help alleviate distractions for the educational environment and prevent unnecessary conflicts.

As a student of LJHS I will:

1. Keep my cell phone and other electronic devices out of sight and turned off during the instructional day, which includes the time between classes.
2. Only take my cell phone or electronic device out when given permission by a school authority or after leaving the classroom when the last class period is dismissed for the day.
3. Smartwatches may be worn, but can only be used with the permission of their assigned teacher. Students may be asked to turn their smartwatches face down or to be left in a designated area of the room. ~~brought to the front of the room.~~
4. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
5. Hand over my cell phone and other electronic device(s) without complaint or delay when I have violated the policy and any school official must confiscate the device.

6. Understand that confiscated devices will be returned to the student after school on the first incident, returned with a detention after the second incident and put on a plan after further incidents.

E. Dress Code and Appearance - ***Goal: Create a learning environment that shows pride in our school and respect for ourselves.***

Clothing ALLOWED at Lewistown Junior High School

- Clothing that is clean and appropriate for school.
- Leggings, tights, or yoga pants when worn with a top that naturally falls to the length equal to where the fingers and palm meet.
- Pants with ~~less than 5 small holes in the legs (smaller than the student's fist) and~~ no holes above fingertip length. Any pants that are shredded, tattered or have more than 5 holes, ~~do not do not comply~~ must have tights underneath.
- ~~Girls – Tops with straps the width of 2 fingers.~~
- ~~Footwear with rubberized soles.~~

Clothing NOT ALLOWED at Lewistown Junior High School

- Hats are to be removed upon entering the building, and not place it back on the head until the final bell.
- Shorts and skirts that are shorter than a three inch inseam or expose private areas or undergarments.
- Pants with tattered holes (that expose the skin above the three inch inseam line) or that sag low enough to expose undergarments
- Pajama pants. (bottom of pants must be cuffed or hemmed around leg)
- Tops that are cut too low or expose a bare midriff.
- Clothing with alcohol, drug or tobacco advertising.
- Slogans that have "double meanings," display insults or "putdowns", or include demeaning statements toward self or toward others, or clothing that displays violence and/or gore.
- ~~Boys – Sleeveless shirts.~~
- ~~Clothing that has been written on with markers or paint.~~
- ~~Spiked accessories or chains that hang outside clothing.~~
- Fishnet stockings or any unbecoming clothing (example - sheer or "see through" material)
- Clothing in which undergarments are visible.

DRESS CODE VIOLATIONS

Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.

Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc. If students are found in violation of the policy they will be required to get a change in clothing either through contact with parents or with clothing from the LJHS closet. Repeated violations will be considered insubordination.

F.* Hallways** - ***Goal: Create an environment in the hallways that is safe, efficient, and welcoming.

As a student of LJHS I will:

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Keep all opened drink containers out of my locker and out of the hallway.
4. Walk at a casual pace.

5. Keep my hands, feet and other objects to myself.
6. When visiting with my friends, stand to the side of the hallway so that others may pass freely.
7. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
8. Take my hat off upon entering the building and leave it off until I have left the building.
9. Always be courteous to and respectful of my fellow students.
10. Follow directions that are given to me by any staff member.
11. Refrain from bringing backpacks, satchels and drawstring bags to class. These items should be left in the locker during instructional time unless otherwise specified in a student's IEP or 504 plan.

G. **Integrity of School Work** - ***Goal: To assure accurate assessment of student progress and promote honesty.***

As a student of LJHS I will:

1. Refrain from copying another student's schoolwork.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom or in the library (when not attending class).
4. Refrain from doing schoolwork in the hallways, auditorium, or breakfast area.
5. Seek support from staff whenever possible.
6. Accept the consequences for my behavior if I am caught cheating.

H. **Interactions with Others** - ***Goals: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict***

As a student of LJHS I will:

1. Treat others as I want to be treated, always observe the Golden Rule.
2. Show common courtesy toward others. (i.e., thank you, please, you're welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak positively to others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

BULLYING/HARASSMENT

The District will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff or third parties, is strictly prohibited and shall not be tolerated. The District defines these actions as any act that substantially interferes with a student's educational benefits, opportunities, or performance and has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student in reasonable fear of physical harm or damage to their property;
- Creating a hostile educational environment.

Cyber bullying, though most often occurs outside school hours and originates from a non-school computer, can have a substantial disruption to the educational activities of the school. Any disciplinary action shall be based upon the severity of the statements and their impact on the educational environment.

I. Lunch Period - ***Goal: Demonstrate respect to our fellow students and our school.***

As a student of LJHS I will:

1. Place my books in my own locker and not on top of the lockers before I go to the lunch line or lunchroom.
2. Walk to the lunch line, or to the area where I will be having lunch.
3. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
4. Limit the use of my locker, so as to be courteous to those students and staff who are assigned to a classroom.

5. Keep all drink containers that have been opened in the lunchroom, or outside, and refrain from putting any opened drink container(s) in my locker. Milk is not to leave the lunch area.
6. Understand that water bottles stored in lockers must have a lid that will not drip when laid on its side.
7. Sit at the designated tables if I bring a lunch from home.

J. **Lunchroom Line and Eating Area** - ***Goal: Create a positive environment of respect and order.***

As a student of LJHS I will:

1. Sit down while I am eating.
2. Use appropriate table manners.
3. Leave my table and floor area clean.
4. Be respectful of all lunch supervisors.
5. Use appropriate voice level and language.
6. Will eat my lunch in the lunchroom or classroom of designated teacher.
7. Eat my lunches from home or grab 'n go lunches with red labels at designated tables.

K. **Student Store and Hallways During Lunch** - ***Goal: Create a positive environment of respect and order.***

As a student of LJHS I will:

1. Understand that any purchase made in the Lunch serving area, other than a water bottle, must be consumed in the lunchroom.
2. Avoid keeping popcorn or drinks in locker to be consumed later.
3. Wash my hands after lunch, especially if my lunch consisted of peanuts or peanut by-products.
4. Be respectful and orderly when ordering at the school store.

L. Social Events - ***Goal: Help make every social event safe and friendly where all students are able to enjoy the evening without distraction.***

LJHS may hold social events with the consent of Advisors, Student Council and the Principal.

1. All persons attending Lewistown Junior High School sponsored social events must be properly identified as currently enrolled in Lewistown Junior High School before being admitted.
2. Guest passes will not be allowed for social events.
3. Students will not be admitted after one-half hour from the beginning of the social event.
4. Students leaving the building during a social event will not be readmitted.

As a student of LJHS I will:

***[Safety issues]**

1. Avoid running and horseplay.

***[Etiquette Issues]**

2. Refrain from wearing my hat.
3. Wear clothing that is appropriate for school unless otherwise specified for a particular dance.
4. Practice common courtesy at all times. (i.e., see expectations for the positive interaction with others, etc.)
5. Use appropriate manners when food is involved.

DISCIPLINE POLICY

"Self-discipline is one of the most important lessons gained through education. It's the key to academic success, good conduct, and proper consideration for others. Keeping this in mind, students can better understand the importance of why there must be a policy in place that monitors student behavior. Understanding the "why" of a discipline policy will help students form a correct attitude toward it, give them guidance in doing their part in making the school an effective learning environment and help them to develop positive habits.". It is hoped that students, parents, and the school will work together to develop good self-discipline, as well as provide a comfortable learning environment.

"Do it nice or do it twice" will be the expectation for students serving a consequence for their behavior. Failure to attend an assigned consequence or meet the behavioral expectations while serving the consequence will result in the consequence being doubled.

RANGE OF DISCIPLINARY BEHAVIORS/CONSEQUENCES

Levels are based upon the frequency and severity of an incident.

A. Attendance

a. Tardiness – arriving late to class.
b. Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
c. Unexcused - absences which are not authorized by a parent/guardian, communicated to the school within 24 hours after return to school, or leaving class without permission.
d. Unverified – absences where a reason has not been given. Will be changed to an unexcused after 24 hours after returning to school.
e. Violation of the 10-day attendance policy

Consequences

See the attendance policy for the specific consequences of each attendance violation.

B. Bus Infraction

a. Violation of the established rules for appropriate bus conduct. Duration of consequence is dependent upon severity of infraction.

Consequences

Level 1 - Assigned Seat
Level 2 - Loss of bus riding privileges

C. Cheating

a. Students, who share their work with others, as well as those who misrepresent the work of others as their own, may be considered to be cheating.

Consequences

Level 1 - Zero for assignment
Level 2 - Zero for assignment plus an after school detention

D. Disruptive Behavior

a. Bullying/Harassment (minor) – Considered disruptive behavior if it's a first time offense and is not threatening or sexual in nature.
b. Classroom Disruption – Any behavior which interferes with the classroom environment.
c. Disrespect Toward Staff – Talking back and/or refusal to comply. Also any type of communication that conveys a negative attitude toward any school personnel.

d. Electronic Device/Cell Phone – First two offenses result in confiscation of the device, to be returned to the student at the end of the school day. Further violations will result in the confiscated device being returned to a parent and additional consequences, as listed below.
e. Dress Code Violation – Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.
f. Inappropriate Language – Language which is demeaning or offensive.
g. Lunch Time Behavior – Violation of lunchroom and lunch period expectations.
h. Theft – (minor) taking other's property with a value of $25 or less. Will also be responsible for the return or restitution of property.
i. Vandalism (minor) – Defacing or destroying property causing damage valued at $25 or less. Will also be responsible for the restitution of property damage or removing results of vandalism.
j. Violation of any Student Behavior Expectation – Violation of any of the expectations outlined in section 1 of Student Behavior.

Consequences

Level 1 - After School Detention
Level 2 - In-School Suspension
Level 3 - Combination of Out-of-School Suspension and In-School Suspension

E. Harassment/Altercations

a. Bullying/Harassment (ongoing or severe) – intimidation of another individual including comments demeaning or sexual in nature.
b. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures at LJHS.
c. Fighting – engaging in physical contact with the purpose of inflicting harm on another person.
d. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it.
e. Physical/Verbal Altercation - pushing another student and/or engaging in an angry dispute.

Consequences

Level 1 - In-School Suspension
Level 2 - Combination of Out-of-School Suspension and In-School Suspension
Level 3 - Combination of Out-of-School Suspension and In-School Suspension, longer in duration.
Level 4 - Recommendation for Expulsion

F. Insubordination

a. Defiance of School Authority- refusal to comply with reasonable requests of school personnel.
b. Inappropriate Language Directed at School Personnel – confrontational language and/or attitude directed toward any school personnel.
c. Skipping Detention/ASLC- not showing up when assigned.

Consequences

Level 1 - After School Detention
Level 2 - In-School Suspension
Level 3 - Combination of Out-of-School Suspension and In-School Suspension

G. Illegal Substances/Actions

a. Alcohol – Use, sale or possession of alcohol during a school activity or school day.
b. Arson – Attempting to burn property.

c. Destruction of property – Destroying or mutilating materials belonging to the school, school personnel or students.
d. Drugs – Use, possession and sale of narcotics or noxious substances during a school day or school activity
e. Explosive Devices – Use, possession of exploding devices in school.
f. Tobacco – The use of any type of tobacco product.
g. Theft (major) - taking other's property with a value of more than $25. Will also be responsible for the return or restitution of property.
h. Vandalism (major) - defacing or destroying property causing damage valued at more than $25. Will also be responsible for the restitution of property damage or removing results of vandalism.
i. Weapons - includes but is not limited to a firearm or knife, sword, a straight razor, a throwing star, nun-chucks, firecrackers, brass or other metal knuckles, or any instrument, article, or substance that, regardless or its primary function, is used to harm, threaten to harm, or cause injury to another.

Consequences

Level 1 - Combination of Out-of-School Suspension and In-School Suspension
Level 2 - Combination of Out-of-School Suspension and In-School Suspension- longer in duration.
Level 3 - Recommendation for Expulsion

DEVIATION OF CONSEQUENCES

In some cases it's necessary to deviate from the listed consequences. Below is a list of situations in which a consequence may vary:

1. Severity Clause- a severe consequence will be considered by the administration when a student demonstrates a behavior that shows unusual and/or violent conduct or indicating a documented pattern of handbook or district rule violations.
2. Specific to Behavior –There are times when a certain consequence fits a unique situation. For example; if a student is guilty of littering on school grounds, a logical consequence is to pick up garbage.
3. Restitution – In cases where property has been destroyed or stolen, a student will be responsible for paying the cost of repair or replacement.
4. Plan of Improvement- In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses, it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement)
5. School Resource Officer (SRO) – In cases where students have committed a criminal act or behaviors appear to be leading to illegal activity, the school resource officer will be contacted. If deemed necessary, a ticket may be issued by the officer.

DESCRIPTION OF STUDENT CONSEQUENCES

DETENTION

Detention will be handled by teachers and the Principal at their discretion. Generally, detentions will be served after school from 3:30 to 4:15.

IN-SCHOOL SUSPENSION (ISS)

Students assigned to ISS will be assigned an adult to work with them in a room away from the general student population. Students are not considered absent and are expected to complete all class work assigned during time in ISS. Students will eat their lunch in the office but may attend after-school activities once the ISS has been served without disruption. Failure to work or be respectful will result in the assignment of further ISS. Severe behaviors will be treated as insubordination.

OUT-OF-SCHOOL SUSPENSION (OSS)

The school principal may suspend a student up to ten (10) days. In cases of this type, an informal hearing between the principal, student, and any other appropriate persons will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will attempt to notify parents of the affected student by telephone when a suspension is made.

SUSPENSION FROM EXTRACURRICULAR ACTIVITIES

Students suspended from participation at extracurricular activities will not be allowed to perform or compete at an extracurricular activity in town or away for the duration of suspension. However, the student is required to continue with scheduled practices. (See extracurricular Policy for more details)

LOSS OF PRIVILEGES TO ATTEND SCHOOL FUNCTION

Students can lose their right to attend or participate in a school function by violating rules of conduct. A typical example of this would be to violate a rule or skip a consequence prior to traveling with a sporting team. Another example would be having ongoing or severe behaviors and losing the privilege to attend a dance.

PLAN FOR IMPROVEMENT

Continuous infractions or a combination of infractions of school policy by a student are a sign that something is distracting from the student's ability to focus on academic or personal progress. When initial consequences have failed to motivate a student to correct their behavior, it becomes evident that more structure in the student's school day is necessary. This structure will come in the form of a Plan of Improvement. A Plan of Improvement will be administered as a means to focus attention on the specific acts, and as a guide toward cooperative remediation and academic improvement.

Plans of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement, a student will remain under its guidance throughout the year or until removed by the administration.

In very extreme cases, it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

EXPULSION

In the case of expulsion, the principal will make the recommendation to the District Superintendent. The parents and student will be notified of this action and instructed concerning their rights regarding the due process procedures. If the recommendation of the principal is followed, the student, parent, and their representative, upon request, may have a hearing with the Board of Education. If the hearing is not requested, the Board of Education will take action on the recommendation.

CHEMICAL & TOBACCO POLICY
In School or at School Activities

Philosophy

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social, and moral development so that our students may become better citizens.

School Chemical Violations

In school, or at school activities, students who are under the influence, possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

A first violation in school, or at school activities, in any one school year will result in:[1]

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.[2]
3. Suspension from participation[3] in all extracurricular activities for a period of one semester[4] **OR** the principal shall extend the option to the student of suspension from participation in all extracurricular activities for a period of 3 weeks of competition or events[5] from the date of the disciplinary action and participation in an appropriate chemical awareness experience.[6]
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

A second violation in school, or at school activities, in any one school year will result in: [1]

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days. [2]
3. Suspension from participation[3] in all extracurricular activities for a period of one year[4] **OR** the principal shall extend the option to the student of suspension from participation in all extracurricular activities for a period of 6 weeks of competition or events[5] from the date of the disciplinary action and participation in an appropriate chemical awareness experience. [6]
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

Further violations in school or at school activities in any one school year will result in:

1. Notification of law enforcement and parents of that student.
2. Suspension from school for up to ten (10) days. [2]
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

CHEMICAL SALE OR DISTRIBUTION VIOLATIONS

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.

2. Will receive up to ten (10) days out of school suspension. [2]
3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

SCHOOL TOBACCO/VAPING VIOLATIONS[1]

Student use or possession of vaping, tobacco or tobacco products in school or at school activities will result in disciplinary action as follows:

First Offense: Suspension[2] from school for up to one (1) day, notification of parents and law enforcement, and an explanation of the consequences for subsequent violations. The student will also receive educational material concerning the dangers of tobacco use and the addiction process. The tobacco will be disposed of in the presence of the student.

Second Offense: Suspension[2] from school for up to two (2) days, notification of parents and law enforcement, suspension from participation[3] in all extracurricular activities for 3 weeks of competition or events[5] from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

Further Offense(s): Suspension[2] from school for up to three (3) days, notification of parents and law enforcement, suspension from participation[3] in all extracurricular activities for 6 weeks of competition or events[5] from the date of the disciplinary action. The tobacco will be disposed of in the presence of the student.

ENDNOTES

1. In school as defined by School Laws of Montana, Section 20-5-201(d). "…in school or on ~~the~~ school premises, on ~~his~~ the way to and from school, or during the intermission or recess". A student is considered to be in school whenever he/she is attending or participating in a school activity.
2. Suspension at the junior high school will be for the maximum number of days recommended throughout the Policy. After four (4) days of in-school suspension at the junior high school for tobacco or alcohol/drug use, all additional suspension will be served out of school.
3. Students suspended from participation in extracurricular activities will not be allowed to perform or compete in an extracurricular activity in town or away for the duration of suspension. (extracurricular refers to existing school sponsored activities.) The student is, however, required to continue with scheduled practices and rehearsals. Some activities are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. For example, a student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. ~~Students will not be excluded from the graduation day ceremony as a result of an activity suspension.~~
4. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.
5. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to the completion of the activity suspension.
6. Appropriate chemical awareness experiences are activities which are designed to help students become aware of drug/alcohol concerns and other issues. These activities will vary depending on the frequency of violations and the age of the student. Potential examples are as follows:

   First Offense: Chemical education class or other appropriate educational setting as determined by Central Montana Drug and Alcohol Services. The student may not participate in the same chemical education

class more than once every two years, as per Endnote number 5. Expenses incurred will not be the responsibility of School District No. One.

Second Offense: Referred to the Central Montana Drug and Alcohol Services for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District No. One.

Further Offense(s): Referred to the Central Montana Drug and Alcohol Services for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District No. One.

At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance office.

7. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a two year window of violations. Included in possible offenses is an In School or at School Activities offense generated within the mandatory two year aspect of these policies. For example, a participant who violates the Activities Chemical Policy during football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation.

ATHLETICS/ACTIVITIES

PARTICIPATION

In order to participate in sports a student must have the following items on file at the Junior High Office:

1. A current physical exam
2. Parent Permission Form
3. Completed ImPACT Concussion Test
4. Participation (PAC) fee covers all sports a student participates in during the school year.

ACADEMIC ELIGIBILITY

It is the belief of the faculty and staff of Lewistown Junior High School that:

- Participation in athletics is a **privilege**.
- **Academic excellence** is the **number one priority** for our school. All students are encouraged to put forth their absolute best effort within the classroom every day.
- Participation in athletics can be an **integral part** of a child's educational experience. Such programs can teach skills beneficial to students beyond their years at LJHS.

In order to be eligible for participation in athletics at LJHS the following minimum guidelines have been established.

1. Students must maintain a 1.67 grade point average and must be passing the equivalent of seven (7) classes in order to participate.
2. The grades of all students will be reviewed regularly and on an ongoing basis (ie - weekly during the season) ~~at the end of each grading period and at the mid-term of each quarter~~ in order to determine eligibility.
3. Students who do not maintain a 1.67 grade point average at quarter~~ by this policy become ineligible at the quarter~~ will not be allowed to participate in any sport for the next nine-week grading period.
4. ~~Students who by this policy become ineligible at the mid-term will be placed on a 2-week probationary period. Grades will be checked again after 14 calendar days.~~
5. ~~Students who are still ineligible, after the 14 calendar days, will not be allowed to compete for the remainder of the season and they would forfeit their letter for that activity.~~
6. During a time of ineligibility, ~~the 14 days~~, students will be required to practice, that is to remain a part of the team, but they will not be allowed to travel to, or play in, any interscholastic competition(s).
7. Students who participate in fall sports will be subject to the midterm grade check in order to determine eligibility.
8. Transfer students will be eligible based on the next available grade check after their enrollment. A two-week minimum is required.
9. Students must be in attendance the last half of the day in order to participate in a week night athletic activity or on Friday afternoon in order to participate in a weekend athletic activity. Extenuating circumstances will be reviewed by the school administration at the request of the student and/or parents.
10. The school principal or the head coach will notify the parent of every student who becomes ineligible.
11. Student athletes who earn detention(s) as a result of misbehavior in school are required to fulfill their disciplinary obligation before participating in practices and/or interscholastic competition.

Students are strongly encouraged to participate in those activities, which are of interest to them. It is the hope of the Junior High Staff that their involvement will be a positive experience. The staff of LHJS is confident that each student will represent LJHS to the best of their ability and that the entire school community will be proud of his/her team's accomplishments.

LJHS THREE STRIKES, YOU'RE OUT POLICY

Students at the Lewistown Junior High School are reminded that participation in extracurricular activities is a privilege and that good sportsmanship, positive participation and having fun are the key elements to being a member of any team and/or squad. This policy is intended to protect the integrity of the individual student, the activity in which they are engaged and the overall integrity of LJHS.

A Student athlete will be removed from their team/squad if he/she accumulates a total of three strikes. A strike is earned when a student:

1. Receives a detention from any adult for inappropriate behavior in any classroom.
2. Is absent from practice or late to any practice without an excuse for the absence or tardiness.
3. Is removed from a practice for inappropriate behavior.
4. Receives an unsportsmanlike technical or penalty during a contest.

Note:

If a student receives an unsportsmanlike technical or penalty during a contest, he/she will not play in that game, and he/she will not participate in the next game.

If a student receives 2 strikes in one week, he/she will not be allowed to participate in any contest that is scheduled during that week.

ATHLETICS TOBACCO & VAPING VIOLATIONS

Students who are participants in athletics will not use tobacco or be in possession of tobacco or vaping products. Those in violation will be subject to the following consequences:

First Offense: Suspension from participation[3] in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events[5] from the date of the disciplinary action.

Further Offense(s): Suspension from participation[3] in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events[5] from the date of the disciplinary action.

NOTE: Athletics who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

GENERAL INFORMATION

LJHS Daily Bell Schedule

The Junior High runs a class schedule where the electives are offered on a rotational basis. Electives schedule is based on whether the day is designated as an "A" or "B" day. Each Monday and Tuesday will be designated as an "A" day, while every Wednesday and Thursday will be designated as a "B" day. Fridays will rotate on a weekly basis between being an "A" or "B" day.

Period	8th Grade	Time		Period	7th Grade	time
Advisory	**8:10 - 8:40**	**30**		**Advisory**	**8:10 - 8:40**	**30**
1	**8:43 - 9:30**	**47**		**1**	**8:43 - 9:30**	**47**
2	**9:33 - 10:20**	**47**		**2**	**9:33 - 10:20**	**47**
3	**10:23 - 11:10**	**47**		**3**	**10:23 - 11:10**	**47**
Lunch	**11:13 - 12:00**	**47**		**4**	**11:13 - 12:00**	**47**
4	**12:03 - 12:50**	**47**		**Lunch**	**12:03 - 12:50**	**47**
5	**12:53 - 1:40**	**47**		**5**	**12:53 - 1:40**	**47**
6	**1:43 - 2:30**	**47**		**6**	**1:43 - 2:30**	**47**
7	**2:33 - 3:20**	**47**		**7**	**2:33 - 3:20**	**47**

The Junior High building will be open each school day from 7:30 a.m. to 4:30 p.m.
Breakfast will be available from 7:40 to 8:05 a.m.
By 8:05 a.m. of each school day students should be getting ready to attend their Advisory class.

CAMERAS

The District uses video cameras in appropriate locations on District property to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard District facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or laws shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

EAGLE RENAISSANCE PROGRAM

The LJHS Renaissance program is used to recognize students for their high GPAs or improvement in their GPA over the last quarter. Renaissance cards are awarded at the end of each quarter. First quarter renaissance cards for the 8th graders will be based on their 7th grade 4th quarter GPA.

Gold Card	Blue Card	Silver Card
4.00	3.5 to 3.99	3.00 to 3.49
or increase in GPA	or increase in GPA	or increase in GPA
of 1.0 with no "Fs"	of 0.75, with no "Fs"	of 0.50, with no "Fs"

FIRST AID, ILLNESS AND INSURANCE

The school makes available to the students an optional insurance program which will cover accidents at school. In case of injury, report immediately to your instructor or to the Principal. In order for the insurance to be effective, the accident must be reported at the time it happens. Claim forms are available in the office.

First aid supplies are located in the Principal's office. If a student becomes ill during the school day, the Principal will either furnish transportation or make the necessary arrangements to send the student home.

FIRE DRILLS

Fire drills are a serious matter and may mean saving many lives in the event of a real fire. In order to know what to do in case of a real fire, we must practice our drills and follow instructions. Instructions concerning leaving the building during a fire drill will be given to the students by individual classroom teachers. When the fire bell rings, the persons first reaching the outside exits shall act as monitors by opening and holding the doors while the others continue outside to the playground area east of the street. There should be no talking, move quickly, but no running. Move down the stairways three abreast, being careful at all times. In event of a blocked stairway, or other emergency students are to follow instructions quickly, shut off lights, and close doors to prevent drafts.

Any student noticing anything which leads him/her to believe there might be a fire, should immediately notify the nearest teacher. Homeroom teachers are responsible to help any student needing special help out of the building.

GRADES

There are four nine-week marking periods during the school term, and report cards are issued the week following the end of each marking period. The marking system used for subject marks is: A, B, C, D, & F.

Weighted Marks for Determining GPA

A	4.000	C	2.000
A-	3.667	C-	1.667
B+	3.333	D+	1.333
B	3.000	D	1.000
B-	2.667	D-	0.667
C+	2.333	F	0.000

GRADING SCALE

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% & Below

GRADING POLICIES

Individual grade levels will create common policies regarding penalties for late work.

GRADING SCALE

Each nine-week period an Honor Roll will be published on the school bulletin boards and the Lewistown News-Argus. Any student receiving an overall grade of "B" average or higher for all subjects will achieve the Honor Roll.

HEARING SCREENING

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include immittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing rescreen if he or she is absent, unable to complete the initial screening, or does not pass the initial

screening. Hearing Conservation Program staff will conduct the hearing rescreen. In addition to the pure tone and immittance screening, they may also conduct otoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

IMMUNIZATION REQUIREMENTS

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Haemophilus Iinfluenzae Type "B" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, Haemophilus Influenzae Type "B", and tetanus vaccine and a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

LOCKERS

Goal: To maintain the quality of our lockers and school supplies.

Lockers are provided for each student. If you bring your own combination lock the combination must be registered in the office. No money or valuables are to be kept in your locker. Please be reminded that the lockers are the possession of the Lewistown Public Schools and may be subject to search, as necessary.

As a student of LJHS I will:

1. Keep my locker orderly so the door is able to close unobstructed.
2. Gently close my locker door and avoid slamming or kicking the door shut.
3. Avoid storing opened liquid containers and food in my locker. Lunches brought from home may be stored in a student's locker but no open containers of liquid.
4. Avoid hanging items in my locker using tape that will damage the paint. Any tape that is placed on the locker must be fully removed.
5. Avoid writing on the lockers.
6. Understand that you are responsible for the repair or replacement if you are negligent for damages.
7. Avoid decorating the outside of lockers.
8. Make the choice on whether to secure items in my locker with a combination lock.
9. Provide the office with an extra key for keyed locks or the combination to my homeroom teacher.

LOST AND FOUND

Lost and Found articles are placed in the Lost and Found locker #288 on the main floor and #220 in the upstairs hall. Valuables found should be brought to the office immediately for safe-keeping. If you have lost any articles or books, check first in the Lost and Found Lockers, then check with the office.

NOTICE OF CANINE INSPECTION

Students should be aware that the School District may utilize canines in an effort to detect contraband (1) carried by students' (2) stored in lockers or other school property; and/or (3) stored in vehicles.

NOTICE OF INSPECTION

Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to themselves and school officials and may be subject to inspection by school officials at any time, without notice and without student consent.

NOTICE OF SEARCH

Students should be aware that their persons and personal property not stored in lockers (e.g., purse, book bag, vehicle, etc.) may be subject to search when school officials have reason to believe that weapons, drugs, alcohol, or any objects/material evidencing a violation of school policy/rule or other laws and regulations are contained therein.

SCHOOL FOOD PROGRAM

Breakfast, lunch and a la carte items are available at Lewistown Junior High for all students and staff. The Infinite Campus program is used for meals and money management. Deposits for meal accounts are best made during the breakfast serving time before school begins, online through the Infinite Campus Portal and are also accepted through the lunch serving line. Seating is also available for those students who choose to bring their own lunch.

Applications for free and reduced meals are sent home with each student at the beginning of the school year. Applications are also available upon request at the school office during the school year.

Meal prices are as follows:

Student Breakfast (7-12)	2.25	Reduced Student Breakfast	.30
Reduced Student Lunch	.40	Adult Lunch	4.65
Adult Breakfast	2.25	Individual Milk	.45
Student Lunch (7-12)	3.60	A la Carte items are priced individually	

BREAKFAST is served from 7:40 a.m. until 8:05 a.m. each school day.

The **LUNCH Schedule** is as follows:

8th Grade……11:13 – 12:00
7th Grade……12:03 – 12:50

The pre-paid meal accounting system through Infinite Campus provides students and parents with purchase and balance information. Students receive verbal balance reminders and the automatic messaging system will alert parents/guardians with balance information. Students and parents/guardians are responsible for all charges to meal accounts and should practice proper account management with timely deposits. Students may charge meals on a limited basis and a la cart items cannot be charged.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

STUDENT VISITATION POLICY

The staff and students of the Lewistown Junior High School would like to welcome students to visit our positive learning community. While keeping and maintaining a safe and orderly school site, the following expectations apply to student visitors.

Student Visitors:

1. Upon entering the building, any visitor must sign in at the front office. ~~and collect an LJHS Visitor Pass, which they must wear throughout their visit.~~
2. Must adhere to all school policies and expectations as outlined in the student handbook, including, but not limited to the dress code and behavior expectations.
3. Must be age appropriate for the Junior High.
4. Will be expected to participate fully in each of the classrooms they visit.
5. Are expected to make visitation arrangements at least one day in advance, if at all possible.
6. Are allowed to request visiting the LJHS campus every school day, with the following exceptions:
    - During the first two weeks of school
    - During the last two weeks of school
    - During any week and/or dates/times of Standardized testing
    - During any day determined by the building principal to be inappropriate to the orderly operation of LJHS
7. May not be a previous LJHS student.
8. Are limited to a half day.

Any student who visits the LJHS campus and knowingly violates any of these expectations will be asked to leave.

TECHNOLOGY ACCEPTABLE USE & ONLINE RESOURCES

The district has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement annually, regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

All students using the school's network and/or the Internet must have an approved Technology Acceptable Use Agreement on file at school. Students are expected to use the resources in a manner consistent with their agreement and will be held responsible for their use. Students and parents should be aware that email using District computers are not private and may be monitored by District staff.

Activities that are permitted and encouraged:

- Investigation of topics being studied in school;
- Investigation of opportunities outside of school related to community service, employment or further education;

Activities that are not permitted:

- Cheating on school assignments, projects or tests;
- Sharing of the student's home address, phone number or other personal information;
- Searching, viewing, or retrieving materials that are not related to school work, community service, employment, or further education;
- Copying, saving, or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- Subscribing to any services or ordering of any goods or services;
- Playing games or using other interactive sites unless specifically assigned by a teacher;
- Using the network in such a way that you would disrupt the use of the network by other users;
- Participation in any activity that violates a school rule, or a local, state, or federal law.

The use of the Internet and the school's network is a privilege and inappropriate use may result in a cancellation of those privileges. Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

SAFETY PROCEDURES

The following procedures are in place in order to help ensure the safety of all students and staff of the Lewistown Junior High School.

Emergency School-Closing Information (Policy #2221)
The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff. The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

The District may close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Emergency school closing information will be broadcast on: Radio stations KXLO 106.9FM, KXLO 1230AM, KQPZ 95.~~5~~9FM, and information will be sent out through our student information system via email, text messages and/or a phone call.

Emergency Drills
Lewistown Junior High School regularly conducts emergency drills. During an emergency drill, students are to move quietly, quickly and calmly to a designated area as specified per the school emergency procedures. Students should keep a safe distance away from the building until instructed by their classroom teacher and/or school administrator to return to the building or relocate to a different place. Students should remain with their advisory teacher after exiting the building for roll call during the drill. Emergency drills may be conducted In addition to fire drills, shelter-in-place (lock-down), emergency evacuation and earthquake drills may also be practiced.

STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:
- Close and lock the door
- Account for students and adults
- Do business as usual

SECURE

"Get Inside. Lock outside doors"

Students are trained to:
- Return to inside of building
- Do business as usual

Adults and staff are trained to:
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:
- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:
- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

EVACUATE

"To a Location"

Students are trained to:
- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

SHELTER

"State Hazard and Safety Strategy"

Hazards might include:
- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:
- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:
- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:
- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"

Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"

A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

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K12 2021 STANDARD RESPONSE PROTOCOL

STUDENT RECOGNITION

The following is a sampling of the awards which are made available to the students of LJHS.

A+ Award:

Each month students in each grade will be selected for recognition in Academics, Activities, and Electives. At the end of the month teachers nominate students who have demonstrated positive behaviors, then teachers vote on the nominees to come up with the three recipients for each grade. Students are then recognized and a schoolwide assembly.

D.A.R. Citizenship Medal:

This distinguished award is designated for 8th grade students and is voted on by LJHS staff members utilizing the following criteria.

Qualifications

1. Honor: Honesty, high principles, trust-worthiness, loyalty, truthfulness, punctuality, moral strength and stability, cleanliness in mind and body.
2. Service: Cooperation, meritorious behavior bringing honor to school or community, kindliness, unselfishness, true Americanism – individual responsibility to home, to country, to God.
3. Courage: Mental and physical determination to overcome obstacles.
4. Leadership: Personality, originality, ability to lead and hold others, good sportsmanship, responsibility.
5. Patriotism: Fundamental Americanism.

Eagle Renaissance Awards:

Each quarter students are recognized with gold, blue or silver cards for their academic excellence and overall grade improvement through the Eagle Renaissance Program, as mentioned previously in the handbook.

LJHS Scholastic Award:

1. Candidates must maintain an honor roll standing of "A" or "A-" for any three quarters of the school year.
2. A certificate and pin would be awarded to the first year recipients and an appropriate plaque for the second year award. The certificate and pin would be a prerequisite to the plaque award.
3. The names of all other honor roll students would appear on an "Honorable Mention" list. These students would have to maintain honor roll standing for any three quarters.

Perfect and Outstanding Attendance Award:

1. Candidates for the Perfect Attendance Award must have been in attendance for every period of every day of the school year. School related absences are not counted.
2. Outstanding Attendance Awards will go to those who missed no more than the equivalent to 1.5 days of school not including school related absences.

Additional Individual Awards:

Students will be recognized for their contributions to clubs and activities, as well as when they have won a specific contest or academic award.

STUDENTS RIGHT AND RESPONSIBILITIES

Access to an Education:

The student has the right:

- To attend elementary school in the District in which his/her parent(s) or legal guardian resides. To attend high school in a district within the county in which the parent(s) or legal guardian resides.
- To a meaningful education without disruption, "Free quality public elementary and secondary schools" Montana Constitution, 1972, Article X, Section 1.
- To contribute information that will be considered when decisions that affect the quality and content of his/her education are made.
- To participate in school activities regardless of race, religion, ethnic origin, or economic status.
- To nondiscriminatory practices on the basis of sex in the educational program or activities in accordance with the requirements of Title IX of the Educational Amendments of 1972 as they relate to access to general courses, access to physical education courses, access to vocational courses, counseling, treatment of students, student marital and parental status, athletics, and financial assistance.

The student has a responsibility:

- To comply with the compulsory attendance laws of Montana
- To pursue the required courses of instruction.
- To be regular in attendance and to be on time to all classes unless excused because of illness, bereavement, or other reasons authorized by District Policy.
- To be subject to the authority and control of the administration, teachers, and supportive staff while in school, on the school premises, on the way to and from school, or while representing the school at an off-campus activity.
- To be knowledgeable of and comply with the policies of the district and the school of attendance.
- To recognize the overall educational enterprise to the degree that the welfare of the group has priority over individual rights when these come in conflict.
- To be knowledgeable of Title IX regulations as they relate to the Lewistown Public Schools.
- To follow the School District's Student-Grievance Procedure available for an equitable solution to a Title IX discriminatory claim.

Association:

The student has the right:

- To associate with political, social, or various groups without fear of punitive measures being taken against him/her.
- To utilize school facilities for authorized school-sponsored activities.

The student has a responsibility:

- To be aware of and comply with all laws controlling secret societies.
- To avoid political or social demonstrations which interfere with the operation of the school or classroom.
- To cooperate with the school's administration and faculty in scheduling authorized activities.

Inquiry and Expression:

The student has the right:

- To form and hold ideas.
- To present petitions for consideration.
- To produce student publications as authorized under the principles of the First Amendment Guarantee of Freedom of Press
- To express opinions verbally or in writing.
- To govern his/her appearance while attending school

The student has a responsibility:

- To appear in such a manner that it does not substantially and directly endanger health and safety, damage property, infringe upon the district's interest in personal cleanliness and decency, or seriously and immediately disrupt the orderly conduct of school business.
- To use freedom of expression so that it does not mock, ridicule, or otherwise deliberately demean or provoke others because of race, religion, national origin, or individual views.
- To avoid libelous or obscene forms of expression.
- To express opinions and beliefs in an appropriate time and place and in a manner that does not interrupt the educational process.
- To assume responsibility as distributor or author of publications and to obtain permission from the building administrator prior to distribution.

Procedural Due Process:

The student has a right:

- To oral or written notification of charges.
- To an explanation of evidence held by school authorities.
- To an opportunity to refute the charges.

The student has a responsibility:

- To follow the appropriate procedural guidelines provided by the district when desiring a reexamination of action taken by school officials.
- To act in a manner that demonstrates an understanding of adjudication as a peaceful means of settling disputes.
- To understand that suspension and expulsion are considered severe disciplinary measures involving exclusions from school for a short period of time (suspension), usually three to five days or for a longer period of time (expulsion), generally until the end of the current school year. School administrators and the Board of Trustees have the authority to suspend. Expulsion is reserved for the School Trustees.

GUN-FREE SCHOOLS

In accordance with the provisions of the Gun-Free Schools Act, 20 USC 3351, any student who brings a firearm onto the school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the district superintendent.

In accordance with the provision of the Gun-Free School Zones Act, 18 USC 992 (q), students may bring unloaded firearms onto school property for use in an approved program with the prior written permission of the district superintendent.

The term "firearm" shall be defined as provided in 18 USC 921. This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

The district superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA of Section 504, lawful procedures for changes in placement must be followed for suspensions of greater than ten days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Trustees in accordance with section 20-5-202 MCA. Nothing in this policy shall prevent the Board of Trustees from making an alternative placement for a student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information will be provided to other governmental agencies as required by law.

ASBESTOS NOTIFICATION

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-contaminating materials (ACM) in their school buildings, and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate.

In compliance with the AHERA regulations, we recently had our school facilities inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty or employees.

With confirmation of the presence of ACM, an Asbestos Management Plan was developed for our school by an EPA accredited management planner. The Management Plan includes the inspection and physical assessment reports, the training program for our custodial and maintenance personnel, the plans and procedures to be followed to minimize disturbance of the asbestos-containing materials, and a program for regular surveillance of the ACM.

A copy of the Asbestos Management Plan is available for your review in our administrative offices during regular office hours. Mr. Paul Stengel is our designated Asbestos Program Coordinator and all inquiries regarding the plan should be directed to him.

We have begun implementing the Asbestos Management Plan. It is our intent to not only comply with, but exceed applicable regulations in dealing with the asbestos issue. We will take whatever steps are necessary to ensure that our students, teachers, and employees have a healthy and safe environment in which to learn and work.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

(FERPA)

The following policy and procedures are designed to meet the provisions of the Family Education Rights and Privacy Act (FERPA) and the Montana School Accreditation Standards. Students may request a copy of the Family Education Rights and Privacy Act and its implementing regulations by contacting the school district administration office. A student has the right to report violations of the Family Rights and Privacy Act to the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C.

Eligible student shall mean all rights and protections given parents or legal guardians under the Family Education Rights and Privacy Act. This policy transfers to the student when he or she reaches age 18 or enrolls in a post-secondary school.

Student record or education record shall mean records, documents and other materials which contain information directly related to a student and are maintained by the school district or a person acting for the school district. Education record or student record does not include records of instructional, supervisory and administrative personnel and other education personnel which are in sole possession of the maker and which are not accessible or revealed to any other person except a substitute teacher.

Parents and eligible students have the following rights:

1. *The right to inspect and review the student education record.*

   Parents of students and eligible students may inspect and review the student education records upon request submitting to the school building principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

   The principal or other school authority shall make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

2. *The right to seek to correct the student education record.*

   Parents of students and eligible students have a right to seek to change any part of the student record they believe is inaccurate, misleading or in violation of students rights.

   Procedures for correction of a student's education record are available in the building principal's office.

3. *The right to exercise control over disclosures of information not authorized under Family Education Rights and Privacy Act without consent of the parent, legal guardian, or eligible student.*

   However, the district does release directory information which is not generally considered an invasion of privacy. The information could include, but is not limited to, name, address, parent's name, phone number, age, field of study, height and weight of athlete, participation in officially recognized activities and sports, honor roll, dates of attendance, degrees and awards. If a parent, legal guardian, or eligible student does not want this directory information released, they must notify the building principal in writing within two weeks of the student's enrollment of each school year. Additionally, student records will be forwarded upon request to officials of another school district in which the student seeks or intends to enroll.

4. *The right to know the location of student education record.*

   Generally, an enrolled student's education record is located in the administration office of the school building where the student attends. Upon request by a parent, legal guardian or eligible student, education records will be gathered for purpose of review. Records of students who have graduated from high school remain in their school. Records of students who have transferred out of the district are typically kept at the district they transferred into.

TITLE IX

Statement of Title IX Compliance:

In an effort to comply with Title IX of the Education Amendments of 1972, the Lewistown Public Schools affirm that no person shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity. In a further effort to comply with the regulations, School District Number One has an appointed designee to coordinate its Title IX effort. Inquiries concerning Title IX can be referred to the Lincoln Building, 215 7th Ave. S., or by calling 535-8777, or by contacting the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

In further conformity with Title IX a grievance procedure has been formulated for use in reference to questions or complaints raised by students of the District, dealing specifically with Title IX.

For information purposes Title IX, is the portion of the education Amendments which prohibits sex discrimination in federally-assisted education programs.

Specifically, Title IX states:

"No person in the United States shall, on the basis of sex, be excluded to participate in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

The governing regulations, effective July 21, 1975, cover all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment.

GRIEVANCE POLICY

Uniform Grievance Procedure (policy #3215 and 4310)

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first-line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principals' decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principals' decision. This request must be submitted to the Superintendent within fifteen (15) days of the principals' decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principals' report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

DRIVER EDUCATION INFORMATION

There are three choices available for enrolling in Driver Education as provided by the Lewistown School District.

In-School Sessions:

The program offerings include two separate sessions that will meet during the last period of the school day: one during first semester and one during second semester at Fergus High School. Each of these in-school sessions will accommodate twenty-one students. To qualify for the in-school sessions, a student must be fully enrolled at Fergus High School, and must be 14 and one half years of age or older when the session begins. Interested students must visit with a counselor at Fergus High School first to be put on the list for Semester I or II so they can verify this class will work with their schedule.

Students, who are enrolled in one of the in-school sessions, will have Driver Education during the seventh period each day. They will have classroom activities during that period, and their behind-the-wheel driving time will be scheduled after school.

Summer Session:

There is also a summer session of Driver Education offered in June that will serve up to forty-two students, pending available staff. To qualify for the summer session, a student must be 14 and one half years of age or older by the time the session begins. Any age-eligible student in the Lewistown School District's geographical jurisdiction will have an opportunity to enroll in the summer program. A general Driver Education registration will be announced and held in February to accept enrollment for the June summer session.

Fees and Registration:

Regardless of the session they participate in, all students will pay a required fee as set by the Lewistown School District. Completing registration for enrollment in any of the Driver Education sessions will take place at the Central Montana Education Center on Airport Road, where the parent or legal guardian will fill out and sign a Driver Education registration card and pay the course fee.

Attendance and behavior policies for all Driver Education activities will be strictly adhered to by students enrolled in any of the three sessions. All sessions will be contingent upon an adequate number of students enrolling to cover District costs to operate the program.

Questions: Superintendent's Office, 215 7th Avenue South, or call (406) 535-8777 week days.

Please add "Profile of a Graduate" as the last page of the handbook.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#18

MEETING DATE: July 14, 2025

ITEM TITLE: 2025-2026 K-6 ELEMENTARY SCHOOL STUDENT HANDBOOK

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve changes to the K-6 Elementary School Student Handbook.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

2025-2026 Lewistown Public Schools Parent Permission Form
K-6 Elementary Students

Student Name: _____ Teacher: _____ Grade: _____

This form will remain in force for the 2025-2026 school year. If at any time you would like to make changes, please contact your child's school.

Parents: Please read the handbook information related to the topics below before completing this form. Once you have read the information provided please mark your choices, sign the form, remove it from the handbook and return it to school.

____Yes ____No I give permission for my child to attend all school-related field trips. (Page 16)

____Yes ____No I have read and understand the Technology Use Agreement and I give permission for my child to use the internet. My child agrees to abide by the rules described herein. (Page 48)

____Yes ____No I give permission to use photos of my child in district and school publications, on the district/school website and/or in the news media. (Page 17)

____Yes ____No I give permission for the release of "directory information" about my child. (Page 42)

____Yes ____No I have read and understand the student/parent handbook.

____Yes ____No I will notify the school with new information such as phone number(s), address, developing allergies, etc.

____Yes ____No I give permission for my child to have a hearing screening, conducted during the 2024-2025 school year. This consists of an initial screening and may include a rescreen. Please contact the school if an ear-related medical issue arises, and that information will be passed on to the audiologist. (Page 35)

____Yes ____No I give permission for my child to have a Vision Screening. (Page 35)

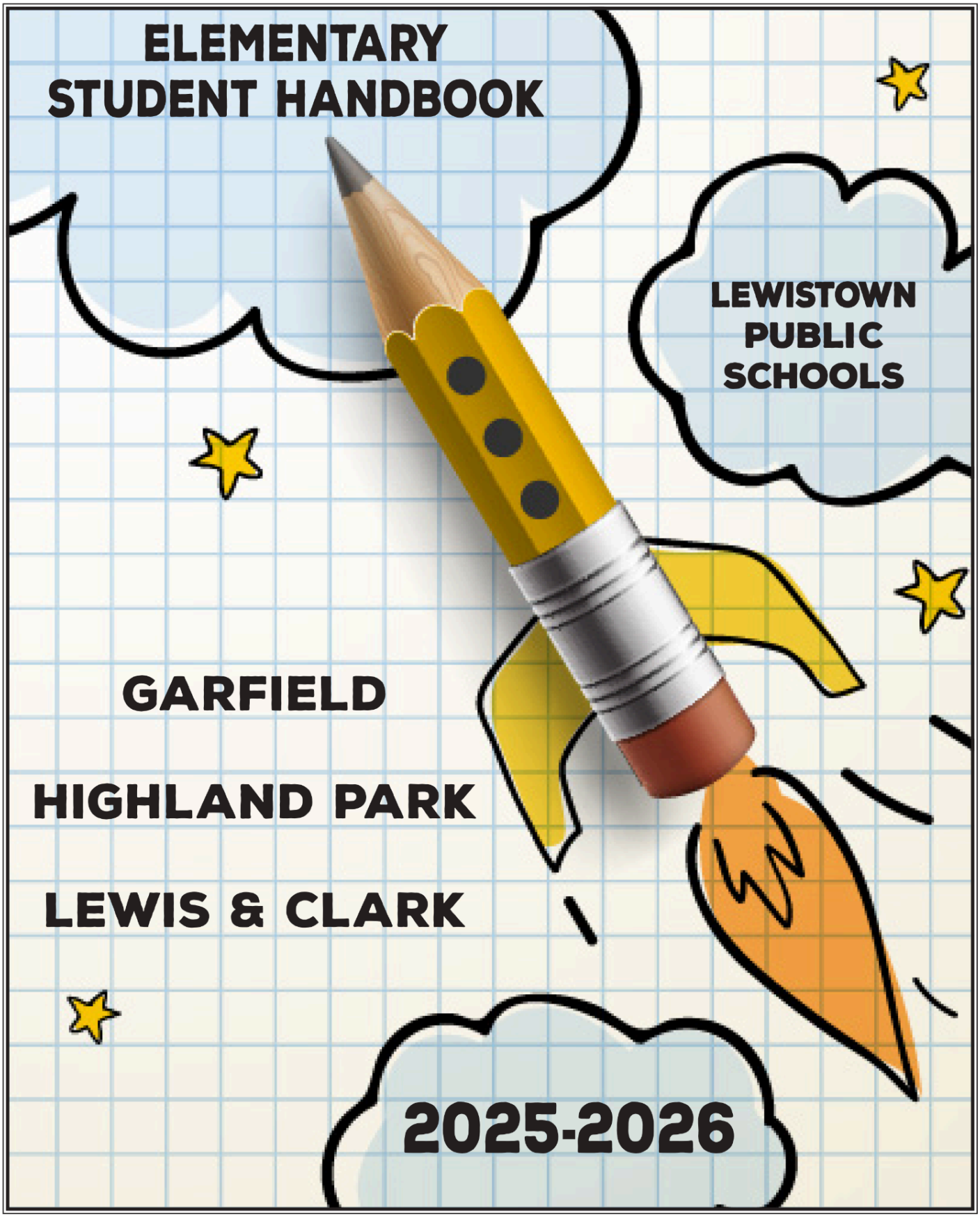
____Yes ____No I give permission for my child to participate in a small group with the school counselor, if needed.

____Yes ____No I will check my child's Homework Folder (Grades K-2) and/or sign my child's Student Assignment Book (SAB for Grades 3-6) EVERY DAY.

Parent signature: _____ Date: _____

Student signature: _____ Date: _____

Phone Number: _____



MS. JESSICA MILLER, PRINCIPAL
GARFIELD ELEMENTARY

MR. MATT VENTRESCA, PRINCIPAL
HIGHLAND PARK ELEMENTARY

MR. DANNY WIRTZBERGER, PRINCIPAL
LEWIS & CLARK ELEMENTARY

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I. FORWARD

Dear Parents,

Welcome to Lewistown Public School. It is a school district in which the entire community takes pride. Our academic standards are high, student behavior is excellent, and staff members are highly competent in their profession and respected in the community.

Simply stated, the Lewistown Public Schools believe that:

✔ Students are expected to, and do, learn.

✔ Teachers are competent, efficient and caring.

✔ Administrators maintain a focus on achievement and ensure an orderly learning environment.

✔ Parents and community members are involved in, and supportive of, high learning expectations and experiences provided to achieve those expectations.

We are looking forward to working with you in the education of your child. If you have any questions or concerns, please feel free to contact the teacher, principal or secretary at your child's school. You are always welcome in the Lewistown Public Schools.

Brad Moore
Superintendent
Lewistown Public Schools

II. DIRECTORY

Lewistown Public Schools

PERSONNEL

Board of Trustees	Mr. Kris Birdwell, Board Chair
	Mrs. Whitney Brady, Vice Chair
	Mr. Kevin Hodge
	Mrs. Lisa Koch
	Mrs. Mariah Shammel
	Mr. Jeff Southworth
	Mr. Eric VanderBeek

		PHONE NUMBER
Superintendent	Mr. Brad Moore	535-8777, ext. 1112
Business Manager	Mrs. Rebekah Rhoades	535-8777, ext. 1116
Director of Special Services	Mrs. Chelsey Rogers	535-8777, ext. 1122
Director of Technology	Mr. Scott Baldwin	535-8777, ext. 1118
Regional Technology Coordinator	Mr. Josh Day	535-8777, ext. 1128
Director of Building & Grounds	Mr. Jason Fry	535-8777, ext. 1114
Director of Transportation	Mr. Rob Odermann	535-3287, ext. 1287
Director of Food Services	Mrs. Amie Friesen	535-8777, ext. 1125

Garfield (K & 1st)	**Highland Park (2nd & 3rd)**	**Lewis & Clark (4th, 5th & 6th)**
415 East Boulevard	1312 7th Avenue North	212 Crystal Drive
Lewistown, MT 59457	Lewistown, MT 59457	Lewistown, MT 59457
Jessica Miller, Principal	Matt Ventresca, Principal	Danny Wirtzberger, Principal
Lanna Schoenfelder, Secretary	Jenni Bristol, Secretary	Holly Lower, Secretary
535-2366	535-2555	535-2811

GARFIELD ELEMENTARY SCHOOL
(Kindergarten & First Grade)

Principal: Ms. Jessica Miller **Phone: (406) 535-2366**

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
Grade	**Name**	**Subject**	**Name**
KinderStep Early Literacy Program	Ms. Marne Dohrmann	Title I	Mrs. Audrey Boling
		Resource	Mrs. Leah Strouf
Kindergarten	Mrs. Danielle Aamold	Resource	Mrs. Pamela Roberts
Kindergarten	Mrs. Kelly Comer	Physical Education	Mrs. Bridget Sparks
Kindergarten	Mrs. Maria Derheim	Librarian	Mrs. Brenda Gruener
Kindergarten	Mrs. Megan Hicks	Music	Mrs. Katrina Davies
Kindergarten	Miss Cassidy Green	Speech	Ms. Lindsey Williams
First Grade	Mrs. Amanda Bateman		Miss Hannah Thomas
First Grade	Ms. Amy Gies	Psychologist	Mr. Jack Baldwin
First Grade	Mrs. Emily Schilling	Occupational Therapist	Mrs. Stephanie Forke
First Grade	Miss Rachael Swimley	Counselor	Ms. Julia Grubb
First Grade	Miss Kara Howell		

Support Personnel	
Position	**Name**
Secretary	Mrs. Lanna Schoenfelder
Playground/Office Assistant	Mrs. Fleeta O'Dell
Resource Paraprofessional	Ms. Sandy McRea
Resource Paraprofessional	Mrs. Nicole Trafton
Resource Paraprofessional	Miss Isabella Lewis
Pre-School Assistant	
Pre-School Assistant	Mrs. Lisa Charbonneau
Title I Assistant	Miss Alysann Karhi
School Nurse	Mrs. Lisa Robinson
Custodian	Mr. Bradley Clark
School Resource Officer	Officer Dustin Salka

GARFIELD ELEMENTARY SCHOOL
(Kindergarten & First Grade)

2024-2025 Daily Schedule

Kindergarten	1st Grade
First Bell - 8:20 am	
Tardy Bell - 8:30am	
Intervention (8:30-9:30)	Math Block (8:30-9:25)
Math Block (9:30-10:15)	Intervention (9:25-9:50)
Recess (10:15-10:30)	Recess (9:50-10:10)
Reading Block (10:30-11:25)	Intervention (10:10-11:20)
Lunch (11:25-11:45)	Lunch Recess (11:20-11:50)
Lunch Recess (11:45-12:15)	Lunch (11:50-12:10)
Intervention (12:15-1:35)	Reading Block (12:15-1:20)
Recess (1:35-1:55)	Recess (1:20-1:35)
Intervention (2:15-2:50)	Intervention (1:35-2:55)
Dismissal KinderStep 2:45pm Kindergarten 2:55pm	Dismissal 1st grade 3:00pm

Block time: It is important to note, the block times identified on this schedule identifies the times our Tier 3/IEP students will be pulled out of the general ed classroom for a replacement curriculum. This does not restrict the teaching of other math and reading components at alternative times during the day.

Title Support Plan	Title Support Plan
Q1: Full push in support to support Tier I routines and skill introduction **Q2:** Begin Tier 2 supports **Q3 & Q4** - Focus on Tier 3 interventions, with Tier 2 supports provided as time allows	**Q1:** First 3 weeks - Full push in support to support Tier 1 routines and skills introduction and review. The remainder of the quarter will be dedicated to Tier 2 interventions. **Q2-Q4:** Focus on Tier 3 interventions, with Tier 2 supports provided as time allows

Interventions will be provided in 6 week cycles, with a data check at the end of week 3 to assess if the intervention is working or needs to be adjusted. Students will either show adequate growth or move to the next Tier level of support.

All students will continue to get the core instruction in the classroom with targeted skill intervention. If those interventions do not show adequate progress, the referral process for special education services will begin after 6 weeks of interventions at the tier 3 level without adequate progress. Teachers will ensure that all interventions are done with fidelity and documented with data to support the instructional decisions made for each student.

HIGHLAND PARK ELEMENTARY SCHOOL
(Second & Third Grade)

Principal: Mr. Matthew Ventresca **Phone: (406) 535-2555**

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
Grade	**Name**	**Subject**	**Name**
Second Grade	Mrs. Jean Irish	Title One	Mrs. Julie Comes
Second Grade	Mrs. Sarah Cloud	Resource	Mrs. Jodi Henderson
Second Grade	Mrs. Ashley Hankins	Resource	Mrs. Lisa Shelagowski
Second Grade	Mrs. Emily Lane	Life Skills Classroom	Mrs. Jill Schwede
Third Grade	Mrs. Beth Kirsch	Health Enhancement 2-6	Mr. Derek Lear
Third Grade	Mrs. Gina Crawford	Music K-3	Mrs. Katrina Davies
Third Grade	Mrs. Jennifer Jensen	Librarian K-3	Mrs. Brenda Gruener
Third Grade	Miss Sara McKinney	Counselor K-3	Miss Julia Grubb
		Speech/Language	Mrs. Amanda Edwards
		School Psychologist	Mr. Jack Baldwin
		Occupational Therapist	Mrs. Stephanie Forke

Support Personnel	
Position	**Name**
Secretary	Mrs. Jenni Bristol
Life Skills Para	Mrs. Amanda Yarger
Resource Para	Mrs. Misti Rhyner
Resource Para	Mrs. Darcy McClendon
Resource Para	Mrs. Christi Henderson
Title One	Mrs. Lynne Prindle
School Nurse	Mrs. Lisa Robinson
Food Service	
Food Service	
Food Service	
Custodian	Mr. Ray Figueroa
School Resource Officer	Officer Dustin Salka

HIGHLAND PARK ELEMENTARY SCHOOL
(Second & Third Grade)

Daily Schedule for 2024-2025

Time	Second Grade	Third Grade
8:20	Entry Bell	Entry Bell
8:25	Tardy Bell	Tardy Bell
8:25-8:35	Announcements	Announcements
8:35-9:45		Math Block
9:45-10:00		Recess
10:00-10:15	Recess	
10:20-11:30	Math Block	
11:30-11:55	Lunch	Recess
11:55-12:20	Recess	Lunch
12:20-1:20	Reading Block	Reading Interventions
1:20-1:35		Recess
1:20-1:40	Writing Block	
1:40-1:55	Recess	
1:40-2:05		Writing Block
2:00-3:00	Reading Interventions	
2:05-3:05		Reading Block
3:00	Homework Folder/Clean Up	
3:05	Dismissal	SAB/Clean Up
3:10		Dismissal

Revised 8/2024

Breakfast Before School in Gym 7:45 - 8:15

AM RECESS	LUNCH RECESS	LUNCH	PM RECESS
3rd - 9:45 to 10:00	3rd - 11:30 to 11:55	2nd – 11:30-11:55	3rd - 1:20 to 1:35
2nd - 10:00 to 10:15	2nd - 11:55 to 12:20	3rd – 11:55 to 12:20	2nd - 1:40 to 1:55

LEWIS & CLARK ELEMENTARY SCHOOL
(Fourth, Fifth & Sixth Grade)

Principal: Mr. Danny Wirtzberger **Phone: (406) 535-2811**

PERSONNEL

Full Time Teachers		Title/Resource & Shared Teachers	
Grade	**Name**	**Subject**	**Name**
Fourth Grade	Miss Kelli Akremi	Title One	Mrs. Cindy Gremaux
Fourth Grade	Mrs. Bridget Metcalfe	Title One	Mrs. Kathy Irwin
Fourth Grade	Mrs. Kerry Vaughn	Resource/Sp. Ed.	Mrs. Carrie Bartos
Fourth Grade	Mrs. Polly Weichel	Resource/Sp. Ed.	Mr. Brad Breidenbach
Fifth Grade	Miss Sheri Nelson	Health Enhancement	Mr. Kendall Denham
Fifth Grade	Mrs. Alison Phelps	Librarian	Mrs. Lora Poser-Brown
Fifth Grade	Mr. Matt Gruener	Band & Choir	Miss Rebecca Speranza
Fifth Grade	Miss Brooke Rector	Counselor	Miss Nora Weichel
Sixth Grade	Mrs. Amanda Jenni	Psychologist	Miss Ashley Nash
Sixth Grade	Mr. Charles Cloud	Speech Clinician	Mrs. Nicole Bronec
Sixth Grade	Mrs. Carrie Gillen		
Sixth Grade	Mr. Jeff Russell		

Support Personnel	
Position	**Name**
Secretary	Mrs. Holly Lower
Resource Para	Mrs. Gretchen Conrad
Resource Para	Mr. Dave Gill
Title One Para	Mrs. Kelly Hart
Resource Para	Mrs. Stacie Sallee
Resource Para	Mrs. Mary Satterfield
Resource Para	Mrs. Shawna Konert
Resource Para	~~Mrs. Helen Smithson~~
School Nurse	Mrs. Lisa Robinson
Food Service	Mrs. Jonette Lelek
Food Service	Mrs. Sandy Moss
Custodian	Mr. Shawn Schucard
School Resource Officer	Officer Dustin Salka

LEWIS & CLARK ELEMENTARY
(Fourth, Fifth & Sixth Grade)

DAILY SCHEDULE

First Bell (a.m.)	8:03
Tardy Bell (a.m.)	8:10
Sixth Grade Recess (a.m.)	8:55-9:10
Fourth Grade Recess (a.m.)	9:55-10:10
Fifth Grade Recess (a.m.)	10:10-10:25
Lunch Period	11:10-12:10
Sixth Grade Recess (p.m.)	12:55-1:10
Fifth Grade Recess (p.m)	1:10-1:25
Fourth Grade Recess (p.m)	2:10-2:25
Fourth Grade Dismissal (p.m.)	3:10
Fifth Grade Dismissal (p.m.)	3:15
Sixth Grade Dismissal (p.m.)	3:20

Students may enter the building when the warning bell rings at 8:03 a.m. Students having breakfast may enter the building at 7:45 am.

III. ACADEMICS

CURRICULUM

The Lewistown Public Schools offer a core elementary curriculum consisting of Reading, Language, Writing, Mathematics, Science, Social Studies, Music, Art, Health and Physical Education. Physical Education and Music are taught by personnel specifically trained in those areas, while the remainder of the core curriculum is taught by the classroom teacher.

Your child will participate in one of the following reading and math programs in the Lewistown Elementary Schools:

- McGraw Hill - Wonders
- Reading Mastery
- Corrective Reading
- Sidewalks, Read Well
- Corrective Math
- Connecting Math Concepts
- Pearson enVision Math
- Big Ideas!

Placement in a reading or math program will be based on the need to meet the student at their instructional level with the district-wide goal of continued academic progress through each year. Please note that as students grow in skill and ability the instructional program they use may change at some point during the academic year to continue challenging them at their academic level.

Below is a list of the other curricula materials used in these programs:

LANGUAGE ARTS	McGraw Hill, 2021 Edition
SPELLING	McGraw Hill, 2021 Edition
PENMANSHIP	Zaner-Bloser, 1993 Edition
SCIENCE	Kindergarten Harcourt (2008), 1st-5th Houghton Mifflin (2008), 6th Glencoe (2008)
SOCIAL STUDIES	Scott Foresman, 2003 Edition (K-6)
HEALTH	Science & Social Studies materials, as well as selected Body Shop materials
MUSIC	Silver Burdett, 2016 Edition
MATH	K-3 Bridges Mathematics & Grades 4-6 Big Ideas in Mathematics

In each building we have a Library-Media Center. This center is designed to centralize all our library and media materials so that students and teachers have a wider selection of materials available to them. It also eliminates duplication, thus allowing for better use of available monies.

Parents interested in reviewing any of these efforts in detail are invited and encouraged to contact their building principal.

HOMEWORK

If a student is to succeed in our changing complex world, he/she needs a comprehensive course of study. Independent study and self-discipline are also essential attributes that can be learned. One of the methods available to us to help accomplish these goals is the assignment of homework. Homework varies by grade level, but generally, students and parents can expect that homework assignments will be given. The following types of assignments can be expected:

1. Reading assignments:
   - ✔ Textual material in preparation for the next day's lesson
   - ✔ Literature
   - ✔ Newspapers in preparation for current event discussions
   - ✔ Recreational reading

2. Drill assignments:
   - ✔ Completing a math, spelling, science, social studies or grammar lesson begun in class
   - ✔ Music practice

3. Writing assignments:
   - ✔ Completing a creative writing assignment begun in class
   - ✔ Completing an essay or report begun in class
   - ✔ Answering textbook questions
   - ✔ Outlining

4. Project assignments:
   - ✔ Science experiments
   - ✔ Research papers
   - ✔ Independent study projects

5. Study assignments:
   - ✔ Study of class notes
   - ✔ Study of textual material
   - ✔ Outlines

Parents can help their children be successful in school by providing an appropriate study place, atmosphere, time and materials. Assistance can also be helpful, but the parent is cautioned not to do the student's work. Homework and good study habits are essential for the student to gain the greatest benefit from his/her educational experience. If the home and school work together, maximum success for the student will be realized.

GRADING

At the elementary level two different grading systems are used. In grades K-2, a standards based system is used, whereas in grades 3-6, the A, B, C & D system is used to determine academic success. When determining grades for report cards, teachers use a formula which includes tests, class work, homework and project grades. The following scale is used to determine grades.

Grades K – 2	Grades 3rd – 6th	
94% - 100% = Advanced	93% - 100% = A	73% - 76% = C
80% - 93% = Proficient	90% - 92% = A-	70% - 72% = C-
75% - 79% = Nearing Proficient	87% - 89% = B+	67% - 69% = D+
0% - 74% = Novice	83% - 86% = B	63% - 66% = D
	80% - 82% = B-	60% - 62% = D-
	77% - 79% = C+	Below 59% = F

REPORT CARDS

Report cards are sent home at the end of each quarterly grading period. The report cards are supplemented by a parent/teacher conference at the end of the first quarter in the fall. There is also a spring parent conference schedule to address mid-year concerns. In order to bring parents into the school more often, we will schedule an Open House early in the fall, and various student programs throughout the year.

End of Quarter Dates:

1st Quarter – October 25th	3rd Quarter – March 21st
2nd Quarter – January 17th	4th Quarter – May 30th

MID-TERM PROGRESS REPORTS

We encourage all parents and students to communicate with the classroom teacher regarding student progress throughout the school year. The following dates have been set:

Mid-term reports date:	*Mid-term reports sent home:*
September 20th	September 25th
December 5th	December 11th
February 19th	February 24th
April 25th	April 30th

MTSS MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support (MTSS) is a tiered process in which high-quality instruction is provided to all students based on individual needs academically or behaviorally. MTSS provides a process and structure for school teams to design, implement, and evaluate both daily instruction and specific interventions to assist in student success throughout the school year. This process blends our Response to Intervention Process (RtI) and the Montana Behavior Initiative, creating a more consistent and integrated system for schools to use and assist students when needed.

Tier 1 (Benchmark): Represents the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks throughout the year.

Tier 2 (Strategic): If students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in a small group setting, will be provided using Core Curriculum. Progress is typically monitored every two weeks.

Tier 3 (Intensive): For students who do not adequately respond to the targeted interventions in Tier II, more individualized instruction and interventions will be provided. The use of replacement curriculum may be used to meet student needs. Progress is typically monitored on a weekly basis.

Parental involvement is critical to the success of this intervention process. Parents may be asked to assist in developing an intervention program to assist in their child.

TITLE I

All of the schools within our District are considered to be School-wide Title I schools. As a result of that school-wide process, our school is expected 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 will regularly 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 school-wide program school are encouraged to participate in parent involvement activities.

For more information on our school-side programs please check out the district website at: http://lewistown.k12.mt.us

SPECIAL EDUCATION

Special Education services are available to assist students with identified disabilities. These services can provide both academic and behavioral support for students in a school setting.

IV. STUDENT GUIDELINES AND PARENT INFORMATION

ALLERGY GUIDELINES

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

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

ATTENDANCE (policy #3122)

Attendance Policy:

School District No. 1 is requesting the cooperation of parents and students in developing consistent school attendance for all pupils. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits from schooling.

The goal of our policy is to emphasize the importance of attendance. Students who are excessively absent are missing valuable instruction and are developing habits that will make it difficult to be successful in school. Absences and/or tardies are considered excessive when a student's total extends beyond ten (10) per semester. Refer to the section on Types of Absences for which absences count toward the 10 day accumulation.

The following procedures will be taken in accordance with the policy:

1. Accumulation of excessive absences and/or tardies – Parents/guardians will be notified by school personnel regarding the importance of attendance.
2. Absences and/or tardies persist – Parents/guardians will receive written notification outlining the number of absences and/or tardies along with the importance of attendance.
3. Absences and/or tardies continue to persist – Parents/guardians, student, teacher, principal, and/or counselor will meet to discuss attendance and set up an Attendance Contract.
4. Parents/guardians and/or students who do not follow the Attendance Contract – Parents/Guardians will be issued a Certified Attendance Letter and an evaluation of student academic performance will be conducted to determine if retention is appropriate.

According to Montana School Law 20-9-311, Subsection 6: When a pupil has been absent, with or without excuse, for more than 10 consecutive school days, the pupil may not be included in the enrollment count used in the calculation of the ANB unless the pupil resumes attendance prior to the day of the enrollment count.

Types of Absences:

Student absences will most commonly be classified in one of the following categories:

1. Excused (EA)
2. Excused Tardy (ET)
3. In School Suspension (IS)*
4. Medically Verified (MV)*
5. Office Conference (OC)*
6. Out of School Suspension (OS)
7. School Related (SR)*
8. Truancy (TR)
9. Tardy (TD)
10. Unexcused Absence (UA)
11. Unverified (UV)

*Absences that don't count toward the 10 Day Policy.

Absenteeism:

Parents are encouraged to contact the school as soon as possible when they know their child will be absent from school. The school secretary will contact families when an absence is not verified. Parental contact of the school saves the secretary valuable time.

When a student has been absent he/she should, upon returning to school, report to the office in order to verify that the absence has been properly approved. In all cases of absence, the parent should phone or send a written note to the school explaining the absence.

Students participating in a school activity must abide to the following attendance guidelines:

- When an event is scheduled during the school day; student must be in attendance during the half day just prior to leaving for the event.
- When the event happens after school or in the evening: students must be in attendance the last half of the day of the event.
- When the event is scheduled for an entire school day or on a Saturday: the student must be in attendance the last half of the day before the event.

Cameras:

The District uses video cameras in appropriate locations on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or law shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

Pass To Leave the Building:

When a student needs to leave the building during school hours for medical appointments or other arrangements that fall under the excused absences category they will be given a pass from the office. The pass will be completed when parents inform the school of the impending absence and will indicate time in which the student is to leave school. If the scheduled time to leave is during class the student is to present the pass to the teacher when they enter the classroom. When the time comes to leave the student gains the teacher's permission and then stops at the office to check out prior to leaving. If a student should return to the school before the day is finished they are to stop at the office and will be given a pass to re-enter class.

Tardiness:

The teaching staff will handle tardiness in the classroom for the first three tardies of a semester. They may accept the student's own excuse or enforce any of the following:

a. Detention in the classroom before or after school or after-school learning center time
b. Work assignments

Four or more tardies within a semester's time will result in a discipline referral from their teacher. From this discipline referral the principal will assign detentions or after school learning center time in accordance to the discipline policy. Persistent tardiness will result in a Behavior Contract.

Excused Absences:

Excused absences are absences that are related to illness, bereavement, or family emergencies, medical appointments or absences related to requirements to satisfy the law.

Other excused absences will be allowed for events which involve family participation, special travel or educational opportunities. These types of excused absences are the parent's responsibility and parents need to keep in mind the requirements and consequences of the policies and guidelines set forth in this student handbook.

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should speak to their teacher and gather assignments before the absence. If, in school, the student must properly check out by being signed out from the office.

Unexcused Absences:

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated.

Truancy: (skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence.

Make-Up Work:

Make up work for excused absences is counted at full value. Students will have two school days for each missed day to complete work up to five days total. Students wishing extensions on the time limit may request directly to the teacher. The principal will hear appeals if they are requested. Work not completed on time will be considered late work and left up to the discretion of the individual teacher.

However, depending on the assignment and time allocated, the final determination of the makeup work is at the discretion of the teacher and depends on arrangements made between a student and teacher.

COMMUNICATION WITH FAMILIES

Communication between the home and school is an essential part of the elementary program. You are encouraged to contact your child's teacher, principal or any specialist if you have questions, concerns, or compliments about your child's progress in school. There are a number of ways for parents to receive information about their child's progress and school.

- The **Parent Portal** is a confidential website that only registered parent/student/guardians can access on the Internet to view their child's grades, etc. Parents can access information about Parent Portal via the Lewistown Public Schools website at: www.lewistown.k12.mt.us and by going to the Parent Portal Information link.

- **Open House** is a time set aside each fall for parents to visit their child's school and meet with teachers. Curriculum, grading practices, homework policies and general expectations are explained by each teacher. This is not a time for individual parent / teacher conferences.

- **Report Cards** are issued following each nine-week period. These reporting forms record academic progress and effort in each area of the curriculum.

- **Parent/Teacher Conferences** provide opportunities for teachers to share information with parents about their child's progress in school. The parent / teacher conference is an important means of reporting to parents and guardians. These conferences are scheduled in the fall and spring of the year. Additional conferences may be held at the request of the parent or teacher anytime during the year. Some teachers conduct Student-Led Parent / Teacher Conferences.

- **Email/Telephone** contact is encouraged. All teachers now have classroom telephones. Messages can be left during the day. Parents are encouraged to utilize email as well. Please contact your child's teacher and/or principal for their email address and/or phone number.

- **Newsletters** from the principal or classroom teacher(s) are sent home with students on a regular basis to provide timely information about school, classroom and district activities. Some school principals email newsletters to parents wishing to receive email rather than paper copies.

- **Parent/Teacher Organizations** (PTO) is established in each school to provide valuable support and service to students and staff. Parents are encouraged to become active members.

• **School District Website** at www.lewistown.k12.mt.us provides general information about the District and its programs as well as current news items. Each individual school has a section on the district website that has information pertaining to that school.

• **Assessment Results** also give parents an indication of how their child is progressing in school. As part of their learning, students participate in a variety of classroom assessment activities throughout the school year. Standardized test results assist teachers, principals, and District administration in determining the effectiveness of instructional programs.

CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER

Because of the possibility of an emergency, the school should be notified when a change of address and/or telephone number is made.

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

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

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

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

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

LEAVING SCHOOL GROUNDS

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

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

LOST AND FOUND

All schools maintain a depository for lost and found articles. Parents and students are encouraged to check for lost items frequently. Information can be obtained at the building office. ***Please*** **put your child's name on his/her possessions whenever possible!**

PERMISSION TO STAY INSIDE and RECESS GUIDELINES

As much as possible, students will go outside for recesses. Properly dressed children enjoy their time outside and usually perform better when returning to the classroom.

Students will be outside for recess most days during the school year unless the weather or temperature is not appropriate. Students will be outside as long as the air temperature and/or wind chill is above zero during the winter months. On inclement weather days, the principal or designee may call for a shortened outside recess or inside recess when severe cold or wet conditions are present.

On occasion, it may be necessary for students to stay inside for recess due to health reasons. If this is the case, please send a note requesting that your student be kept inside. If it is necessary for your student to stay inside for more than 3 days a doctor's note will be needed.

PUBLICATIONS, VIDEO, INTERNET PHOTOS

Students in the Lewistown Public Schools are occasionally involved in school activities or events that are published in newsletters, on the district or school websites or covered by our local media (TV, newspaper, etc.) If you do NOT want your child to be included in any publication and/or public relations activity please indicate by marking the appropriate answer and signing the "Parent Permission Master Form" included at the end of this handbook.

STUDENT LOCKERS

Students are not permitted to decorate any part of their assigned locker(s) in any way. Students will also not be permitted to hang mirrors, or other similar items, in their lockers. Students will be responsible for keeping their lockers clean and neat. *Note: Lewis & Clark School does not have student lockers.*

ROOM VOLUNTEERS

At various times during the year there are parties, programs and other activities where volunteer help is needed. Room volunteers are the people we call upon for this help. This group will be informed at the beginning of each school year through the classroom teacher or the PTO. We really appreciate volunteer assistance.

VISITORS

Parents are welcome in the Lewistown Public Schools. For the safety of our students, all visitors, including parents, **must sign in at the office and put on a visitor's pass before entering our schools. Visitors need to make prior arrangements with the classroom teacher and/or school principal if they plan to visit or volunteer in a classroom.** Thank you for your cooperation.

In an effort to reduce interruption of valuable class time, we ask that parents **report** to the office when entering the building, rather than going directly to classrooms. We will deliver messages and/or necessary items to students for you.

Only students who are enrolled may attend classes. On occasion, students may ask to bring an out-of-town friend to school to visit and attend classes. The building principal should be contacted, in advance, to arrange for the visitation. Visits should take place during the lunch hour, and the student visitor must be accompanied by an adult.

USE OF SCHOOL TELEPHONE

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

OTHER THINGS TO CONSIDER

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

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

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

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

I. Pocket knives or other sharp objects
II. Guns of any kind, bullets or matches
III. Weapons of any kind

Possession of these items could result in suspension or expulsion.

WHAT CAN PARENTS DO?

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

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

V. OTHER ACTIVITIES AND EVENTS

SCHOOL BOARD MEETINGS

School Board meetings are held on the 2nd Monday of every month at 6:00 p.m. The regular meetings are generally held at the Lincoln Building in the Boardroom. Special meetings are called throughout the school year through adopted procedures with legal action restricted to those items listed on the agenda. Executive Sessions are the only type of Board meeting not open to the public. These sessions are confined to consideration of matters generally involving or affecting personnel.

ELEMENTARY ACTIVITY PROGRAM

The Lewistown Public Schools provide an activity program for students at various grade levels including wrestling, chess, and music. Students may sign up for any one activity, or a combination. Times for practice may vary; generally, the boys and girls practice twice a week (3:45 p.m. - 5:00 p.m.) each on different afternoons. Students must be in attendance at school for ½ day in order to participate.

SPECIAL EVENTS

The elementary schools have three special events each year for the children. The three elementary schools each have a fall, winter and February party. The parties generally last no more than 1½ hours at the beginning or the end of the school day.

GIFTS, PARTIES AND INVITATIONS

Gifts from children or parents to school employees are discouraged. In addition, students should not exchange gifts with each other at school nor distribute party invitations to classmates at school. These practices can cause hurt feelings and become disruptive to the learning process.

If parents wish to send birthday treats to be shared with classmates, treats should be delivered to the school office. The treats will be taken to the classroom at the appropriate time. We also ask that parents check with their child's teacher regarding potential food allergies that may be present in the classroom. While homemade treats are wonderful, we would encourage some kind of packaged treat so ingredients can be easily identified and allergic reactions can be avoided. Parents' cooperation with this policy is appreciated.

CHURCH NIGHT – WEDNESDAY

To alleviate conflict between school and church activities in Lewistown, all elementary schools shall try to adhere to the following policy:

1. Wednesday nights shall be kept free of school activities if at all possible.
2. Reduced school homework and assignments shall be given on Wednesday.
3. Normally, detentions will not be given on Wednesday nights. Flagrant misbehavior, which in the judgment of the teacher or principal merits immediate detention may be an exception to the rule.

VI. SCHOOL-WIDE EXPECTATIONS

The Lewistown Elementary Schools are part of the Montana Behavioral Initiative. The purpose of the school wide expectations and discipline policy is to promote acceptable student behavior and self-control. School-wide expectations have been developed to encourage a positive learning environment, as well as an atmosphere free of fear, physical and emotional harm, and frustration due to inconsistent expectations. The expectations are meant to be clear, concise and directed toward ensuring a safe, orderly climate for students and staff. The following belief statements are at the core of our school-wide expectations:

- All students should be treated with dignity and respect.

- Students can and should be taught skills for success.
- Motivation and responsibility are encouraged through positive interactions.
- Misbehavior provides a teaching opportunity.
- Staff must work together to meet students' needs.
- Schools and communities must work together to meet the diverse needs of students.
- Safe schools create an environment where academics flourish.
- Positive, proactive and preventative efforts of schools and communities can defeat violence.

VOICE LEVEL SYSTEM

Throughout our schools we ask students to use an appropriate voice level as they participate in various educational activities. As a way of creating consistency in our school all three elementary schools will use the following voice level system:

Voice Level System
0 – no talking
1 – Whisper voice
2 – 12" voice (indoor voice)
3 – Conversational voice
4 – Outside voice

SOAR GUIDELINES

The following chart was developed to create consistency in all of our elementary schools. We ask our students and staff to be Safe, Organized, Accepting and Responsible (SOAR) throughout the school day. The chart has been broken down into various school locations and we have identified expected behaviors that will help our staff and students SOAR. Following the chart we have also clearly defined behavior for bus area loading and unloading, cell phone usage, and student dress and appearance.

EAGLE EXPECTATIONS Watch Us "SOAR"

		School-Wide	Classroom	Hallways	Lunch	Playground	Bathroom	Assembly	Bus
S	Safe	• Keep hands and feet to self • Listen to adults • Use materials and equipment appropriately	• Move appropriately in classroom • Keep hands, feet and objects to self	• Walk on right • Nose and toes forward	• Wait to be dismissed • Carry your tray with both hands	• Stay on campus • Enter and exit the building appropriately • Use equipment appropriately	• Wash your hands with soap and water • Dry with paper towels • Act appropriately	• Listen and follow directions	• Seat to seat and back to back • Keep hands in bus • Buckle up
O	Organized	• Be ready to learn • Have supplies • Use time wisely	• Desk is neat and organized • Complete work on time • Be prepared for class	• Walk in a single file line • Hands to yourself • Use lockers, hooks and racks quietly and neatly	• Wait your turn and stay in line • Empty your tray in an orderly fashion	• Agree on the rules of the game before you start • Follow PE game rules	• Wait your turn • Flush when finished • Place paper towels in garbage	• Sit in designated area • Enter in orderly fashion	• Load, ride and unload in an orderly fashion
A	Accepting	• Recognize differences • Use kind words • Respect others • Include others	• Speak and listen politely • Cooperate and work well with others	• Yield to other classrooms • Monitor your voice level • Greet others	• Practice good manners • Include others	• Respect others' abilities • Include others	• Allow for the privacy of others	• Treat speakers and performers with courtesy • Sit quietly during presentations and performances	• Respect others' space • Share seats with others
R	Responsible	• Be on task • Follow directions • Make smart choices • Be responsible for own belongings	• Use time wisely • Stay on task • Be an active and engaged learner	• Get where you need to be in a timely manner • Keep hallways neat and clean • Remove your hat in the building	• Clean up after yourself • Use appropriate voice - level #2	• Manage your behavior • Take turns on equipment • Return equipment after use • Obtain permission to enter building	• Keep the bathroom neat and clean • Return to class promptly • Quiet voices - level #2	• Use appropriate applause • Keep your space clean	• Use a quiet voice • Listen to bus driver • Buckle up

Bus Loading Area

Goal: To help students understand that a positive and safe school environment begins with the trip to school.

Students who ride a School District bus for the purpose of being transported to and from school should consider this service a privilege. As a result, students are expected to act in a manner that is safe and orderly and which follows the bus guidelines as established by the School District Transportation Department, and by the staff of the Lewistown Public Schools. The number one priority of our students as they are transported by bus, as they disembark from the bus, as they wait in the bus loading area and as they load the bus, is SAFETY.

In addition to the rules posted within each bus, the following expectations have been established for students as they wait in and or depart from the bus loading area.

When a school bus is approaching the loading area, students must remain on the sidewalk until:

1. All students have unloaded from the bus.
2. The bus has come to a complete stop.

As a student I will:

1. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
2. Respect other students and their property.

When departing the campus from the bus loading area by foot or by bicycle, students must:

1. Use the crosswalks.
2. Watch for traffic, making sure that vehicles have stopped before attempting to cross the street.
3. Walk their bicycle from the bike rack to the nearest crosswalk before mounting.
4. Never leave the bus loading area by walking between the buses.

Cell Phones and Electronic Devices

Goal: Help alleviate distractions for the educational environment and prevent unnecessary conflicts.

As a student I will:

1. Turn off my cell phone, cell phone watch, and other electronic devices before entering the school building in the morning.
2. Keep my cell phone, cell phone watches, and other electronic devices in my backpack and turned off during the instructional day. (We recommend that electronic devices (ipods, mp3 players, etc.) be left at home where they are safe.)
3. Only take my cell phone or electronic device out when given permission by a school authority or when dismissed for the day.
4. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
5. Hand over my cell phone and other electronic devices without complaint or delay when I have violated the policy.
6. Understand that confiscated devices will be returned to the student after school on the first two incidents and to the parent or guardian after further incidents.

Dress Code and Appearance

Goal: Create a learning environment that shows pride in our school and respect for ourselves.

As a student I will:

1. Remove my hat upon entering the building, and not place it back on my head until I leave the building.
2. Only wear clothes that are clean and appropriate for school.
3. Refrain from wearing any pants with tattered holes (that expose the skin above the three inch inseam line) or that sag low enough to expose undergarments.
4. Refrain from wearing tank tops that expose private areas and/or undergarments.
5. Refrain from wearing tops that are cut too low or expose a bare midriff.
6. Refrain from wearing any clothing with alcohol or tobacco advertising.
7. Refrain from wearing shorts and skirts that are shorter than a three inch inseam or expose private areas or undergarments.
8. Refrain from wearing any clothing with slogans that have "double meanings" or that display insults, "put-downs," or demeaning statements toward self or toward others.
9. Refrain from writing on myself.
10. ~~Refrain from wearing slippers or flip flops, or open-toed shoes.~~
11. Refrain from wearing pajama and flannel pants.

Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc.

Hallways

Goal: Create an environment in the hallways that is safe, efficient, and welcoming.

As a student I will:

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Walk at a casual pace.
4. Keep my hands, feet and other objects to myself.
5. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
6. Take my hat off upon entering the building and leave it off until I have left the building.
7. Always be courteous to and respectful of my fellow students.
8. Follow directions that are given to me by any staff member.

Integrity of School Work

Goal: To assure accurate assessment of student progress and promote honesty.

As a student I will:

1. Refrain from copying another student's school work.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom.
4. Seek support from staff whenever possible.
5. Accept the consequences for my behavior if I am caught cheating.

Interactions with Others

Goal: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict.

As a student I will:

1. Treat others as I want to be treated, always observe the Golden Rule.

2. Show common courtesy toward others. (i.e., thank you, please, you're welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak only good of others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

Lunchroom Line and Eating Area

Goal: Create a positive environment of respect and order.

As a student I will:

1. Walk to the lunch line, or to the area where I will be having lunch.
2. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
3. Sit at the designated tables if I bring lunch from home.
4. Sit down while I am eating.
5. Use appropriate table manners.
6. Leave my table and floor area clean.
7. Be respectful of all lunch supervisors.
8. Use appropriate voice level and language.

Assemblies

Goal: Demonstrate respect and courtesy toward our guests and establish a sense of pride in our school.

As a student I will:

1. Sit with my class in the designated area.
2. During formal assemblies:
    a. Sit quietly and refrain from talking/whispering during the presentation.
    b. Listen to the presentation and/or the presenter.
    c. Clap only when it is appropriate.
    d. Refrain from whistling or making any other distracting noises.
    e. Follow directions of the homeroom teacher or other supervising adult.

VII. SCHOOL-WIDE DISCIPLINE

Student behavior that is not in agreement with our school-wide expectations will be addressed either by a staff member refocusing that behavior with direct communication with the student at the time of the incident or in the case of more severe behavior the student will be sent to the office to conference with the principal.

A Refocus form will be utilized by school personnel and students to address less severe behavior(s) that needs to be redirected.

During a refocus, students will:

- Reflect on the behavior they were exhibiting,
- Identify what they did,
- State how their actions affect others around them,
- Identify what they would do if the occasion arises again.

This may occur as a written or verbal refocus. Written refocus sheets may be sent home with the student and we ask that they are signed by a parent and returned to school. Students with serious infractions will have an office conference with the principal and parents will be contacted.

On the following page is an example of the Refocus/Referral that will be kept on file with the principal and teacher.

Refocus Form - Digital

Student Name:
Student Grade:
Reported By (Adult):
Student's Teacher:
Date:
Time:
Incident Severity:
Problem Behavior:
Location:
Motivation:
Incident Description:

Action Taken
❑ Conference with the Student ❑ Loss of Privileges_____ ❑ Detention/Time Out _____ ❑ In-School Suspension - Date(s)_____ ❑ Out of School Suspension - Date(s) _____ ❑ Other _____ ❑ Parent Contact - Date_____ Time _____ ❑ Parent _____ ❑ Contacted By_____
Student Section
1. SOAR Expectation Broken? [ ] Safe [ ] Organized [ ] Accepting [ ] Responsible 2. What poor choice did I make? _____ _____ 3. How did I make other students or teachers feel?_____ _____ 4. What will I do differently next time?_____ _____ Student Signature_____ Parent Signature_____

RANGE OF DISCIPLINARY ACTION

Problem Areas:

1. Tardiness – arriving late to class
2. Unexcused Absence and Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
3. Defiance of School Personnel Authority – refusal to comply with reasonable requests of school personnel
4. Classroom Disruption- any behavior that continually disrupts the learning environment
5. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures in the Lewistown Public Schools
6. Dress Code – clothing that is disruptive to the school environment and guidelines of policy
7. Electronic Device – use of cell phone, MP3, Smart Watch, or other device
8. Possession or use of tobacco – the possession or use of any type of tobacco product
9. Theft – taking property that does not belong to you
10. Destruction of property – destroying or mutilating materials belonging to the school, school personnel or students
11. Fighting – engaging in physical contact with the purpose of inflicting harm on another person
12. Alcohol – use, sale or possession of alcohol during a school activity or school day
13. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it
14. Arson – attempting to burn property
15. Drugs – use, possession and sale of narcotics or noxious substances during a school day or school activity
16. Harassment – intimidation of another individual
17. Explosive Devices – use, possession of exploding devices in school
18. On-going acts that lead to progressive discipline plan

SEVERE CLAUSE

When a student demonstrates a behavior that defies authority, reflects an uncooperative attitude, threatens the safety of others or self, results in minor to extreme vandalism to school district property, results in theft of school district property, shows unusual or violent conduct, indicates a documented pattern of handbook or district rule violations, a severe consequence will be considered by the administration.

Generally a student moves toward a severe consequence through a series of rule violations. However, the seriousness of an individual act by a student can result in an immediate consideration by the principal to request suspension or expulsion, and/or Risk Assessment regardless of a student's discipline record to date.

In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement following the discipline grid.

Range of Disciplinary Consequences:

1. Parent/Guardian Contact
2. Office Conference
3. Parent Conference
4. After School Detention with Teacher
5. After School Detention or Recess Detention Assigned by the Office (One thirty-minute session after school or 2 recesses.)
6. After School Detention or Recess Detention Assigned by Office (Two thirty-minute sessions after school or 4 recesses.)
7. After school Work Time
8. Loss of Privileges (ie. hall pass, lunchroom access, free time at lunch)
9. Temporary Removal from Class – Duration of the Class Period

10. Temporary Removal from Class – 3-5 days
11. Reimbursement of Damaged or Stolen Property
12. Zero Credit on Assignment
13. Plan of Improvement
14. Counseling
15. Referral to Police Department
16. In-School Suspension (ISS)
17. Out-Of School Suspension
18. Recommendation for Expulsion
19. Other - in unique situations logical consequences will be applied.

DISCIPLINE GRID

The administration reserves the right to select other options at their discretion. The precise action depends upon the severity and regularity of the offense. Disciplinary actions shown in the grid below are listed by number on the previous page.

Behavior	First Offense	Second Offense	Repeated Offenses
Cheating	1, 2, 12	1, 2, 12	1, 2, 3, 10, 12, 13
Classroom Disruption	1, 4, 9	1, 2, 5, 8, 9, 14	1, 2, 3, 6, 7, 8, 10, 13, 14, 16, 17
Defiance of School Authority	1, 2, 5, 8, 9	1, 2, 3, 6, 8, 9, 14	1, 2, 3, 6, 9, 10, 11, 13, 14, 17
Disrespect for School Property	1, 2, 5, 11	1, 2, 3, 6, 11	1, 2, 3, 13, 16
Disrespect for School Staff	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 16, 17, 19
Disorderly Conduct	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 17, 18
Dress Code Student required to correct dress code violation. May include a trip home as an unexcused absence.	1, 2	1, 2, 5	2, 3, 6
Electric Device Each violation will result in confiscation of device. Refusal to surrender is considered defiance.	1, 2	1, 2, 5	1, 2, 3, 6
Fighting	1,2, 14, 16, 17	1,2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16,17, 19
Forged Notes	1, 2, 5	1, 2, 6	1, 2, 3, 16
Harassment/Threat	1,2, 14, 16, 17	1,2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16,17, 19
Inappropriate Display of Affection	2	1, 2	1, 2, 3, 5
Inciting Other Students	1, 2, 6	1, 2, 16	1, 2, 3, 13, 14, 17, 19
Lying	2, 5	1, 2, 6	1, 2, 3, 6, 14
Misuse of Food/Drink Privileges	2	1, 2, 5	1, 2, 3, 6, 8
Misuse of Pass Privileges	2	1, 2, 8	1, 2, 8
Profanity Directed Toward Staff	1, 2, 14, 16, 17	1, 2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16, 17, 19
Profanity (not directed toward staff)	1, 2, 5	1, 2, 6	1, 2, 3, 13, 14, 16
Refusal to Accept/Complete Consequence	1, 2, 2x Initial	1, 2, 3, 14, 16, 2x Initial	1, 2, 3, 7, 13, 14, 16
Running/Rough Housing	1, 2, 9	1, 2, 5, 9	1, 2, 6, 10
Tardiness (per semester)	Third Tardy: 7	4-5 Tardies: 1, 2, 7	6-7 Tardies: 1, 2, 3, 7, 13 8+ Tardies: 1, 2, 3, 7, 14, 16
Theft	1,2, 14, 15, 16, 17	1,2, 14, 15, 16, 17	1, 2, 3, 13, 14, 15, 16,17, 19
Truant from Class	1, 2, 7, 12	1, 2, 3, 12, 13, 14	1, 2, 3, 12, 13, 14
Unexcused Absence	1, 2, 7	1, 2, 7, 15	1, 2, 3, 7, 13, 15

NOTE: The seriousness of an act may necessitate the administration providing a greater punishment than what is shown.

NOTE: The range of actions may not apply for a student who is on a Plan of Improvement.

The following are examples in which the student may be Responsible to both school policy and civil/criminal status:			
DISCIPLINARY CONCERN	**RANGE**	**FIRST OFFENSE ACTION**	**REPEATED OFFENSE**
Arson	Minimum Maximum	Parent Involvement Subject to Expulsion	 Subject To Expulsion
Destruction of School Property	Minimum Maximum	Parent Involvement Suspension/Expulsion	 Subject To Expulsion
Drugs & Alcohol	Minimum Maximum	Parent Involvement (See Chemical & Tobacco Policy #3340) Suspension/Expulsion	 Subject To Expulsion
Physical Assault	Minimum Maximum	Parent Involvement Subject to Expulsion	 Subject To Expulsion
Pulling Fire Alarm	Minimum Maximum	Parent Involvement Turned over to Authorities	Suspension
Theft	Minimum Maximum	Parent Involvement Suspension	Suspension Subject to Expulsion
Weapons or Explosive Devices	Minimum Maximum	Parent Involvement Subject to Expulsion	 Subject To Expulsion

SUSPENSION AND EXPULSION

The school Principal may suspend a student up to ten (10) days. In cases of this type, an informal hearing between the principal, student, and any other appropriate persons will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will attempt to notify parents of the affected student by telephone when a suspension is made.

In the case of expulsion, the principal will make the recommendations to the District Superintendent. The parents and student will be notified of this action and instructed concerning their rights regarding the due process procedures. If the recommendation of the principal is followed, the student, parent, and their representative, upon request, may have a hearing with the Board of Education. If the hearing is not requested, the Board of Education will take action on the recommendation.

Students suspended from participation at extra-curricular activities will not be allowed to perform or compete at an extra-curricular activity in town or away for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. Some activities are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purpose of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. For example, a student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If a part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance.

A semester is the equivalent of ninety (90) pupil instruction days. A suspended student will serve ninety (90) suspension days from activity participation for each semester of suspension even if the time is carried over to a new school year.

Activity days are days when school is in session or there are previously scheduled school activities, in which the student is involved, including performance, practices, rehearsals, and travel.

Plan of Improvement

Continuous infractions or a combination of infractions of school policy by a student are a sign that something is distracting from the student's ability to focus on academic or personal progress. When initial consequences have failed to motivate a student to correct their behavior it becomes evident that more structure in the student's school day is necessary. This structure will come in the form of a Plan of Improvement. A Plan of Improvement will be administered as a means to focus attention on the specific acts, and as a guide toward cooperative remediation and academic improvement.

A Plan of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement a student will remain under it's guidance throughout the year or until removed by the administration.

In very extreme cases it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

Procedural Due Process:

The student has a right:

- ✔ To oral or written notification of charges.
- ✔ To an explanation of evidence held by school authorities.
- ✔ To an opportunity to refute the charges.

The student has a responsibility:

- ✔ To follow the appropriate procedural guidelines provided by the district when desiring a reexamination of action taken by school officials.
- ✔ To act in a manner that demonstrates an understanding of adjudication as a peaceful means of settling disputes.
- ✔ To understand that suspension and expulsion are considered severe disciplinary measures involving exclusions from school for a short period of time (suspension), usually three to five days or for a longer period of time (expulsion), generally until the end of the current school year. School administrators and Board of Trustees have the authority to suspend. Expulsion is reserved for the School Trustees.

VIII. EMERGENCIES

EMERGENCY PROCEDURES FOR SCHOOL DISTRICT NO. 1

The Lewistown Public Schools Emergency Operation Plan is designed to integrate our response procedures with local Fire and Police agencies by utilizing the Incident Command System. This allows us to manage any and

all emergency situations that arise. We have created Standard Response Procedures to assist in maintaining the safety and security of our schools.

In the event of an emergency the school district and/or schools may utilize our local radio, Infinite Campus auto caller, social media and the Fergus County Emergency Alerting and Notification System to inform the community and parents about situations. This notification would include general information regarding the incident, schools involved, and reunification location if students have been evacuated from the school.

EMERGENCY WEATHER CONDITIONS

In the event that adverse weather creates hazardous driving conditions, before or during school hours, we will attempt to relay this information, pertaining to the closing of the schools, to parents through the school district automated calling system. Information will also be broadcast over KXLO RADIO STATION, 1230 KHz.

EMERGENCIES AT SCHOOL

If your child becomes ill, or is involved in an accident at school, you will be notified. If you, or another person designated by you, cannot be reached and informed, your child will be referred to your family doctor. It is important, therefore, that the school be kept informed as to your telephone number at home, or your place of employment, and the name of your family physician.

The school should also be informed about any allergies, reactions, chronic illnesses or serious physical problems (epilepsy or chronic diabetes), so that proper measures can be taken if something happens at school. If a child is taking any medication (prescription or over-the-counter), the school should be notified.

FIRE DRILLS

Fire drills are a serious matter and may mean saving many lives in the event of a real fire. In order to know what to do in case of a real fire, we must practice our drills and follow instructions. Instructions concerning leaving the building during a fire drill will be given to the students by individual classroom teachers. When the fire bell rings, the persons first reaching the outside exits shall act as monitors by opening and holding the doors while the others continue outside to the designated rallying points. There should be no talking; move quickly, but no running. Students are to follow instructions quickly, shut off lights, and close doors to prevent drafts. Any student noticing anything which leads him/her to believe there might be a fire, should immediately notify the nearest teacher. Homeroom teachers are responsible to help any student needing special help out of the building.

LOCK DOWN PROCEDURES

1. If a lock down is necessary, the following announcement will be made over the PA system: "Attention, Attention. Attention students and staff, our campus is now under lock down procedures. At this time all students and staff must proceed to the nearest available classroom."

2. If the announcement for a lock down has occurred, and once staff and students are within a classroom/secure area, the following procedures will be followed.
    a. The classroom doors will be locked.
    b. Classroom windows will be covered/curtains or quilts drawn.
    c. All persons within the classroom will move away from windows and doors.
    d. No one will be allowed outside of the classroom, until the principal or counselor gives an all-clear signal.
    e. Phone usage will be limited to use of the intercom within the school. In the event of an emergency contact with the proper authorities will be made by the principal, counselor or by the principal's designee.
    f. Attendance will be taken of all students/staff within the classroom.

During an emergency situation requiring the lock down of the school campus, it is vital that students follow promptly the directions given by any adult staff member. This will ensure that procedures are followed in a calm

and concise manner, and that every person present at the school will have a greater opportunity to remain free from harm.

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

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IX. HEALTH & SAFETY

ASBESTOS MANAGEMENT PLAN

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-containing materials (ACM) in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate.

In compliance with AHERA regulations, we recently had our school facilities inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty, or employees.

With confirmation of the presence of ACM, an Asbestos Management Plan was developed for our school by an EPA accredited management planner. The Management Plan includes the inspection and physical assessment reports, the training program for our custodial and maintenance personnel, the plans and procedures to be followed to minimize disturbance of the asbestos-containing materials, and a program for regular surveillance of the ACM.

CONTAGIOUS ILLNESS

If a child has a contagious illness, he/she should be kept home until it is non-contagious and he/she is well enough to prevent a relapse. If a child at school is suspected of having a contagious illness, he/she will be sent home.

Children having an illness that requires medication should remain at home for 24 hours after beginning the medication.

HEAD LICE POLICY

In order to provide students with a healthy environment that encourages learning and school attendance, head lice infestations will be addressed in the following manner. When a student is reported with head lice, the school nurse will be notified and evaluate the student in question. An active infestation includes either live lice and/or viable nits.

A student found to have live lice after evaluation by the school nurse will be excluded from the classroom; parents will be notified and asked to pick up the child as soon as possible. The student will need to be treated with a proven over the counter or prescription lice treatment.

For children with viable nits, but no active lice; parents will be notified and they can pick up their child immediately to allow more time for treatment, or they may stay at school until the end of the day. They will need to be treated with a proven over the counter or prescription lice treatment.

Instructions will be given about proper treatment, nit combing, and cleaning. Parents should remove all dead lice and nits from the hair shaft using a nit comb. Upon return, the student will be reassessed for efficacy of treatment. Refer to the Lewistown Public Schools Head Lice Fact Sheet.

PARENT NOTIFICATION OF ROUTINE HEARING SCREENING

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include emittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing re-screen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing re-screen. In addition to the pure tone and emittance screening, they may also conduct optoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

VISION SCREENING

Vision screening is conducted annually during Kindergarten Screening and routinely for those entered into a drivers education program through Lewistown Public Schools. Additionally, students will be screened based on the request/ recommendation of the classroom teacher and/or school or by parental request. The school nurse will conduct the vision screening; if a student does not meet the passing criteria of the vision screening, parents will be notified and referred to an eye doctor for further evaluation. Follow up vision re-screening will be conducted on those students who met the referral criteria on the initial screening.

IMMUNIZATION REQUIREMENTS (policy #3413)

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Hemophilus influenza type "B" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be on file and are no longer required to file annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, hemophilus influenza Type "B", and tetanus vaccine and a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

MEDICINE AT SCHOOL (policy #3416)

The Lewistown Public Schools require all medications to be given at home whenever possible. However, under certain circumstances, it is necessary for medication to be administered to a student during the school day. These circumstances may include, but are not limited to, treatment of chronic disabilities and/or illness. When a student requires medication to be administered at school, a parent may make arrangements to come to school to give the medication or the following procedures must be complied with regarding the administration of medication during the regular school day.

1. School personnel may not accept or supervise the administration of medication unless it is accompanied by a completed Permission for Medication form. This form will specify:
    a. demographic information on the student,
    b. diagnosis,
    c. type of medication,
    d. dosage prescribed,
    e. purpose of medication,
    f. time of administration,
    g. possible side effects,
    h. anticipated number of days to be given at school (starting and ending date),
    i. additional instructions for administering,
    j. signature of physician/dentist, and
    k. signature of parent/guardian
    l. The form can be found at the back of this handbook and may be used.
2. Students taking medication prescribed by a physician/dentist must present the medication in its original container to the principal or school designee, with the required form signed by the physician/dentist and parent/guardian. This may require the issuance of duplicate bottles of medication authorized by the physician, one for home and one for school. Both bottles shall indicate the name and telephone number of the pharmacy, the student's name, the physician's name and the dosage to be given.
3. Students taking over-the-counter medication must present the medication in its original container to the principal or school designee with the required form signed by the parent/guardian. The school will not supply any medication such as aspirin, Ibuprofen or Tylenol.
4. The initial dosage must be administered at home, in the physician's office, or hospital to avoid adverse reactions from occurring at school.
5. School personnel delegated by the school nurse to administer medication must:
    a. Be taught, supervised, and evaluated for the performance of the delegated nursing task
    b. Routinely record:
        i. Time and date student took medication
        ii. Medication not given and reason
6. Parents are to be notified if:
    a. Medication was not given and reason
    b. Any side effects or unusual symptoms
7. At parent/guardian request, the student may carry an inhaler with them, but must comply with procedure Numbers 1-4.
8. School personnel reserve the right to review or deny all requests for medication administration during school hours based on completeness of compliance with these procedures or ability to provide the requested service.
9. All medication must be stored in a designated area that is to remain locked when not in use.

The Lewistown Public Schools assume no responsibility for the provision of any medication.

Permission to administer medication must be re-authorized at the start of a new school year by consent of parent/guardian and accompanying physician's order. Any medication order changes that may occur must be accompanied by a new Permission for Medication form with proper treatment.

The school nurse or other authorized personnel will provide training to staff regarding the administrations of medication and/or side effects of such pharmacological treatment.

PUBLIC HEALTH DEPARTMENT SERVICES

The Fergus County Nurses Office works closely with the Lewistown schools. They provide the following services free of charge: Vision Screening; Scoliosis Screening; Growth & Development films for the 4th, 5th & 6th grades. They also monitor the incidence of contagious disease in the schools. It is a good idea to call the County Nurses Office at 535-7433 before attending the clinics for an immunization.

Regular County Nurses' office hours are: Mon. – Fri., 8:00 a.m. - 12:00 noon & 1:00 p.m. - 5:00 p.m.

Immunizations are given at their office for a small fee. Please call the Fergus County Nurses Office at 535-7433 for a current immunization schedule.

X. CHEMICAL & TOBACCO POLICY (policy #3340)

Philosophy

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social and moral development so that our students may become better citizens.

IN SCHOOL OR AT SCHOOL ACTIVITIES

Chemical Violations

In school, or at school activities, students who are under the influence, possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

A first violation in school, or at school activities, during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.
3. Suspension from participation in all extra-curricular activities for a period of one semester **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 3 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

A second violation in school, or at school activities, during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days.
3. Suspension from participation in all extra-curricular activities for a period of one year **OR** principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 6 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

Further violations in school or at school activities during their school career will result in:

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to ten (10) days.
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

Chemical Sale or Distribution Violations:

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.
2. Will receive up to ten (10) days out of school suspension.
3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

School Tobacco Violations

Student use or possession of tobacco or tobacco products in school or at school activities will result in disciplinary action as follows:

First Offense: Suspension from school for up to one (1) day, notification of parents and law enforcement, and an explanation of the consequences for subsequent violations. The student will also receive educational material concerning the dangers of tobacco use and the addiction process. The tobacco will be disposed of in the presence of the student.

Second Offense: Suspension from school for up to two (2) days, notification of parents and law enforcement, suspension from participation in all extra-curricular activities for 3 weeks of competition or events from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

Further Offense(s): Suspension from school for up to three (3) days, notification of parents and law enforcement, suspension from participation in all extra-curricular activities for 6 weeks of competition or events from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

ACTIVITIES CHEMICAL & TOBACCO POLICY & GUIDELINES

Philosophy

All activity participants at School District No. 1 are expected to make personal sacrifices for the good of the individual and the group. It is intended that student-participants will not be in attendance at a function or be riding in a vehicle where tobacco, alcohol, or drugs are located or being used. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication.

Activities Chemical Violations

Students who participate in activities will not be under the influence of[1], be in possession of, give away or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug." It is intended that students will not be in attendance at a function, or be riding in a vehicle where tobacco, alcohol or drugs are located or being used.

Student activity participants who admit to, whose parent(s) report, who have been found by the administration to have violated the chemical policy, or who have been found guilty of possession or being under the influence, are subject to the chemical policy consequences.

Student activity participants charged by the legal system with a chemical offense may be suspended from participation in their activity (following due process procedures in school policy) until the situation is resolved by the court. If suspended from activities, the student will fulfill all obligations as set forth by this policy. A student awaiting remediation of a charge will not serve more suspension from participation days than the step and offense called for in each situation.

Violations by student activity participants are cumulative in nature. Starting with the first and subsequent offenses, violations within a two-year period will accumulate to determine the actual level of consequence.

First Offense: Suspension from participation in all extra-curricular activities for a period of one semester **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Second Offense: Suspension from participation in all extra-curricular activities for a period of one year **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Further Offense(s): Suspension from participation in all extra-curricular activities for a period of one year **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 8 weeks of competition or events from the date of the disciplinary action and participation in an appropriate chemical awareness experience.

Other Information:

1. Participants who have violated the chemical policy may jeopardize receiving post-season letters, trophies, and individual team privileges.
2. The appropriate activity sponsor(s), athletic director and school administration will consider each incident individually according to the policy.
3. Student activity suspensions that run past the end of a season or semester will carry forward to the next season of participation or semester; even if that means going into the next school year.
4. Participants under suspension for chemical use must follow all extra-curricular rules and are subject to consequences at the next step if a violation occurs.
5. Student participants who violate the chemical policy at school or at school activities are subject to the district-wide chemical rules as they relate to all students.

Athletics Tobacco Violations

Students who are participants in athletics will not use tobacco or be in possession of tobacco products. Those in violation will be subject to the following consequences:

First Offense: Suspension from participation in extra-curricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action.

Further Offense(s): Suspension from participation in extra-curricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action.

NOTE: Athletes who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

Chemical Policy Endnotes

1. Students suspected of chemical use, or who are believed to be under the influence, are expected to fully cooperate with reasonable requests by an administrator. Such requests may include submission to commonly used tests designed to

determine chemical use. Students who choose to not cooperate with a request of this type will be treated the same as any other student in a comparable situation who has been found under the influence or found to have violated the expectations of this policy.

2. In school as defined by School Laws of Montana, Section 20-5-201 (d). "... in school or on the premises, on his way to and from school, or during his intermission or recess". A student is considered to be in school whenever he/she is attending or participating in a school activity. During their school career refers to an individual student's career in a given level of schooling. For example, a student's career at the middle school level would be typically two years long; a high school student's is traditionally four years long.
3. Suspension will be for the maximum of the days recommended throughout the Policy and may include in or out of school suspension. After four (4) days of in-school suspension at the school for tobacco or alcohol/drug use, all additional suspensions will be served out of school.
4. Students suspended from participation in extra-curricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extra-curricular activity (in town or away) for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. For the purposes of this policy, the extra-curricular activities included shall be those activities that include some form of performance, contest, competition or representation of School District No. 1. It is useful to note that this definition includes but is not limited to all MHSA sanctioned activities. Some specific activity events are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. Students will not be excluded from the graduation day ceremony as a result of an activity suspension. Example #1 - A student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Example #2 – If a student in FFA is suspended after violation of the activity side of the Chemical and Tobacco Policy, can attend the Blue-Gold Breakfast which is a function of the Student Council, and what about the Junior/Senior Prom? The answer for the first question is no, while the answer for the second question is yes. While the Student Council does not apply as an extra-curricular activity for the purposes of this policy, its event is considered an event which requires school representation. Dances or meetings are not considered activity performances, events of competition or representation; therefore suspensions from them due to this policy would not be appropriate.
5. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year.
   Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.
6. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension. In cases of canceled events during the spring sports season, students who have met the minimum requirements to participate during a regularly scheduled spring competition (but would not have competed due to an activity suspension) may appeal one week of competition lost due to the cancellation of the event.
7. Appropriate chemical awareness experiences are activities which are designed to help students become aware of drug/alcohol concerns and other issues. These activities will vary depending on the frequency of violations and the age of the student. Potential examples are as follows:

First Offense: Chemical education class or other appropriate educational setting as determined by local qualified service/treatment providers. The student may not participate in the same chemical education class more than once every two years, as per Endnote number 5. Expenses incurred will not be the responsibility of School District Number One.

Second Offense: Referred to local qualified service/treatment providers for a possible evaluation or additional chemical education class work. Expenses incurred will not be the responsibility of School District Number One.

Further Offense(s): Referred to local qualified service/treatment providers for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District Number One.

Note: At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance office.

8. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a two-year window

of violations. Included in possible offenses is an In School or At School Activities offense generated within the mandatory two-year aspect of these policies. For example, a participant who violates the Activities Chemical Policy during the football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight-week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation

XI. GUN-FREE SCHOOLS

In accordance with the provisions of the Gun-Free Schools Act, 20 USC 3351, any student who brings a firearm onto the school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the district superintendent.

In accordance with the provision of the Gun-Free School Zones Act, 18 USC 992 (q), students may bring unloaded firearms onto school property for use in an approved program with the prior written permission of the district superintendent.

The term "firearm" shall be defined as provided in 18 USC 921. This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

The district superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA of Section 504, lawful procedures for changes in placement must be followed for suspensions of greater than ten days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Trustees in accordance with section 20-5-202 MCA. Nothing in this policy shall prevent the Board of Trustees from making an alternative placement for a student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information will be provided to other governmental agencies as required by law.

XII. DIRECTORY INFORMATION

FAMILY EDUCATION RIGHTS AND PRIVACY ACT

(FERPA)

The following policy and procedures are designed to meet the provisions of the Family Education Rights and Privacy Act (FERPA) and the Montana School Accreditation Standards. Students may request a copy of the Family Education Rights and Privacy Act and its implementing regulations by contacting the school district administration office. A student has the right to report violations of the Family Rights and Privacy Act to the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C.

Eligible student shall mean all rights and protections given parents or legal guardians under the Family Education Rights and Privacy Act. This policy transfers to the student when he or she reaches age 18 or enrolls in a post-secondary school.

Student record or education record shall mean records, documents and other materials which contain information directly related to a student and are maintained by the school district or a person acting for the school district. Education record or student record does not include records of instructional, supervisory and administrative personnel and other education personnel which are in sole possession of the maker and which are not accessible or revealed to any other person except a substitute teacher.

Parents and eligible students have the following rights:

1. *The right to inspect and review the student education record.*
   Parents of students and eligible students may inspect and review the student education records upon request submitting to the school building principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.
   The principal or other school authority shall make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.
2. *The right to seek to correct the student education record.*
   Parents of students and eligible students have a right to seek to change any part of the student record they believe is inaccurate, misleading or in violation of students rights.
   Procedures for correction of a student's education record are available in the building principal's office.
3. *The right to exercise control over disclosures of information not authorized under Family Education Rights and Privacy Act without consent of the parent, legal guardian, or eligible student.*
   However, the district does release directory information which is not generally considered an invasion of privacy. The information could include, but is not limited to, name, address, parent's name, phone number, age, field of study, height and weight of athlete, participation in officially recognized activities and sports, honor roll, dates of attendance, degrees and awards. If a parent, legal guardian, or eligible student does not want this directory information released, they must notify the building principal in writing within two weeks of the student's enrollment of each school year. Additionally, student records will be forwarded upon request to officials of another school district in which the student seeks or intends to enroll.
4. *The right to know the location of student education record.*
   Generally, an enrolled student's education record is located in the administration office of the school building where the student attends. Upon request by a parent, legal guardian or eligible student, education records will be gathered for the purpose of review. Records of students who have graduated

from high school remain in their school. Records of students who have transferred out of the district are typically kept at the district they transferred into.

XIII. BULLYING AND HARASSMENT

Sexual Harassment/Intimidation of Students (policy #3225)

Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The District is committed to a positive and productive working and learning environment free from discrimination. The District prohibits sexual harassment or intimidation of its employees or students, whether committed by a coworker, supervisor, subordinate, contractor, volunteer, or student. Such behavior is just cause for disciplinary action.

Sexual harassment substantially compromises the attainment of educational excellence, and the District will not tolerate such behavior between members of the same or opposite sex. Furthermore, the District prohibits retaliation against any employee or student making a report of alleged sexual harassment or against any employee or student who has testified, assisted, or participated in investigation of a report. Retaliation includes but is not limited to any form of intimidation, reprisal, or adverse pressure. Retaliation is a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender.

This policy applies to individuals attending any events on District property, whether or not District-sponsored, and any school-sponsored events regardless of location.

Definitions

Sexual harassment is generally defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, and/or visual contact of a sexual nature, when:

- Submission is made either explicitly or implicitly a term or condition or an individuals' employment or education;
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individuals employment or education; or
- The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individuals' employment or education or of creating an intimidating, hostile, or offensive employment or educational environment.

An intimidating, hostile, or offensive employment or educational environment is an environment in which:

- Unwelcome sexually oriented jokes, innuendoes, obscenities, pictures/posters, or any action with sexual connotation makes a student or employee uncomfortable; or
- Any aggressive, harassing behavior in the workplace or school, which affects working or learning, whether or not sexual in connotation, is directed toward an individual based on their sex.

Following are examples of sexual harassment or intimidation:

- Unwanted sexual advances (may include situations which began as reciprocal attractions but later cease to be reciprocal);
- Sexual gestures, verbal abuse, sexually oriented jokes, innuendo, or obscenities;
- Displaying of sexually suggestive objects, pictures, cartoons, or posters;
- Sexually suggestive letters, notes, or invitations;
- Employment or educational benefits affected in exchange for sexual favors;
- Physical conduct such as assault, attempted rape, impeding or blocking movement, or unwelcome touching;
- Hazing or daring an individual to perform in unsafe work or learning practices, particularly when directed toward students or employees in nontraditional settings.

Reporting

Students or employees who believe they may have been harassed or intimidated should contact a counselor, the Title IX Coordinator, or the first-(1st)-level supervisor not involved in the alleged harassment. Persons who feel they are being harassed or intimidated should take the following steps:

- Inform the individual that his/her behavior is unwelcome, offensive, or inappropriate. DO NOT assume or hope the problem will go away.
- Notify a counselor, the Title IX Coordinator, or an administrator, right away. Early reporting assists any investigation.
- Request a copy of the District's sexual harassment policy so that reporting processes are clear.
- Keep notes. Keep a record of dates, times, places, witnesses, and descriptions of each incident. Save all notes or records in a safe place.

Complainants are permitted and encouraged to have a friend or advisor present with them for moral support during any stage of the investigation of the report.

All employees and students have a responsibility to maintain a positive work and learning environment by reporting all incidents or rumors of harassment or intimidation involving them or others. Students and staff are encouraged to use the reporting procedure set forth in this policy.

Once a report has been filed with an administrator or Title IX Coordinator, a confidential and expeditious investigation will begin, following the procedures outlined in the Investigation and Action Procedure below, with strict observance of the specific protections provided above.

Confidentiality

A report of sexual harassment or intimidation and its investigation are to be kept in strictest confidence for the protection of all parties involved.

The parties' right to privacy will be protected. The District has a compelling interest to provide educational programs in an environment free from sexual discrimination. Sex discrimination includes sexual harassment. Therefore, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

Investigation and Action Procedure

1. After receiving a report or grievance, the Title IX Coordinator will conduct an investigation and make written recommendation to the Superintendent within thirty (30) days. In determining whether alleged conduct constitutes sexual harassment, the coordinator will consider the facts of the allegation, case law, state and federal laws and regulations, and District policy prohibiting sexual harassment and intimidation.
2. On receipt of the coordinator's recommendation that probable cause exists to credit the allegations of sexual harassment or intimidation, the Superintendent may take action based on the report/recommendation, or the Superintendent may conduct his or her own investigation into the charges. The Superintendent may appoint an outside investigator to conduct the investigation.
3. Such investigation must be complete within thirty (30) days of the Superintendent's receipt of the recommendation from the coordinator.
4. Pending such investigation, the Superintendent may take any action necessary to protect the alleged victim or other employees or students, consistent with requirements of any applicable regulations and statutes.
5. Consistent with requirements of applicable regulations or statutes, the Superintendent may take such action deemed necessary and appropriate after completion of the investigation.
6. The final disposition of the case will be by action of the Board.

Bullying/Harassment/Hazing/Intimidation/Menacing

Bullying is a repeated pattern of conduct, rooted in a power differential that threatens harm, humiliates, induces fear, or causes students substantial emotional distress. Examples of bullying are, but not limited to include physical, verbal, gestures, exclusion, destruction of property, and/or cyber bullying. **(policy # 3226)**

The Board will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff, or third parties, is strictly prohibited and shall not be tolerated.

Definitions:

1) "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-District and intra-District athletic competitions or other school events.
2) "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
3) "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
4) "Bullying, harassment, intimidation, or menacing" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, and that has the effect of:
    - Physically harming a student or damaging a student's property;
    - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
    - Creating a hostile educational environment.

Reporting:

All complaints about behavior that may violate this policy shall be promptly investigated. Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of bullying, harassment, hazing, intimidation, or menacing in violation of this policy is encouraged to immediately report his/her concerns to the building principal or the Superintendent, who have overall responsibility for such investigations. A student may also report concerns to a teacher or counselor, who will be responsible for notifying the appropriate District official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Responsibilities:

The Superintendent shall be responsible for ensuring notice of this policy is provided to students, staff, and third parties and for development of administrative regulations, including reporting and investigative procedures, as needed.

Consequences:

Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions

as determined and imposed by the Superintendent or the Board. Individuals may also be referred to law enforcement officials.

Retaliation:

Retaliation is prohibited against any person who reports or is thought to have reported a violation, files a complaint, or otherwise participates in an investigation or inquiry. Such retaliation shall be considered a serious violation of Board policy, whether or not a complaint is substantiated. False charges shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Notice of Inspection, Search, Canine Search, Seizure

(Policy #3231 & 3231F)

Notice of Inspection

Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to them and to school officials and may be subject to inspection by school officials at any time without notice and without student consent.

Notice of Search

Students should be aware that their persons and personal property not stored in lockers (e.g., purse, book bag, vehicle, etc.) may be subject to search, when school officials have reason to believe weapons, drugs, alcohol, or any other objects/materials evidencing a violation of school policy/rule or other laws and regulations are contained therein.

Notice of Canine Inspection

Students should be aware that the District may from time to time utilize canines in an effort to detect contraband: (1) stored in lockers or other school property; and/or (2) stored in vehicles.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

XIV. GRIEVANCE POLICY

Uniform Grievance Procedure (policy #3215)

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first-line administrator that is not involved in the alleged harassment.

Level 2: Principal

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written

grievance must be filed with the principal within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

XV. LUNCH & BREAKFAST

SCHOOL MEALS

School District #1 provides a hot lunch program and a breakfast program for all students and also provides milk available for purchase for those students who carry cold lunches. Applications for free and reduced meals are sent home with each student at the beginning of the school year. Applications are also available upon request at the school office during the school year.

Students are supervised in the lunchroom and on the playground by two noon-duty aides. The principal and teachers provide assistance for the aides.

MEAL ACCOUNTS

As students are enrolled in a Lewistown Public School, a meal account is set up for them. This account, with a corresponding 5-digit number, will be theirs until they graduate or leave the district. Students may use this account for breakfast, lunch, or milk purchases.

Students can deposit money into their individual accounts at the office from 8:00 a.m. until 8:20 a.m. and at recess time each school day. Prices for meals and milk are as follows:

Student Breakfast (K-6)	$2.25
Reduced Student Breakfast	$ .30
Adult Breakfast	$2.25
Student Lunch (K-6)	$3.40
Reduced Student Lunch	$ .40
Adult Lunch	$4.65
Individual Milk	$ .50

Parents are welcome to eat school meals with their children on an occasional basis. **For lunch**, it is important to please contact the office by 8:45 a.m. on the day you plan to join us so that you can be included in the lunch count to the Central Kitchen.

Although it sometimes becomes necessary for students to charge meals, our policy limits charges to eight (8) dollars. Students will always be notified if a charge occurs so they can relay the information to parents and the situation can be remedied in a timely manner. Please keep open lines of communication with students concerning this important issue.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

XVI. TECHNOLOGY ACCEPTABLE USE AGREEMENT

Lewistown Public School District No. 1 (policy #3612)

PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING THE ATTACHED AGREEMENT.

The Lewistown Public Schools (LPS) can now offer Internet access to your child at his/her school. This access offers vast, diverse, and unique resources and provides students and school personnel an avenue to promote educational excellence in the Lewistown Schools. This document is to inform parents, guardians and students of the availability of the Internet resources as well as the rules governing its use and to obtain express parental or guardian permission for an individual student to use the Internet while at school. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the Internet.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. Electronic mail (e-mail) enables communication with people all over the world.
2. Information and news from scientists and research institutions.
3. Public domain software and graphics of all types for school use.
4. Discussion groups on a variety of topics across all curricular areas.
5. Access to University resources, the Library of Congress, and other large collections of relevant information.
6. Graphical access to the World Wide Web.

Our school's goal is to promote student responsibility in the use of the Internet, the network, and other electronic resources. Internet and network access is available to students only on computers that are in highly monitored areas of the school building. However, parents and guardians must be aware that while at school,

direct supervision by school personnel of each student using the computers is not always possible. Thus, students are expected to use the resources in a manner consistent with their contract and will be held responsible for their use. Additionally, parents should discuss with their children their own expectations for their child's Internet use.

PROPER & ACCEPTABLE USE

The use of the Internet and network in the Lewistown Public Schools must be in support of education and consistent with the educational objectives of Lewistown School District No. 1.

Activities that are permitted and encouraged:

- ✔ Investigation of topics being studied in school;
- ✔ Investigation of opportunities outside of school related to community service, employment or further education.

Activities that are not permitted:

- ✔ Sharing of the student's home address, phone number or other personal information;
- ✔ Searching, viewing, or retrieving materials that are not related to schoolwork, community service, employment, or further education.
- ✔ Copying, saving, or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- ✔ Subscribing to any services or ordering of any goods or services;
- ✔ Playing games or using other interactive sites unless specifically assigned by a teacher;
- ✔ Using the network in such a way that you would disrupt the use of the network by other users;
- ✔ Participating in any activity that violates a school rule, or a local, state, or federal law.

Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

PRIVILEGES

The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. The system administrators and staff will deem what is inappropriate use, and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of the Lewistown Public Schools may request that system administrators deny, revoke, or suspend specific user accounts.

RELIABILITY

Lewistown Public Schools makes no warranties, expressed or implied, for the service it provides. LPS will not be responsible for non-deliveries, erroneous deliveries, or service interruptions caused by negligence or errors. Use of any information obtained via the Internet is at the user's own risk. LPS specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

SECURITY

Security on any computer system is a high priority, especially when the system involves many users. Possible security problems on the Internet or network must be reported to a teacher or a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet or network as a system administrator will result in cancellation of user privileges. Any use may be denied access to the Internet or network.

LPS Elementary Chromebook Check-in Form

It's important that the check-in information be entered on this form **AND** in the Google Sheet **Chromebook list** for every student upon returning their Chromebook. **Students with damages to their Chromebooks, or with a missing charger cord, are to bring this form and their Chromebook to the office**.

1. Student Name: _____
2. Homeroom Teacher: _____
3. Serial Number Assigned to Student: _____
   (As noted in the Google Sheet Chromebook List)

☐ Serial Number matches the number listed on the Google Sheet Chromebook List

☐ Serial Number does **NOT** match number listed on the Google Sheet Chromebook List

*Serial Number of Chromebook being turned in:*_____

4. Chromebook Condition

   Student powers up their Chromebook, opens a Google Document, and joins your Google Meeting

   Place an **X** on the line if the Chromebook meets the standard and an **O** if an issue is found. If necessary, describe issues in the space provided in section 5.

   ____ Power cord name tag matches device and has no visible damage
   ____ Powers up and can open a site on the internet
   ____ Camera works during a Google meeting
   ____ Microphone works during a Google meeting
   ____ Speakers work during a Google meeting
   ____ Screen, while on, shows no visible damage
   ____ Keyboard shows no visible damage
   ____ Each key functions properly while typing in a Google Document
   ____ No visible damage to the casing (cracks, chips, etc)

5. Documentation of issues found upon check-in:

   _____
   _____
   _____
   _____
   _____

☐ **Damage evident or missing Chromebook or charging cord - <u>Student sent to office</u>.**

I verify that the information above is correct and has been documented in the Google Sheet Chromebook List.

_____ _____ _____ _____

Student Signature *Date* *Teacher Signature* *Date*

MEDICATION AUTHORIZATION FORM

Child's Name: _____ Date of Birth: _____/_____/_____

School Name: _____ Today's Date: _____/_____/_____

TO BE COMPLETED BY HEALTH CARE PROVIDER AND PARENT/GUARDIAN

PRESCRIPTION MEDICATION

To Administer a Prescription Medication:

- The medication must be in its original container, with a legible label from the pharmacy indicating the child's name, date, name of medicine, dosage, and time, number of days medication is to be given, and expiration date of medication, doctor's/nurse practitioner's name, pharmacy name and telephone number
- Samples must be accompanied by a doctor's written prescription
- Medications are to be given only to the child indicated on the label (twins and siblings cannot share.)
- A separate authorization is required for each medication and each episode of illness
- Label constitutes the physicians/nurse practitioners order
- Parent/Guardian is to give as many doses as possible at home.

Medication(s): _____

Reason for Medication: _____

Start Date: _____/_____/_____ End Date: _____/_____/_____

Dosage: _____ Times to be given: _____ _____ AM _____PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: _____

Possible Side Effects: _____

Special Storage/Handling Instructions: _____

Parent/Guardian Signature Required: _____

Physician/Nurse Practitioners Signature Required: _____

TO BE COMPLETED BY PARENT/GUARDIAN

NON-PRESCRIPTION MEDICATION

To Administer a Non-Prescription Medication:

- Parent is required to bring these medications from home.
- Medication must be in an original container, with child's name on the container.

Medication(s): _____

Reason for Medication: _____

Start Date: _____/_____/_____ End Date: _____/_____/_____

Dosage: _____ Times to be given: _____ _____ AM _____PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: _____

Possible Side Effects: _____

Special Storage/Handling Instructions: _____

Parent/Guardian Signature Required: _____

LEWISTOWN PUBLIC SCHOOLS

Profile of a Graduate

RESPONSIBILITY AND ACCOUNTABILITY

Qualifiers C-3

- Self-disciplined
- Strong Work Ethic
- Productive
- Goal Setting
- Work/Life Balance
- Personal Ownership and Follow Through

COMMUNITY ENGAGEMENT AND STEWARDSHIP

Qualifiers C-2

- Takes an active role in the community
- Uses gifts and talents to enhance and contribute to their group and/or community
- Makes the Lewistown community a better place for all
- Takes an active leadership role in modeling good citizenship

CRITICAL THINKER

Qualifiers C-1

- Informed/Knowledgeable
- Problem Solver
- Curious, Creative, and Discerning
- Growth Mindset, Ever-Learning
- Technological and Media Literate
- Common Sense

EFFECTIVE COMMUNICATOR

Qualifiers C-5

- Confident and Clear
- Respectful
- Collaborative
- Adaptability
- Conflict Resolution
- Effective Written, Verbal and Non-verbal Skills

COLLEGE AND CAREER LEARNER

Qualifiers C-4

- Foundational knowledge in desired pursuit/career
- Innovator and Creative Thinker
- Personal and Professional Life Skills
- Resilient/Confident
- Intrinsically Motivated

The above profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#19

MEETING DATE: July 14, 2025

ITEM TITLE: LEWISTOWN PUBLIC SCHOOLS STRATEGIC PLAN

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve the recently updated Strategic Plan.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

Lewistown Public Schools

Home of the GOLDEN EAGLES

Trustee – Community

Integrated Strategic Action Plan

Connections to Community Needs

January-June 2025

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INTRODUCTION

Preface

On February 3, 2025, the Lewistown board of trustees, school administration, and members of the school community engaged in a community cross-over activity with the purpose of updating the District's Strategic Plan to meet adopted standards of school accreditation established during the 68th Legislative Session. Specifically, under ARM 10.55.601 to:

> "(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an **integrated strategic action plan** [ISAP] and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process."

Additionally, and under ARM 10.55.722, the board of trustees shall implement a comprehensive family and community engagement plan aligned to the district integrated strategic action plan. The initial ISAP assurances were to be made publicly available at the end of March 2024 and were to be based on a comprehensive needs assessment with stakeholder input. Assurances also include integration of a graduate profile (ARM 10.55.602, 22), family and community engagement plan (10.55.702), professional development plan (10.55.714), and academic programming models (10.55.901, 10.55.902, and 10.55.904) which includes how the education program enables students to recognize the unique cultural heritage of American Indians, and several other required assurances.

The community cross-over activity took place over **three** planning sessions and provided trustees and members of the school community with a process allowing trustees and school leadership to connect with the identified needs of the school district. Community members participated in a formal process where they were asked to think about needs, concerns, issues of the school district as related to the District's programs. Specifically, to identify the District's strengths, to identify areas of needed improvement, and to establish goals based on areas identified as needing improvement in addition to the required Board of Public Education (BPE) and Office of Public Instruction (OPI) required assurances. The outcomes of this community input session serve as the foundation for development of strategic action steps in support of identified goals prioritized by participants. Strategic actions support both the District's Vision and Mission for the students served by the Lewistown School District and supported by the school community.

A special ***THANK YOU*** is extended to all of the following members of the Lewistown School Community who participated in the strategic planning process and all of the District's school administration team.

Dani Arnold	Shoei Davis	Jennifer Maxwell	Rebekah Rhoades
Paul Bartos	Jeff Friesen	Rosanna Mecklenburg	Brett Shelagowski
Kris Birdwell	Julia Grubb	Jessica Miller	Scot Solberg
Whitney Brady	Mike Hamling	Ron Miller	Logan Turner
Jenni Bristol	**Kevin Hodge**	Kaitlyn Moodie	**Eric VanderBeek**
Cooper Casey	**Lisa Koch**	Brad Moore*	Teresa Vaughn
Colin Comes	Roy Koch	Ashley Morris	Matthew Ventresca
Lee Crouse	Alex Koch	Janelle Painter	Nora Weichel
Katrina Davies	Melody Lark	Jaymie Phillips	Danny Wirtzberger
	Matthew Lewis	Jake Rhoades	

- **BOLD Print--Board of Trustees** * **Superintendent of Schools**

The Lewistown School District has a rich history dating back to October 1882 when its first public school opened. The city of Lewistown, Montana, is located in Fergus County and is located in the center of state, southeast of Great Falls (106 miles) and northwest of Billings (125 miles), and has an estimated population of 6,204 based on the United States Census Bureau (July 1, 2024). The Lewistown School District is served by a seven person Board of Trustees who provide oversight for all facets of district operations in cooperation with the superintendent of schools and business manager.

Lewistown School District serves students enrolled in grades K-12 with grade configurations of K-6, 7-8, and 9-12. Utilizing Average Number Belonging (ANB) for the past six fiscal years, the district's enrollment has dropped by 33 students (see **Table 1**, page 5). This represents a 2.69 percent decrease in enrollment and on face values appears insignificant but when combined with the number of families electing to homeschool their children (around 200 students), this equates to a significant loss in revenue for the District, K-12.

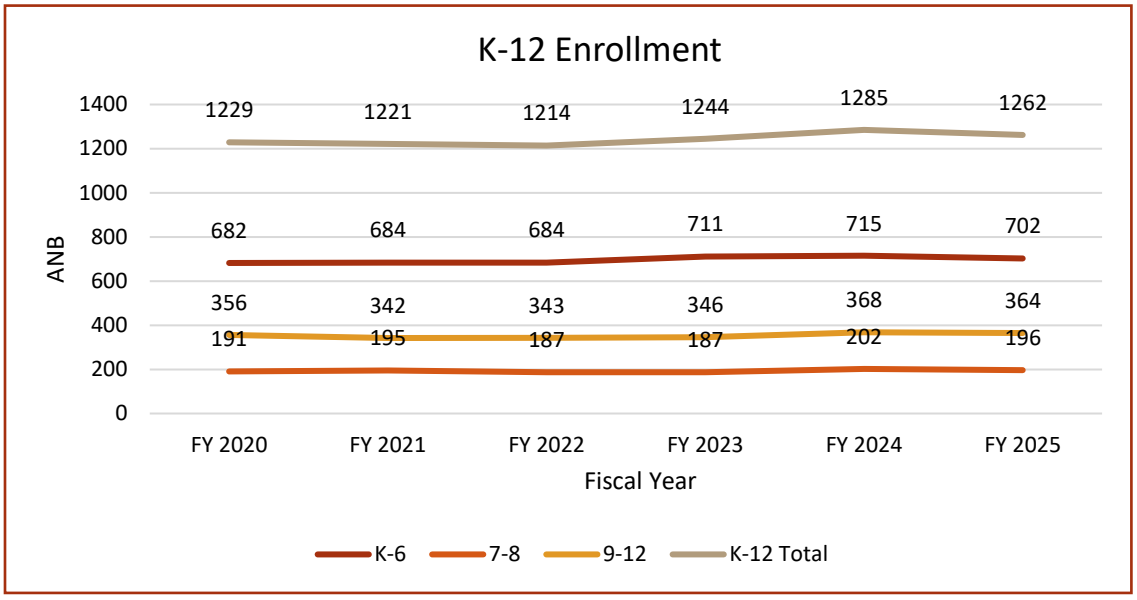
Forecasts are important as the Average Number Belonging (ANB), a student count used for school funding is one of two basic entitlements used in the school budgeting process on an annual basis. The second major component of direct state aid is the calculated basic entitlements. Without an upward shift in student enrollment K-12, the District's budget authority will remain relatively flat without increases in ANB or substantial changes in the budget formula as it currently exists in Montana Code Annotated.

Factors that may have a moderate impact on ANB and overall school population over the next 20 years as reported on in the 2024 Lewistown Land Use Plan (adopted October 7, 2024) include employment boosts from VACOM, a German industrial technology company specializing in the manufacture of vacuum products.[1] Estimated employment growth is 500 new jobs with many of those being filled by locals as well as new workers and families moving to the community. **Figure 1** on page 5 presents an overview of low to high population projections associated with VACOM.[2] Additionally, the United States Airforce's Sentinel project is scheduled to bring an estimated 3,000 temporary employees to the Lewistown area in an effort to update aging nuclear missile silos and infrastructure. The project to update silos is several years out with a tentative start date of 2030.

[1] 2024 Lewistown Plan, City of Lewistown MT, October 7, 2024. (herein after 2024 LP)

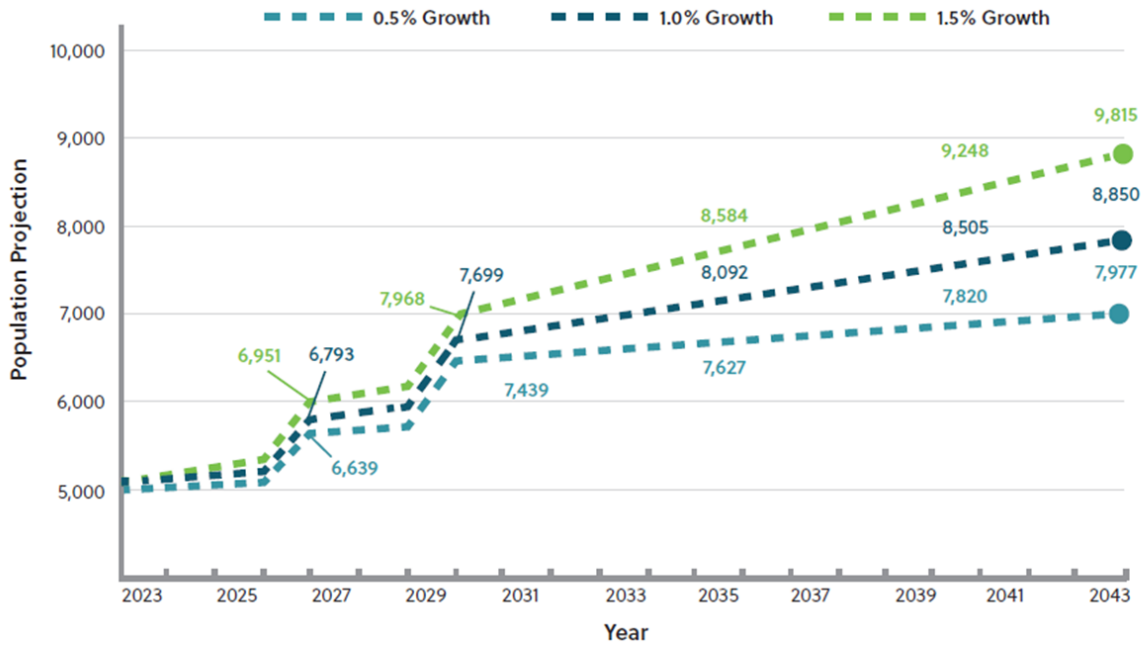
[2] 2024 LP at p. 31.

Table I: K-12 Enrollment Fy-2020 – Fy 2025



The Average Number Belonging (ANB), based on potential economic growth, over the next 20 years should experience a slight increase (Table I). Recapture of homeschool students would also provide additional ANB to the district, and both factors would add to current ANB resulting in a corresponding increase in the district's budget authority.

Figure 1: Lewistown Population Projections 2023-2043



Source: Figure 1 2024 Lewistown Plan

The snapshot provided on enrollment, community population totals and the economy are variables that the District does not control, but these variables have considerations for budgeting and school operations. Consequently, engaging the community in a process of goal identification places the trustees and school administration in a position to be responsive to community concerns and manage school operations and resources to promote continuous school improvement for students and staff.

Professional Standards for Educational Leaders

The role of the educational leaders and trustees has changed as well as the demands of school governance at all levels. The 2015 Standards provide a clear emphasis on student learning and help guide the work of school leadership daily. The revised Standards encompass 10 Domains (below) and contain 83 actions or performance areas for school leaders to manage with support by elected school boards. The 2015 Standard Domains are:[3]

1. **Mission, Vision, and Core Values-**effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.

2. **Ethics and Professional Norms-**effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

3. **Equity and Cultural Relevance-**effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

4. **Curriculum, Instructions, and Assessment-**effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

5. **Community of Care and Support for Students-**effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

6. **Professional Capacity of School Personnel-**effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

7. **Professional Community for Teachers and Staff-**effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

8. **Meaningful Engagement of Families and Community-**effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

[3] Source: National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.

9. **Operations and Management-**effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

10. **School Improvement-**effective educational leaders function as agents of continuous improvement to promote each student's academic success and well-being.

Best Practice for Effective School Governance:

Consistent with the revised educational standards are school board best practices aligned to each student's achievement and well-being. Trustees in cooperation with the superintendent are both accountable for student achievement and through strong collaboration within and between the school community, improved academic achievement is possible. Best practices result in governing boards engaging in:[4]

- **Board Governance that is strongly tied to Student Achievement—**high achieving boards have student achievement aligned to district priorities and goals and efforts to these ends are not negotiable.

- **Board Governance that is strongly tied to building positive Community Relations—**high levels of collaboration exist with the community and is developed through factual and consistent messaging, and a recognition of the diversity that exist within a community.

- **Board Governance that is proactive in Urban [Rural] Districts—**superintendents and boards must be very proactive with the school community/public on any strategy to be implemented in order to gain the support of the community.

- **Board Governance that is informed and organized when Navigating Politics—**boards must understand and be unified when confronted with various political hurdles and maintain an objectivity while adhering to student goals and priorities.

- **Board Governance that is focused on policy and long-range planning—**boards work collectively with an understanding of the trustees' roles with a focus on student achievement. Working as a collective group focuses decision-making while seeking common ground versus a group of individuals working independently.

Awareness of standards and best practices in school governance are central to setting goals aligned with the 21st century workplace and economy and help guide decision-making by trustees and school leaders. What follows is the work of the strategic planning participants and is aimed at providing direction for the Board of Trustees, School Leadership, and the School Community for the next three years, and meeting the accreditation standards set by the Board of Public Education and administered by the Office of Public Instruction.

[4] Source: Hanover Research (2014). Effective Board and Superintendent Collaboration. Adapted from Iowa Association of School Boards. 2014.

Lewistown Public School District

Lewistown Public Schools Mission Statement

"Excellence Today, Success Tomorrow."

Lewistown Public Schools Vision Statement

The vision of Lewistown Public Schools is to empower every student to achieve success, embrace lifelong learning , and contribute to a thriving community. Our commitment is to ensure a safe, supportive, and innovative learning environment that cultivates knowledge and a growth mindset. Through strong partnerships we will inspire students, parents, staff, and community to strive for excellence in an ever-changing world.

Core Values: Lewistown's core values and beliefs are presented below.

1. **High Standards** - Lewistown Public Schools upholds high standards and expectations for the board of trustees, staff, and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered** - The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being, and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices** - Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability** - Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration, and the board of trustees.

5. **Community Support** - Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, board of trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools, and we strive to earn and maintain that trust.
6. **Communication** - Lewistown Public Schools values ongoing effective and open communication with parents, students, staff, administration, the board of trustees and the community.

Strategic Policies and Parameters

SPP-1: LPS will recruit, employ, and retain the highest quality school personnel in all areas of operation and management.

SPP-2: LPS will maintain the highest academic and professional standards ensuring effective instructional practice and real-world applications empowering individual student capacity for life-long success in an evolving world.

SPP-3: LPS will build and maintain a positive learning and teaching environment that is responsive to the academic, social, emotional, and physical needs of all members of the school community.

SPP-4: LPS will work to maintain high quality school facilities that support effective learning and a safe school climate and strategically support the mission and vision of the district.

SPP-5: LPS will work to create positive, collaborative, and beneficial relationships that welcome families and engage the school community.

Board Policy

In support of the Lewistown Public School's *Integrated Strategic Action Plan (ISAP),* the Lewistown Board of Trustees has adopted and maintains policies and regulations that serve to define and guide overall organization management of the district with an emphasis on student learning ensuring that each student is prepared for an evolving world. Board Policies can be accessed on the District's website at:

Link: https://www.lewistown.k12.mt.us/board/school-board-policies

Board policy areas include:

Board of Trustees……1000 Series
Instruction……..……2000 Series
Students……3000 Series
Community Relations……..……4000 Series
Personnel……..……5000 Series
Administration……..……6000 Series
Financial Management……7000 Series
Non-Instructional Operations……..……8000 Series

As noted, policy strives to support and promote educational opportunity and specific to students. The 3000 policies establish attendance guidelines, expectations for student conduct and discipline, effective use of district resources, and compliance with State and Federal code and regulations (i.e., FERPA, IDEA, Section 504, Title IX).

All members of the school community should familiarize themselves with the 3000 policy series. Common policy questions often arise around:

- Board Policy 3110--Entrance, Placement, and Transfer was revised on March 10, 2025, and addresses admittance of a student to Lewistown Public Schools.

- Board Policy 3310—Student Discipline and Board Policy 3310—Discipline of Students with Disabilities, address code of conduct violations for which disciplinary consequence would result in the potential removal from the student's placement.

Student learning conditions and staff work conditions are optimized when all members of the learning community sustain a collective responsibility and commitment to the Mission and Vision of the school district and this is realized through adherence to policy and understanding of board adopted policy.

Graduate Profile

In times of change , learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists. -Eric Hoffer

As defined, "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate." Creation of a graduate profile allows us to consider what isn't yet for our students, but to consider the competencies they must possess as they transition from grade-to-grade, from middle school to high school, and from high school to experiences and opportunities not yet realized. The graduate profile is an opportunity to align the school's Mission and Vision with the competencies required in a world that is constantly changing.

Schroll (2023) states that the process for a graduate profile involves teachers, parents, and district staff collectively considering the following key questions:[5]

- What 21st-century skills and mindsets do students need to thrive in their adult lives in today's tech-focused and rapidly changing world?
- What skills do students need to embody in connecting and collaborating as community members and global citizens?
- What goals and vision for learning does the broader community have for graduating students?

Lewistown Public Schools Profile of a Graduate

The following Profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Competency 1: **Critical Thinker**

Qualifiers C-1:

- Informed/Knowledgeable
- Problem Solver
- Curious, Creative, and Discerning
- Growth Mindset, Ever-Learning
- Technological and Media Literate
- Common Sense

Competency 2: **Community Engagement and Stewardship**

Qualifiers C-2:

- Takes an active role in the community
- Uses gifts and talents to enhance and contribute to their group and/or community
- Makes the Lewistown community a better place for all
- Takes an active leadership role in modeling good citizenship

[5] Schroll, L. (2023). *Designing a Graduate Profile for - Future Proof Students (+ 6 Steps to Lead.* Available at: https://www.projectoty.com/graduate-profile/

Competency 3: **Responsibility and Accountability**

Qualifiers C-3:

- Self-disciplined
- Strong Work Ethic
- Productive
- Goal Setting
- Work/Life Balance
- Personal Ownership and Follow Through

Competency 4: **College and Career Learner**

Qualifiers C-4:

- Foundational knowledge in desired pursuit/career
- Innovator and Creative Thinker
- Personal and Professional Life Skills
- Resilient/Confident
- Intrinsically Motivated

Competency 5: **Effective Communicator**

Qualifiers C-5:

- Confident and Clear
- Respectful
- Collaborative
- Adaptability
- Conflict Resolution
- Effective Written, Verbal, and Non-verbal Skills

The following graphic designed by the Lewistown Public Schools captures the competencies and attributes desired for graduates and their future beyond high school.

LEWISTOWN PUBLIC SCHOOLS

Profile of a Graduate

The above profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Community Cross-Over – Organizational Assessment

Perceptions of the school community are extremely valid in identifying strengths and areas of concern of the district and provide a basis for considering areas of improvement for the benefit of the school community. Thematic strengths identified by the participants included having an excellent staff, small class sizes, a variety of academic course offerings, strong programs (MTSS, SOAR, and Ag-Ed), strong community support, an administration that embraces innovative ideas, completed bond work for K-8 schools, and great school attendance K-12. Areas of concern identified include district facility needs, student enrollment numbers (ANB), fiscal support for new levies/bonds and taxable valuation, academic performance, and access to mental health resources. A complete list of strengths, areas of concern, and potential regional impacts (+/-) are located in Appendix A.

District Needs-District Goals

The connection exercises focused on bringing to the forefront the thoughts, concerns, and needs of the school community utilizing a cross-section of the community—parents, students, teachers, business owners, senior citizens, and others. The following five (5) goal areas were initially identified with input from participants (N=36) and represent areas needing action and improvement.

The process used a thematic approach to filter and develop the five goals listed below and aligned to areas of concern identified by community participants. These five goals represent top priorities identified by participants and the rank order initially assigned was completed by the District's administrative team to reflect priorities from their working perspectives as school leaders.

Priority	District Needs – District Goal Areas
1	**Strategic Goal: Recruitment and Retention** Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff. • Considerations include starting wages for both certified and classified staff and ongoing recruitment need linked to turnover and the succession of experienced personnel.

2	**Strategic Goal: Facility Planning and Funding** Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies. • Considerations tied to the goal include building maintenance, outdate facilities (i.e., HS roof, locker rooms), and • Funding needs associated with community support and trust, and bonding and levy capacities tied to tax base.
3	**Strategic Goal: Programs and Curriculum** Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile. • Considerations include understanding of the kindergarten readiness of incoming students and the ongoing learning, developmental, and pedagogical needs of each K-12 student necessary to achieve content proficiencies based on effective instruction and use of assessments.
4	**Strategic Goal: Student Enrollment** Develop and manage relationships with early childhood programs (feeder programs) and homeschools to better promote learning opportunities while facilitating enrollment in LPS. • A primary consideration is the increase in the number of homeschool students (220 students) resulting in a significant loss is district budget authority.
5	**Strategic Goal: Student Support Services** Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible. • Consideration is focused on access to available support services (i.e., mental health) especially for our most at-risk students.

The essence of the strategic planning process was to have Trustees select members from the community, individuals that brought to the table perspectives about the school system that may be the same or different from other members of the school community. The process allowed school leadership to connect with other identified needs of the school community and establish some baselines for future discussion about needs, concerns, and issues of the school district. The aforementioned areas were prioritized and identified areas of need will require further development into actionable goals that the Board and school leadership can begin to discuss and address with the school community. These goals are in addition to accreditation goals sets during the 2022-2023 school year through the Community Needs Assessment (CNA) and in some instances are aligned with goals identified during this planning process (i.e., staffing). **Accreditation goals set in the prior year are as follows:**

District 2022-2023 Accreditation Goals
Academic

The community needs assessment (CAN) survey was established around 24 categories and comprised 132 questions. The following elementary and high school goals were established based on the CNA and target student academic performance.

Elementary Goal #1 - Increase our percentage of Tier 1 Students to 80% across our K-8 Grade levels by the end of the 2024-25 school year.

Elementary Goal #2 - Improve our After-School Program that involves at least 80% of our Tier 2 and Tier 3 Students at least 2 times per week to move at least 10% of our Tier 2 students to Tier 1 and to move at least 10% our Tier 3 students to Tier 2.

High School Goal #1 - Professional Development on evidence-based strategies, Differentiated Instruction and Experiential Learning. FHS will use all of their PIR and MTSS professional Development funding and opportunities to focus on at least 3 strategies during the 2024-25 school year.

High School Goal #2 - Within the MTSS Framework, increase the number of students in Tier I to at least 80% and move a minimum of 10% of these Tier 2 students to Tier 1 and at least 10% of the Tier 3 students to Tier 2 within the 2024-25 school year.

RECOMMENDATIONS For Goal Development:

Goals developed by the participants result in a process that may utilize both short- and long-term goal formation to accomplish each prioritized goal. Appendices B and C provide ***sample processes*** for developing a general or more global plan (Step 1) to accomplish each goal, and a process (Step 2) for development of one or more comprehensive strategic action plans aligned with a specific district goal. Step 2 may result in short- or long-term strategic actions plans.

As an example, one goal area focused on programs and curriculum, and this will result in a comprehensive review/audit of content curriculum/programs and a plan to move student performance to a proficient level. This goal can be linked to the accreditation goal for reading. Reviews/audits are more time intensive process and would result in a long-term plan, and eventually, a second and new strategic action plan based on findings (i.e., A new plan exploring the purchase of a new reading series, how to fund curriculum purchase, staff training, program evaluation of new curriculum).

A. Step 1: Development of a general plan for accomplishing each goal. Appendix B provides a sample general plan for initial development of the first two prioritized goals listed, addressing curriculum and communication. Step 1 requires development of each element in the table.

- **Our Reality**: A simple statement that acknowledges your current reality in comparison to standards. As an example, current Reading and Math data has greater than 50% of students not performing at a proficient level based on state test data.
- **Key Activities**: A list of what items need to be evaluated and used to develop recommendations/actions need to address the goal. Key Activities are not static and may be added to as teams begin working on goals.
- **Team Responsible**: Identify potential number of teams and who could work on goal. In certain instances, only one person may be needed to complete a key activity.
- **Target Date/Timeline**: Establish tentative timelines for key activity completion. Again, these may be adjusted as needed.
- **Evaluation Measurement**: What needs to be accomplished—a comprehensive audit, a new policy developed, a recommendation for professional development, et cetera.

B. Step 2: Development of a specific action plan for accomplishing the primary goal or elements within the goal. Appendix C provides a **sample** plan for program evaluation of the K-8 reading program. This is an initial step that looks only at what is happening in the K-8 reading program and outlines an auditing process leading to specific recommendations and decisions involving the trustees and school leadership. Categories developed vary slightly, but the process is much the same as in Step 1.

On a final note, samples developed are samples and are not intended to reflect actual direction or actions the District or Teams will or should take in developing district-level strategic action plans. They are provided as a means of setting structural format for processes that can be used and managed for each S.M.A.R.T. goal.

Appendix A

Identified District Strengths, Areas of Need or Concerns, and Regional Impacts

Appendix A

Identified District Strengths and Areas of Need or Concerns

Strengths	Weaknesses/Areas of Concern
➢ Good mix of veteran/new staff ➢ Dedicated Educators ➢ Excellent staff (personally and professionally) ➢ Teachers and Staff ➢ Stable working and learning environment for staff and students ➢ Dual enrollment course offerings & online offerings ➢ Dual Credits ➢ Wide variety of academic/extra-curricular opportunities for students (for a small class "A" school) ➢ Opportunities for student (early literacy, to extra- and co-curricular activities) ➢ Variety of learning & extra-curricular opportunities (CTE, AP, Dual Credit, clubs, electives, field trips) ➢ Quality curriculum ➢ Class sizes ➢ Community support for work experiences and internships ➢ Community Support ➢ Community pride (very supportive) ➢ Family centered community ➢ Administration embraces innovative teacher ideas ➢ Complete Bond work K-8 ➢ MTSS (Multi-Tiered System of Support) ➢ SOAR Program ➢ Vo-Ag Education ➢ School attendance rate	✓ Facility at FHS (i.e., roof, locker rooms, etc.) ✓ Building Maintenance ✓ Aging infrastructure district wide ✓ Outdated facilities ✓ High School Facility ✓ Staffing needs (bus drivers, paras) ✓ LPS starting wages & classified wages ✓ Aging population ✓ Decreasing enrollment ✓ 220 homeschool students ✓ Increase in homeschool numbers ✓ Lack of community support for bonds and levies ✓ Lack of trust amongst taxpayers ✓ Lack of tax base ✓ Funding needs ✓ Kindergarten readiness ✓ Priority of sports over academics ✓ Assessment scores/student proficiency ✓ Access to a broader range of services for children/families (i.e., mental health) ✓ Access to mental health resources especially for economically disadvantaged students

Regional Impacts (+ or -):

+ Vacom
+ New CTE Academy
+ Potential Growth

- Decrease in enrollment #s (ANB)
- Declining enrollment
- Levies not passed
- Building deterioration
- Reduced student opportunities
- High cost of living (i.e., housing, childcare, etc…)
- Lack of funding

+ or -: Legislative Decisions
+ or -: Population Growth (Increase class sizes, potential housing needs for staff, increase in ANB funding
+ or -: Changes in Federal oversight and funding
+ or -: Alternatives to LPS/Traditional school: homeschool, online school, charter schools or kids choosing nearby community schools

Appendix B

General Strategic Action Plan – Sample Goal Template

Lewistown School District Strategic Action Plan-Overview of Top Four Priorities (SAMPLE)
"LEARN TODAY…LEAD TOMMORROW."

District Goal	Our Reality	Key Activities	Team Responsible	Target Date/Timeline	Evaluation - Measurement
Strategic Goal: Recruitment and Retention--Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff.					
Strategic Goal: Facility Planning and Funding-- Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies.					
Strategic Goal: Programs and Curriculum--Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile.	1. Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data require auditing to close achievement gaps for all students and to create post-secondary pathways.	1. Inventory all K-12 curriculum development and implementation dates. 2. Inventory key K-12 resources (i.e., reading series, math series, etc.) to determine adoption dates and areas needing updates. 3. Establish Reading and Math program evaluation teams to determine effectiveness of Math and Reading programs. 4. In conjunction with 3 above, determine what data will be disaggregated/analyzed in program evaluations. 5. Assess career awareness embeddedness across all curricula and use of interest inventories, career fairs, etc. Identify past professional development offered by the District and ensuing years planned PD. Examine cost and benefit and planned budget.	Note: More than one team should be established to address key activities. In some cases, a person may serve on more than one team due to time available, experience and education mastery. Explore options for release time to complete work. As elementary feeds HS, high school membership should be considered.	1. Curriculum Inventory: Date TBD 2. Inventory of Curriculum Resources: Date TBD 3-4. Math-Reading program evaluation may take up to 1 year depending on the time available. DATE:TBD 5. Career Awareness Assessment: Date TBD 6. PD Assessment: Date TBD	1. Inventory Rpt. 2. Inventory Rpt. 3--4. Program evaluation reports with team recommendations 5. Career Assessment Rpt. 5 Preliminary Assessment of past PD. 3-4 above may direct future PD needs.
Strategic Goal: Student Enrollment--Develop and manage relationships with early childhood programs (feeder programs) and homeschools to better promote learning opportunities while facilitating enrollment in LPS.					
Strategic Goal: Student Support Services--Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible.					
Future Objective/Goal		In Progress		Completed	

Appendix C

Specific Strategic Action Plan - Goal Template

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Reading Team Members		Team Leader	

LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality: Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data in READING requires program evaluation/auditing to close achievement gaps for all students.				
Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.				
Select Reading Program Evaluation Team	1. Identify Reading Team: possible team (1, 3, 5, 7 teachers and one teacher hold a reading specialist or MA in reading) 2. Review program evaluation steps: Resource: Effective Program Evaluation by Dunsworth & Billings	Dist. Superintendent—oversight of Team Reading Team	1. Reading Team established by **Date.** 2. Program review of evaluation/audit process/steps by end of **Date.**	1. Reading team is formed, trained, and moving forward with program evaluation.
Reading Team develops Reading Program Evaluation Plan.	1. Determine critical research questions. 2. Identify data needed and collection methods. 3. Establish a timeline for plan completion—work backwards from May 2025 4. Assign team responsibilities 5. Identify resources-what resources do you need to complete review (i.e., release time-Subs, resource materials) *See Dunsworth & Billings template.	Reading Team (Note: resource needs will likely need input from superintendent for release time, cost items)	1. Evaluation plan developed by end of **Date.**	1. Reading Plan developed and reviewed with Superintendent for implementation.
Reading Teams collects data needed to answer research questions.	1. Data Collection: typically, from 4 broad categories (Dunsworth & Billings): a. Student learning data-SBAC, STARS, summative assessments b. Teacher data-experience, training, PD c. Demographic data-socioeconomic, gender, attendance, preschool prep d. Perception data-students, parent, teachers	Reading Team	1. Data collection completed by **Date.**.	1. Data collected from all sources for analysis by the Reading Team.
The Reading Team analyzes Reading Data to determine program strengths/weaknesses.	1. Reading team evaluates date to look at trends, what the data reveals (subgroups, curriculum gaps), and what does it mean and how it can be reported.	Reading Team	1. Analysis completed by **Date.**	1. Summary of strengths and weakness with decision on how to report out.

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.

LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
The Reading Team engages reporting stage to make recommendations about program effectiveness or in-effectiveness.	1. Develop final report inclusive of: i. Abstract with key findings ii. Purpose and research questions iii. Team member listing iv. Brief description of data collected v. Summary of data analysis vi. Answers to research questions/findings vii. Statement of overall program effectiveness as related to program, instruction, curriculum, etc. viii. Recommendations from the team to Supt/Board/School Community Resource: Effective Program by Dunsworth & Billings	Reading Team	1. Reading Team report developed by DATE.	1. Final Report ready for presentation to Superintendent, Board, Teachers, community.
Reading Team reports out to the Board and Administration for final decision making and next steps.	1. Board and administration consider decisions to modify, supplement, discard, update reading program *See Dunsworth & Billings template.	Board & Administration	1. Board and Administration consider findings and recommendations and develop final decisions concerning Reading Program: May 2026.	1. Board – Administrative action regarding next steps.
Next Steps: May result in a revision to this plan to include: **a. Explore new reading curriculum and training.** **b. Possibly teachers just need training on an existing program.** **c. Existing program may have gaps that can be filled by purchase of supplement resources versus buying a new reading series.**				

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Define Purpose/Goal	Select Program Evaluation Team	Determine Program Evaluation Research Questions	Identify Data Collection Methods	Establish Timelines	Assign Responsibilities	Identify Resources

Template Resource: Effective Program Evaluation, Dunsworth and Billings (2012)

Appendix D

District Accreditation OPI ISAP Checklist

District Accreditation OPI ISAP Checklist

Part 1, sections A-K of the ISAP process were completed by the school District this past year and the District does not have to re-submit areas unless seeking an improvement or required by a corrective plan.

2023-2024 Assurances - Part 1		
Standard	**ARM**	**Value**
A. Integrated Strategic Action Plan - Process (CNA)	10.55.601(3)	4
B. Integrated Strategic Action Plan - Content (Goals)	10.55.601	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	10.55.601	4
D. District Assurances	10.55.603, 10.55.701, 10.55.706, 10.55.714, 10.55.716, 10.55.717, 10.55.718, 10.55.719, 10.55.720, 10.55.721, 10.55.723, 10.55.724, 10.55.801, 10.55.802, 10.55.803, 10.55.804, 10.55.805, 10.55.806, 10.55.905, 10.55.906, 10.55.908, 10.55.910, 10.55.911, 10.55.1001, 10.55.1003	8
E. Assignment and Licensure of Staff	10.55.702, 10.55.703, 10.55.704, 10.55.705, 10.55.707, 10.55.708, 10.55.709, 10.55.710, 10.55.716	4
F. Teacher Load and Class Size	10.55.712, 10.55.713	4
G. Professional Development Schedule	10.55.714	4
H. Family and Community Engagement	10.55.722	4
I. Basic Education Program Offerings (High School and Middle School only)	10.55.902, 10.55.904	4
J. Indian Education for All	10.55.901, 10.55.902, 10.55.904	4
K. Indian Education for All	10.55.901, 10.55.902, 10.55.904	4

OPI Link to full Accreditation Guide for FY 25: FY2025 Criteria Ref. Guide.pdf (mt.gov)

Part 2, *sections L-R of the ISAP process must be completed this school year, 2024-2025, and each area will be evaluated and scored.* Scores from sections A-K will be combined with scores from sections L-R resulting in a final accreditation status determination based on meeting of the assurance standards and performance standards. The ISAP process will be continuous with updates to the process every three years. OPI will establish a 3-year cycle for districts, likely to be based on MASS regions.

2024-2025 Assurances - Part 2		
Standard	**ARM**	**Value**
L. Integrated Strategic Action Plan - Graduate Profile	10.55.601(4a))	4
M. Proficiency-Based Learning Model - Curriculum	10.55.603(1, 4c, d)	4
N. Proficiency-Based Learning Model - Assessment	10.55.603(5)	4
O. Educator Effectiveness - Professional Development Plan	10.55.714(1&3	4
P. Educator Effectiveness - Mentorship & Induction	10.55.723	4
Q. Educator Effectiveness - Evaluation	10.55.724(1&2)	4
R. Educational Opportunity - School Climate	10.55.801	4

Thank you for participating in the Lewistown Strategic Planning Process!

DTF Educational Consulting

Helena, Montana

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#20

MEETING DATE: July 14, 2025

ITEM TITLE: CONSIDER OPENING A BANK ACCOUNT FOR STUDENT ACTIVITY DEBIT/CREDIT CARD TRANSACTIONS AT FIRST BANK OF MONTANA WITH REBEKAH RHOADES, MATT LEWIS AND DEREK LEAR AS SIGNERS

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the opening of a bank account at First Bank of Montana for the use of debit/credit card transactions made for student activities. This will allow patrons to pay for student activities purchases with their debit and credit cards. Fergus High School plans to use the software for concessions and then open it up to other potential student activities uses (gate fees, fundraisers, etc). The signers on the account will be as follows:

Rebekah Rhoades, Business Manager

Matthew Lewis, FHS Principal

Derek Lear, LPS Activities Director

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#21

MEETING DATE: July 14, 2025

ITEM TITLE: REMOVE PAUL BARTOS AND ADD DEREK LEAR, ACTIVITIES DIRECTOR, TO THE FIRST BANK FHS STUDENT ACTIVITIES BANK ACCOUNT

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the removal of Paul Bartos and the addition of Derek Lear to the First Bank Student Activities Account.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#22

MEETING DATE: July 14, 2025

ITEM TITLE: AUDIT CONTRACT FOR FY25-FY27

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the audit contract for FY25-FY27. State law requires annual audits of the Lewistown School District. This year, we completed a 3-year contract with Strom and Associates, PC, and we must now engage an auditor for the next 3-year period.

The Montana Department of Administration maintains a list of qualified local government auditors. From time to time, entities are well served to change auditors, since different auditors tend to focus on different aspects of the District's finances and internal controls. However, all of the auditors on that list are equally qualified to perform the work by virtue of meeting the state's requirements. In the most recent years, Auditors have also faced staffing challenges and finding another auditor available to take on a new client may be next to impossible.

Strom and Associates, PC has sent the District a quote of $20,100 for each of the next 3 years (the previous contract was for $14,380 per year). Historically, they have been the lowest cost provider and, in addition, have two auditors on staff that have shown a focus on different aspects of our finances. Administration recommends signing another 3-year contract with this firm.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

STROM & ASSOCIATES, P.C.

Certified Public Accountants

3203 3rd Ave N. Suite 208
PO Box 1980
Billings, MT 59103

Phone: 406-252-2765
E-mail: audit@stromcpa.net

May 29, 2025

Board of Trustees
Lewistown School District No. 1
215 7th Ave. South
Lewistown, Montana 59457

Dear Board of Trustees:

We are pleased to offer this proposal for audit and non-audit services for Lewistown School District No. 1 (School District) for the fiscal years ending June 30, 2025, June 30, 2026, and June 30, 2027. The firm of Strom and Associates P.C. is a local firm. Our practice is limited to governmental auditing, accounting, and technical assistance. Our services are oriented toward School Districts, Cities, Counties, Towns, and Not-for-Profit Entities. The firm has been on the Department of Administration's Audit Roster since 1995 in excellent standing. The firm provides auditing, accounting, and consulting services to our governmental and not-for-profit clientele. Our firm currently employs eleven professional staff, four holding CPA licenses in Montana. We also employ additional staff members for assistance.

We have extensive knowledge of *U.S. Generally Accepted Auditing Standards(GAAS)*; the standards for financial audits contained in *Government Auditing Standards*; the Single Audit Act Amendments of 1996; the provisions of Office of Management and Budget's (OMB) *Audit Requirements for Federal Awards*, *U.S. Generally Accepted Accounting Principles (GAAP)* as prescribed by the Governmental Accounting Standards Board; and Montana County, City/Town and School District budgets.

We appreciate the opportunity to be of service to the School District and believe the attachments summarize the significant terms of our proposal. If you have any questions, please let us know. If you agree with the terms of our proposal, please sign the enclosed acceptance form and return it to us. We have also attached the Montana Department of Administration's Standard Audit contract.

We hope you find our proposal satisfactory. If you have any questions, please call Tom Hayes (Shareholder) at (406) 502-2020 or mobile (406) 475-0490 or Paul Strom (Shareholder) at (406) 252-2765 or mobile (406) 670-8481. This offer is valid for forty-five (45) days from the date of this offer letter.

Sincerely,

Paul D Strom

Strom & Associates P.C. representative

DEPARTMENT OF ADMINISTRATION

STANDARD AUDIT CONTRACT

This Contract is made this 29th day of May, 2025, by and among

Strom & Associates, P.C.
Certified Public Accountant
("Contractor"),
Lewistown School District No. 1
Governmental Entity
("Entity"),

and the **Montana Department of Administration, Local Government Services, ("State")**, acting under the authority of Title 2, Chapter 7, Part 5, of the Montana Code Annotated. **The State's mailing address, phone number and e-mail address are P.O. Box 200547, Helena, MT 59620-0547; (406) 444-9101; and LGSPortalRegistration@mt.gov.**

1. **Effective Date**: **This contract is not effective with respect to any party until it is approved and signed by the State, as required by Section 2-7-506(3), MCA. The Contractor may not begin any audit work until the State gives this approval.** If the Contractor begins work before the State's approval of the contract and the State subsequently does not approve the contract, the Contractor is not entitled to receive any compensation for the work performed.

2. **Audit Period and Payment**: This contract covers the following audit period(s):
July 1, 2024 to June 30, 2027.

   A. The Entity shall pay the Contractor for the audit work on the basis of time and necessary out-of-pocket expenses, which will not exceed:

   $ 20,100 for initial (or sole) audit covering 07/01/2024 to 06/30/2025.
   $ 20,100 for subsequent audit covering 07/01/2025 to 06/30/2026.
   $ 20,100 for subsequent audit covering 07/01/2026 to 06/30/2027.

   The Entity shall pay the fees listed in Appendices A, B & C, as applicable, which are attached hereto and incorporated by reference. Any change to the audit fees requires a contract amendment.

   B. The contract payments do not include the cost of additional work that may be required if the Contractor discovers a defalcation or material irregularity. Any change in the scope of the audit services to be provided under this contract requires a contract amendment.

   C. The Contractor may submit interim bills to the Entity each month, based upon the estimated percentage of contract completion. The Entity may retain ten percent (10%) of each of these estimates until the Contractor has delivered the final audit report, at which time the Entity shall release the amount retained.

3. **Peer Review**: The Contractor shall provide the Entity with a copy of its most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the contract period.

4. **Audit Scope**: The Contractor shall perform the following:

A. The Contractor shall conduct the audit in accordance with (i) generally accepted auditing standards adopted by the American Institute of Certified Public Accountants and (ii) the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

The Contractor shall opine on the presentation of the Entity's financial statements in accordance with the Entity's applicable financial reporting framework prescribed at Section 2-7-504, MCA.

If the Contractor's opinion on the Entity's financial statements is other than unmodified, the Contractor shall fully discuss the reasons with the Entity in advance of issuing a report. If, for any reason, the Contractor is unable to complete the audit or is unable to form or has not formed an opinion, the Contractor may decline to express an opinion or decline to issue a report as a result of the engagement.

B. The Contractor shall perform tests of internal control over financial reporting. Findings resulting from these tests shall be reported in accordance with Government Auditing Standards

C. The Contractor shall perform tests of the Entity's compliance with provisions of laws, regulations, contracts, and grant agreements. The Contractor shall use the local government compliance supplement prepared by the State, as required by Section 2-7-505(2), MCA, in conjunction with Government Auditing Standards to determine the compliance testing to be performed during the audit. Findings resulting from these tests shall be reported in accordance with Government Auditing Standards. If the Contractor becomes aware of fraud, waste or abuse, the Contractor shall report related findings in accordance with Government Auditing Standards. The Contractor shall perform tests, including but not limited to the following, to determine whether:

(1) the Entity has complied with all appropriate statutes and regulations, as required by Section 2-7-502, MCA;

(2) the Entity has complied with the provisions of each of its debt covenants and agreements;

(3) if the audit is of a county, city or town, the Entity has retained money in a local charge for services fund contrary to the requirements of Sections 17-2-301 through 17-2-303, MCA, as required by Section 17-2-302, MCA. **The Contractor shall report any findings of noncompliance with the provisions of these statutes, regardless of materiality**; and

(4) if the audit is of a county or consolidated city/county government, the Entity has complied with state laws relating to receipts and disbursements of agency or custodial funds maintained by the Entity, as required by Section 2-7-505, MCA.

If required by the State, the Contractor shall provide documentation of testing performed to comply with (3) and (4), above.

D. When applicable, the audit must meet all requirements of the Federal Single Audit Act of 1984, as amended, and Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). If these federal regulations are amended, the amended regulations will prevail.

E. The audit scope with regard to federal financial assistance for each fiscal year covered by this

contract must be as specified in Appendices A, B and C. Any change to the audit scope with regard to federal financial assistance requires a contract amendment.

F. Except as provided below, for purposes of determining the scope of the audit, the Entity is considered the financial reporting entity as defined in the Entity's applicable financial reporting framework prescribed at Section 2-7-504, MCA. This provision does not preclude the Entity from engaging a different audit firm for the audit of a segment, fund or component unit of the Entity. However, both the Entity and Contractor shall notify the State whenever the Entity elects to engage a different audit firm for the audit of a segment, fund or governmental component unit. Such additional audit must be contracted for on the State's Standard Audit Contract, and the audit firm shall be on the Roster of Independent Auditors authorized to conduct audits of Montana local governments that is maintained by the State.

If this contract is for an audit of a segment, fund, or governmental component unit of the primary government, the Entity is considered to be the segment, fund or component unit.

G. Any school district audit must also include auditing procedures sufficient to provide an opinion as to whether the following supplemental information is fairly stated in relation to the basic financial statements:

(1) the school district's enrollment for the fiscal year or years being audited as reported to the Office of Public Instruction in the Fall and Spring "Student Count for ANB" reports; and

(2) when applicable, the extracurricular funds for pupil functions.

H. If the Entity is a school district or associated cooperative, the Contractor shall contact the State Office of Public Instruction and the county superintendent of schools before or during the audit of the Entity. The Contractor shall determine whether those offices are aware of potential financial or legal compliance problems relating to the Entity that could affect the scope of the audit.

I. The Contractor shall immediately notify the Entity and the State in writing of any material irregularities it discovers. If the Entity is a school district or special education cooperative, the Contractor shall also immediately notify the State Office of Public Instruction in writing. To notify the State, Contractors shall email LGSPortalRegistration@mt.gov to the attention of the Local Government Services Bureau Chief. To notify the State Office of Public Instruction, Contractors shall email OPIAuditReport@mt.gov to the attention of the OPI Auditor.

J. The Contractor shall notify the Entity of all proposed audit adjustments and, if the Entity concurs, shall obtain written acceptance of these proposed adjustments. The State reserves the right to request documentation of these proposed and accepted audit adjustments.

5. **Entity's Responsibilities**: The Entity shall be responsible for:

A. its basic financial statements, including note disclosures;

B. all supplementary information required by its applicable financial reporting framework prescribed at Section 2-7-504, MCA and by provisions of this contract;

C. establishing and maintaining effective internal control over financial reporting, including internal controls related to the prevention and detection of fraud;

D. ensuring that it complies with the laws, regulations, contracts and grant agreements applicable to its activities;

E. making all financial records and related information available to the Contractor;

F. the schedule of expenditures of federal awards required for audits conducted under Uniform Guidance;

G. approving all proposed audit adjustments before posting, if the Entity concurs with the proposed adjustments;

H. adjusting the financial statements and accounting records to correct material misstatements and to agree with the audited financial statements; and

I. providing the Contractor, at the conclusion of the audit engagement, with a letter that confirms certain representations made during the audit, including an affirmation that the effects of any uncorrected misstatements aggregated by the auditor during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

6. **Dates for Annual Financial Report or Trial Balance of Accounts**: The Entity shall prepare its annual financial report or a trial balance of accounts no later than the dates specified in Appendices A, B and C. If the Entity is unable to prepare its annual financial report or trial balance by the date specified in the Appendices, the Entity shall notify the Contractor and the State in writing prior to the specified dates.

7. **Beginning the Audit**: The Contractor shall begin the audit field work based on the schedule established in Appendices A, B and C. Under Section 2-7-503(3)(a), MCA, all audits must commence within nine months from the close of the last fiscal year of the audit period.

8. **Completion of Audit**: The Contractor shall deliver the audit report to the Entity and the State, based on the schedule established in Appendices A, B and C. If the Contractor cannot deliver the audit report to the Entity and the State on the date specified in the Appendices, the Contractor shall notify the Entity and the State in writing of that fact, and the reason(s) for the delay. Under Section 2-7-503(3)(a), MCA, all audits must be completed and the reports issued within one year from the close of the last fiscal year covered by the audit. If the audit is conducted in accordance with the provisions of Uniform Guidance, the Contractor shall complete the audit and issue the audit report within the time period required by that federal regulation, unless a longer period has been agreed to in advance by the federal cognizant or oversight agency for audit. If the Entity has requested and received an extension of the due date of the Uniform Guidance from a federal agency, the Entity shall submit a copy of the approved extension to the State.

9. **Due Date Extension**: The State may grant an extension to the Entity for filing the audit report beyond the one- year due date provided for in paragraph 8, above. To do so, the Entity shall make a request to the State in writing and shall show good cause for the delinquency or demonstrate that the failure to meet the deadline provided for in paragraph 8, above, was the result of circumstances beyond the Entity's control. The State will determine good cause or circumstances beyond the Entity's control based on the facts of each case.

10. **Presentation of Audited Financial Statements**: The final audit report must contain basic financial statements and supplementary information consistent with the applicable financial reporting framework prescribed at Section 2-7-504, MCA. In addition, other supplementary information required by provisions within this contract and by Uniform Guidance must also be included, if applicable.

A. The final audit report must also contain any supplementary or other information as agreed upon by the Entity and Contractor.

B. If the Entity's accounting records or other circumstances do not permit financial statements to comply with the applicable financial reporting framework prescribed at Section 2-7-504, MCA, the Contractor shall notify the State of those conditions and describe the financial statements that will be presented. The applicable auditor's reports must be modified in accordance with professional standards to reflect a departure from the applicable financial reporting framework.

C. If the audit is of a school district with separate elementary and high school district general funds, the general funds must be combined as a single major fund. All other funds must be separately considered for major fund criteria.

D. If the audit is a biennial audit covering two years, the Contractor shall present complete financial statements as specified above for each year covered by the audit. However, note disclosures for both fiscal years may be in one set of notes, with separate fiscal year disclosures as necessary. The two years must be presented under one audit report cover and opined upon in one Independent Auditor's Report.

11. **Auditor's Reports**: All audit reports must contain the following auditor's reports, which must comply with applicable professional standards in effect for the fiscal year or years being audited:

A. a report on the financial statements of the Entity;

B. a report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with Government Auditing Standards.

C. a reference to a report disclosing any deficiencies in internal control or instances of noncompliance with provisions of contracts or grant agreements or abuse that have a less than material effect on the financial statements but warrant the attention of management or those charged with governance. This report must be referred to in the report required in 11.B. above.

D. a report on any supplementary or other information presented in the audit report. This report must be given in an "other matters" paragraph(s) of the auditor's report on the financial statements (11.A. above), and shall identify, if applicable:

(1) Any Required Supplementary Information (RSI), as required by the Governmental Accounting Standards Board.

(2) Any Supplementary Information (SI) included in the report to comply with provisions of laws, regulations, contracts, or grant agreements. For the following schedules, the Contractor shall report on whether the information is fairly stated, in all material respects, "in relation to" the financial statements as a whole, unless the condition of the financial records do not allow the auditor to render such an opinion:

a) schedule of school district "Student Count for ANB" required in paragraph 13.A.;

b) schedule of school district extracurricular fund financial activities required in paragraph 13.B.;

c) schedule of expenditures of federal awards required by Uniform Guidance and in paragraph 12.A.; and

d) Any supplementary information for financial reporting frameworks required by A.R.M. 2.4.401.

(3) Any Other Information (OI) for financial reporting frameworks required by A.R.M. 2.4.401.

(4) Any Other Information (OI) that is included in the audit report, if deemed appropriate in accordance with professional standards.

E. a report disclosing the action taken by the Entity to correct any deficiencies or implement any recommendations contained in the prior audit report. This report must be in a format that specifically identifies, by title or summary, each deficiency or recommendation contained in the prior audit report and the action taken by the Entity on each such deficiency or recommendation.

F. If the Contractor includes audit findings in the reports referenced in 11.B. and 11.C. above, the views of Entity officials and their planned corrective actions must also be included, as required by Government Auditing Standards, if they are available at the time the Contractor submits the audit report to the State. If the views and planned corrective actions are not available at that time, the Contractor shall so indicate in the reports.

12. **Single Audits**: All audit reports for single audits done in accordance with Uniform Guidance must contain the following:

A. a schedule of expenditures of federal awards, prepared by the Entity, which must contain all elements required by Uniform Guidance.

B. a report on the schedule of expenditures of federal awards. This report may be combined with other reports as provided by Uniform Guidance and professional standards. This report must comply with applicable professional standards in effect for the fiscal year or years being audited.

C. a report on compliance for each major program and a report on internal control over compliance in accordance with Uniform Guidance. These reports must refer to the separate schedule of findings and questioned costs described in paragraph 12.D. of the contract and must comply with applicable professional standards in effect for the fiscal year or years being audited.

D. a schedule of findings and questioned costs which must include the information required by Uniform Guidance.

E. an Entity-prepared document, separate from the Contractor's findings, that describes the Entity's corrective action plan in accordance with Uniform Guidance for each current-year audit finding, if that plan is available at the time the Contractor submits the audit report to the State. This document should be submitted on Entity letterhead and should include a corrective action plan for each finding, regardless whether the finding is identified in accordance with Uniform Guidance or Government Auditing Standards.

13. **School Districts**: School district audit reports must include the following as supplementary information/schedules:

A. a schedule of the district's enrollment as reported to the Office of Public Instruction for the fiscal year or years being audited. The schedule must contain the enrollment both as reported in the Fall and Spring "Student Count for ANB" reports and as documented by the school district's enrollment records; and

B. a detailed schedule of extracurricular fund financial activities.

14. **Local Governments Reporting on Non-GAAP Financial Reporting Framework**: Audit reports of local governments that report on a non-GAAP financial reporting framework as provided in A.R.M. 2.4.401 must include any Supplementary Information and Other Information required in that administrative rule.

15. **Written Report to Entity**: The Contractor shall render a single, written report for the Entity audited, including the reports and schedules referenced in paragraphs 11 through 14 above.

16. **Exit Conference**: Before submitting the final audit report, the Contractor shall hold an exit review conference in which the audit results are discussed with those charged with governance and other appropriate Entity officials and employees. The Contractor shall ensure that all members of the governing body and key members of management are notified of this exit conference. The Contractor further agrees that before the exit conference, it will not discuss the audit findings with anyone other than the Entity or the State. Once the Contractor delivers the final audit report to the Entity, the report is deemed to be a public record.

17. **Report Distribution**: The Contractor and Entity shall file copies of the audit report as specified below:

A. The Contractor shall provide the Entity with the number of copies of the audit report specified in Appendices A, B and C. The cost of those copies is included in the total price for the engagement as set out in paragraph 2.A., above, and in the Appendices.

B. The Contractor shall submit one of the copies referred to in 17.A., above, to the attorney for the Entity.

C. Upon request by the Entity, the Contractor shall provide additional copies of the audit report at a price per copy agreed upon by the Entity and Contractor.

D. The Contractor shall provide the State with a text-searchable, unlocked, and unencrypted electronic copy of the audit report at no charge. The report must be submitted to the State at the same time when the Contractor delivers the final audit report to the Entity. Any report delivered separately to management or those charged with governance identifying findings and recommendations as described in 11.C. above must be submitted electronically at the same time the audit report is submitted. The Contractor shall advise the State, at the time of submitting the electronic report, of the date the final report was delivered to the Entity, the date of the audit report, the actual number of hours the Contractor spent conducting the audit, the total audit fee billed the Entity, and whether the audit was conducted in accordance with the provisions of Uniform Guidance.

E. If the Entity is a school district or associated cooperative, the Contractor shall provide at no additional charge copies of the audit report to the Office of Public Instruction, the county superintendent of schools, and the county attorney.

F. If the Entity is a city or town fire department relief association disability and pension fund, the Contractor shall provide at no additional charge one copy of the audit report to the city or town clerk.

G. If the audit is a single audit conducted in accordance with the provisions of Uniform Guidance, the Entity shall provide copies of the reporting package defined in Uniform Guidance and the data collection form to the federal clearinghouse designated by OMB.

18. **Entity Response**: If not included in the audit report as provided in paragraphs 11.F. and 12.E., within 30 days after receiving the audit report, the Entity shall notify the State in writing as to what action it plans to take to correct any deficiencies or implement any recommendations identified or contained in the audit report as required by Section 2-7-515, MCA, and ARM 2.4.409. This notification must also address any findings and recommendations identified in any report to management or those charged with governance described in 11.C. above. If the audit is a single audit conducted in accordance with Uniform Guidance, this corrective action plan must also meet the requirements of Uniform Guidance. If the Entity is a school district or special education cooperative, the Entity shall also send a copy of this notification to the Office of Public Instruction.

19. **Entity's Attorney**: If requested by the State, the attorney for the Entity shall report to the State on the actions taken or the proceedings instituted or to be instituted relating to violations of law and nonperformance of duty as required by Section 2-7-515(4), MCA. The attorney shall report to the State within 30 days after receiving the request.

20. **Certification of Auditor Independence**: The Contractor certifies that, as required by generally accepted government auditing standards, it and its principals and employees are independent in all matters regarding this engagement. This contract must not include non-audit services. The Contractor shall neither arrange for nor accept other work with the Entity that could in any way impair the Contractor's compliance with professional independence standards. If required by the State, the Contractor shall provide documentation that independence has been maintained in both mind and appearance as required by professional auditing standards.

21. **Contractor and Subcontractors**: The Contractor shall not assign any rights, or subcontract or delegate any duties of the contract without the Entity's and State's prior written consent.

    The Contractor is the prime contractor and is responsible, in total, for all work of any subcontractors. Any subcontractors performing audit work shall be on the Roster of Independent Auditors authorized to conduct audits of Montana local governments that is maintained by the State. The Contractor is responsible to the Entity and the State for the acts and omissions of all subcontractors or agents and of persons directly or indirectly employed by such subcontractors or agents. There is no contractual relationship between any subcontractor and the State.

22 **State Participation in Conferences**: The State may participate in all entrance and exit conferences between the Entity and Contractor, as well as all major conferences held in conjunction with the audit of the Entity.

23. **Access to Records**: The Contractor shall give the State and, when required by law, the Montana Legislative Audit Division, access to the Contractor's work programs, supporting working papers, time records, and all other documents relating to the audit. Access to these documents must be provided at the State's offices in Helena, Montana. Access to working papers includes the right of the State to obtain copies of working papers, as is reasonable and necessary. The Contractor shall make the work programs and supporting working papers available to the State for use by the State or other public accounting firms as directed by the State in future audits of the Entity. The Contractor shall make the audit programs and supporting working papers available to the cognizant or oversight agency for audit or its designee, federal agencies providing direct or indirect funding, or the U.S. General Accounting Office, if requested. Access to working papers includes the right of federal agencies to obtain copies of working papers, as is reasonable and necessary. The Contractor shall retain the audit report, work programs, and supporting working papers for a minimum of five years from the date of the audit report, unless the State notifies the Contractor to extend the retention period. If professional standards or other applicable laws, rules, or regulations require a longer retention period, the Contractor shall retain the above materials for that specified period.

24. **State Review of Report**: As provided by Section 2-7-522, MCA, the State shall review the Contractor's audit report. If the State determines that reporting requirements have not been met, it will notify the Entity and the Contractor of the significant issues of noncompliance. The Contractor shall correct the identified deficiencies within 60 days of notification.

25. **Independent Contractor**: The Contractor is an independent contractor and neither its principals nor its employees are employees of the State or Entity for any purposes.

26. **Workers' Compensation**: The Contractor certifies that it carries Workers' Compensation for its employees and that it has either elected Workers' Compensation or has an approved Independent Contractor's Exemption covering the Contractor while performing work under this contract. (Montana Code Annotated, Title 39, Chapter 71).

27. **Indemnity**: The Contractor shall defend and indemnify the State and Entity, their elected and appointed officials, agents, and employees from and against all claims, causes of action, damages, liabilities, court costs and attorney fees in favor of the Contractor's employees or third parties for bodily or personal injuries, death, or damage to property arising from the acts or omissions or alleged acts or omissions of the Contractor and/or its agents, employees, representatives, assigns, subcontractors under this contract. This defense and indemnify obligation does not apply to acts or omissions arising from the sole negligence of the State or Entity under this contract. This defense and indemnity obligation survives termination or expiration of this contract.

    If the Contractor is or may be obligated to pay any cost, settlement, judgment, fine, penalty, or similar award or sanction as a result of a claim, investigation, or other proceeding instituted by any third party, then to the extent that such obligation is or may be a direct or indirect result of the Entity's intentional or knowing misrepresentation or provision to the Contractor of inaccurate or incomplete information in connection with this engagement, and not any failure on the Contractor's part to comply with professional standards, the Entity shall defend and indemnify the Contractor against such obligations.

28. **Insurance – Commercial General Liability:** The Contractor shall maintain for the duration of the contract, at its cost and expense, occurrence coverage insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work by the Contractor, and/or its agents, employees, representatives, assigns, or subcontractors. The Contractor's insurance coverage shall be primary insurance for the Contractor's negligence with respect to the State and Entity and their elected officers, officials, employees, and volunteers. Any insurance or self-insurance maintained by the State and Entity and their officers, officials, employees or volunteers shall be excess of the Contractor's insurance and shall not contribute with it.

    Insurance - Professional Liability: The Contractor shall purchase and maintain occurrence coverage to cover such claims as may be caused by any act, omission, negligence of the Contractor or its officers, agents, representatives, assigns or subcontractors.

    If occurrence coverage is unavailable or cost-prohibitive, the state will accept 'claims made' coverage provided the following conditions are met: 1) the commencement date of the contract must not fall outside the effective date of insurance coverage and it will be the retroactive date for insurance coverage in future years, and 2) the claims made policy must have a three-year tail for claims that are made (filed) after the cancellation or expiration date of the policy.

    The State and Entity may require complete copies of certificates of insurance during the term of this contract.

29. **Compliance with Laws**:

A. The Contractor shall, in performance of work under this contract, fully comply with all applicable federal, state, or local laws, rules, regulations, and executive orders including but not limited to, the Montana Human Rights Act, the Equal Pay Act of 1963, the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. The Contractor is the employer for the purpose of providing healthcare benefits and paying any applicable penalties, fees and taxes under the Patient Protection and Affordable Care Act [P.l. 111-148, 124 Stat. 119]. Any subcontracting by the Contractor subjects subcontractors to the same provisions.

B. In accordance with 49-3-207, MCA, and Executive Order No. 04-2016 the Contractor agrees that the hiring of persons to perform this contract will be made on the basis of merit and qualifications and there will be no discrimination based on race, color, sex, pregnancy, childbirth or medical conditions related to pregnancy or childbirth, political or religious affiliation or ideas, culture, creed, social origin or condition, genetic information, sexual orientation, gender identity or expression, national origin, ancestry, age, disability, military service or veteran status, or marital status by the persons performing this contract.

30. **Work Accommodations**: The Entity shall provide the Contractor with reasonable space in which to conduct the audit and shall respond promptly to requests for information as well as for all necessary books and records. Support for clerical, equipment, reproduction services shall be agreed upon by the Entity and the Contractor as specified in Appendices A, B and C.

31. **Termination before Audit Commences**: Before the commencement of the audit, either the Contractor or the Entity, with the State's consent, or the State alone, may terminate this contract for cause if another party has breached a material term or condition of this contract or violated an applicable law or regulation. The non-breaching party shall provide the other party written notice of the breach and allow 20 days to remedy the breach.

The Contractor and the Entity may agree to terminate this contract without cause before the commencement of the audit. If such a termination occurs, the State shall consent to the termination upon written notification by the Contractor and the Entity of their agreement to terminate this contract.

The State, however, will not consent to the cancellation of an audit contract for the sole purpose of allowing the Contractor and Entity to then enter into a new contract that extends the number of fiscal years to be audited by the Contractor. Unless there are extenuating circumstances, the existing audit contract must be completed first. This provision does not prohibit the cancellation of a contract for the purpose of replacing an annual audit with a biennial audit.

32. **Termination after Audit Commences**: After the audit has commenced, but before the audit report has been issued, either the Contractor or the Entity, with the State's consent, or the State alone, may terminate this contract for cause if another party has breached a material term or condition of this contract or violated an applicable law or regulation. The non-breaching party shall provide the other party written notice of the breach and allow 20 days to remedy the breach. If the Contractor is the breaching party and fails to remedy the breach, the Contractor is not entitled to the fee set out in this contract. This is the Entity's and the State's sole remedy. If the Entity is the breaching party, the Entity shall pay the Contractor a pro rata portion of the fee set out in this contract, based on the percentage of work completed at the time of termination. This is the Contractor's sole remedy.

The Contractor and the Entity may agree to terminate this contract without cause after the audit has commenced but before the audit report has been issued. If such a termination occurs, the State shall consent to the termination upon written notification by the Contractor and the Entity of their agreement to terminate this contract.

33. **Contractor Compliance with CPE and Quality Control Review**: The Contractor certifies compliance with the continuing professional education requirements and the external quality control review requirements as set out in Government Auditing Standards, as established by the Comptroller General of the United States. The State may require the Contractor to provide evidence that it has met the above requirements.

34. **Single Audit Act Certification**: If the audit is required to meet the requirements of the Single Audit Act of 1984, as amended, and Uniform Guidance, the Contractor certifies that neither it nor any of its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from performing audits by any Federal department or agency.

35. **Time is of the Essence**: Time is of the essence regarding all provisions of this contract.

36. **Governing Law and Venue**: This contract is governed by the laws of Montana. The parties agree that any litigation concerning this contract in which the State is named as a party must be brought in the First Judicial District in and for the County of Lewis and Clark, State of Montana. Each party shall pay its own costs and attorney fees, except as otherwise allowed in this contract. The parties also agree that any litigation concerning this contract in which the State is not named as a party must be brought in the State of Montana Judicial District in the County in which the Entity is located. Each party shall pay its own costs and attorney fees, except as otherwise allowed in this contract.

37. **Notice**: All notices under this contract must be in writing and will be deemed given if delivered personally, by mail, certified, return receipt requested, or by e-mail. All notices will (a) if delivered personally, be deemed given upon delivery, (b) if delivered by mail, be deemed given upon receipt, or (c) if delivered by e-mail be deemed given upon receipt.

38. **Invalid Provision**: If any provision of this contract is held to be illegal or unenforceable and the parties' rights or obligations will not be materially and adversely affected, such provision will be (a) severed from the contract, (b) the contract will be interpreted as if such provision was never a part of the contract and (c) the remaining provisions will stay in effect.

39. **Authority**: Each party represents that the person signing this contract has the authority to bind that party.

40. **Entire Agreement and Amendment**: This contract and the attached Appendices contain the entire understanding and agreement of the parties. No modification or amendment of this contract is valid unless it is reduced to writing, signed by the parties, and made a part of this contract.

Contractor, Entity, and State have executed this Standard Audit Contract on the date first above written:

Certified Public Accountant

Strom & Associates, P.C.
Firm Name

By: Paul D Strom
Authorized Representative

Date: May 29, 2025

Governmental Entity

Lewistown School District No. 1
Entity Name

By:_____
Authorized Representative

Date:_____

Montana Department of Administration,
Local Government Services

By:_____
Approved By

Date:_____

APPENDIX A

Initial or Sole Audit under this Contract

GOVERNMENTAL ENTITY (ENTITY): Lewistown School District No. 1

406-535-8777 (Telephone:) Address: 215 7th Ave South (Street Address or P.O. Box)

Colstrip (City/Town), MT 59457 (Zip Code)

Rebekah Rhoades (rrhoades@lewistown.k12.mt.us)
Contact Person(s) and E-Mail Address(es)

PUBLIC ACCOUNTANT/ACCOUNTING FIRM (CONTRACTOR) : Strom & Associates, P.C.

(406) 252-2765 (Telephone:) Address: 2728 Colonial Drive, Suite 2023-E (Street Address or P.O. Box)

Helena (City/Town), MT 59601 (Zip Code)

Paul Strom or Tom Hayes (audit@stromcpa.net)
Contact Person(s) and E-Mail Address(es)

1. Audit Period and Dates of Engagement:

   A. This audit will cover the fiscal year(s) ending June 30 *(Month & Day)*, 2025 *(Year)* (and _____ *(Year)*).
   B. Date to commence audit work: January, 2026
   C. Date to submit final audit report to Entity and State: June 30, 2026

2. Time and Price for Engagement:

   A. Estimated total hours - 240

   B. Price for audit personnel $ 20,100
      Price for Travel
      Price for typing, clerical and report preparation
      Total price for this engagement $ 20,100

3. The reporting entity contains the following discretely presented component units: NONE

4. Date Annual Financial Report or a trial balance will be available: September, 2025

5. Number of copies of audit report Contractor will provide to Entity: Three

6. The Entity will provide clerical, equipment, and photocopying or reproduction services to the Contractor as follows:
As needed

7. The audit scope with regard to federal financial assistance received by the Entity for the above fiscal year(s) will be as indicated below:

X The audit will be a single audit conducted in accordance with the provisions of Uniform Guidance because the Entity expended a total amount of federal awards **equal to or in excess of $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

OR

☐ The audit will not be a single audit conducted in accordance with the provisions of Uniform Guidance and will not include audit coverage of any federal financial assistance in accordance with requirements of that federal regulation, because the Entity expended a total amount of federal awards of **less than $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

Certified Public Accountant

Strom & Associates, P.C.
Firm Name

By: Paul D Strom
Authorized Representative

Date: May 29, 2025

Governmental Entity

Lewistown School District No. 1
Entity Name

By: _____
Authorized Representative

Date: _____

Montana Department of Administration,
Local Government Services

By: _____
Approved By

Date: _____

APPENDIX B

Subsequent Audit under this Contract

GOVERNMENTAL ENTITY (ENTITY): Lewistown School District No. 1

406-535-8777 (Telephone:) Address: 215 7th Ave South (Street Address or P.O. Box)

Colstrip (City/Town), MT 59457 (Zip Code)

Rebekah Rhoades (rrhoades@lewistown.k12.mt.us)
Contact Person(s) and E-Mail Address(es)

PUBLIC ACCOUNTANT/ACCOUNTING FIRM (CONTRACTOR) : Strom & Associates, P.C.

(406) 252-2765 (Telephone:) Address: 2728 Colonial Drive, Suite 2023-E (Street Address or P.O. Box)

Helena (City/Town), MT 59601 (Zip Code)

Paul Strom or Tom Hayes (audit@stromcpa.net)
Contact Person(s) and E-Mail Address(es)

1. Audit Period and Dates of Engagement:

   A. This audit will cover the fiscal year(s) ending June 30 *(Month & Day)*, 2026 *(Year)* (and _____ *(Year)*).
   B. Date to commence audit work: January, 2027
   C. Date to submit final audit report to Entity and State: June 30, 2027

2. Time and Price for Engagement:

   A. Estimated total hours - 240

   B. Price for audit personnel $ 20,100
      Price for Travel
      Price for typing, clerical and report preparation
      Total price for this engagement $ 20,100

3. The reporting entity contains the following discretely presented component units: NONE

4. Date Annual Financial Report or a trial balance will be available: September, 2026

5. Number of copies of audit report Contractor will provide to Entity: Three

6. The Entity will provide clerical, equipment, and photocopying or reproduction services to the Contractor as follows:
As needed

7. The audit scope with regard to federal financial assistance received by the Entity for the above fiscal year(s) will be as indicated below:

X The audit will be a single audit conducted in accordance with the provisions of Uniform Guidance because the Entity expended a total amount of federal awards **equal to or in excess of $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

OR

☐ The audit will not be a single audit conducted in accordance with the provisions of Uniform Guidance and will not include audit coverage of any federal financial assistance in accordance with requirements of that federal regulation, because the Entity expended a total amount of federal awards of **less than $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

Certified Public Accountant

Strom & Associates, P.C.
Firm Name

By: Paul D Strom
Authorized Representative

Date: May 29, 2025

Governmental Entity

Lewistown School District No. 1
Entity Name

By: _____
Authorized Representative

Date: _____

Montana Department of Administration,
Local Government Services

By: _____
Approved By

Date: _____

APPENDIX C

Subsequent Audit under this Contract

GOVERNMENTAL ENTITY (ENTITY): Lewistown School District No. 1

406-535-8777 (Telephone:) Address: 215 7th Ave South (Street Address or P.O. Box)

Colstrip (City/Town), MT 59457 (Zip Code)

Rebekah Rhoades (rrhoades@lewistown.k12.mt.us)
Contact Person(s) and E-Mail Address(es)

PUBLIC ACCOUNTANT/ACCOUNTING FIRM (CONTRACTOR) : Strom & Associates, P.C.

(406) 252-2765 (Telephone:) Address: 2728 Colonial Drive, Suite 2023-E (Street Address or P.O. Box)

Helena (City/Town), MT 59601 (Zip Code)

Paul Strom or Tom Hayes (audit@stromcpa.net)
Contact Person(s) and E-Mail Address(es)

1. Audit Period and Dates of Engagement:

   A. This audit will cover the fiscal year(s) ending June 30 *(Month & Day)*, 2027 *(Year)* (and _____ *(Year)*).
   B. Date to commence audit work: January, 2028
   C. Date to submit final audit report to Entity and State: June 30, 2028

2. Time and Price for Engagement:

   A. Estimated total hours - 240

   B. Price for audit personnel $ 20,100
      Price for Travel
      Price for typing, clerical and report preparation
      Total price for this engagement $ 20,100

3. The reporting entity contains the following discretely presented component units: NONE

4. Date Annual Financial Report or a trial balance will be available: September, 2027

5. Number of copies of audit report Contractor will provide to Entity: Three

6. The Entity will provide clerical, equipment, and photocopying or reproduction services to the Contractor as follows:
As needed

7. The audit scope with regard to federal financial assistance received by the Entity for the above fiscal year(s) will be as indicated below:

X The audit will be a single audit conducted in accordance with the provisions of Uniform Guidance because the Entity expended a total amount of federal awards **equal to or in excess of $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

OR

☐ The audit will not be a single audit conducted in accordance with the provisions of Uniform Guidance and will not include audit coverage of any federal financial assistance in accordance with requirements of that federal regulation, because the Entity expended a total amount of federal awards of **less than $750,000** during the fiscal year(s), or such other dollar amount (**$1,000,000 effective FY 2026, for June 30 year-ends**) that is effective for the fiscal year(s) being audited.

Certified Public Accountant

Strom & Associates, P.C.
Firm Name

By: Paul D Strom
Authorized Representative

Date: May 29, 2025

Governmental Entity

Lewistown School District No. 1
Entity Name

By: _____
Authorized Representative

Date: _____

Montana Department of Administration,
Local Government Services

By: _____
Approved By

Date: _____

LEWISTOWN PUBLIC SCHOOLS 2025-2026 SCHOOL CALENDAR

AUGUST 2025

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						

SEPTEMBER 2025

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				

OCTOBER 2025

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	

NOVEMBER 2025

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 2025

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 2026

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 2026

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 2026

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 2026

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 2026

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 2026

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 2026

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 15	New Staff Orientation
August 18-19	All Staff Orientation/PIR
October 16-17	Staff Development Days *Teachers Convention (Missoula)*
Oct 27-30, Nov 3-6	Parent-Teacher Conferences *Schedules vary by school* *PIR Nov 7*
March 23-27	Parent-Teacher Conferences *Schedules vary by school* *Full school days for students*
May 11	PIR Day

HOLIDAYS & VACATIONS

No School for Teachers or Students

September 1	Labor Day
November 26-28	Thanksgiving Vacation
Dec 22 - Jan 2	Winter Break
February 27	Vacation Day
March 13	Vacation Day
April 2-6	Easter Vacation
May 25	Memorial Day

New Teacher Orientation

First/Last Day of School

K-3 First Day

K-8 Quarter Ends

FHS Quarter Ends

K-8 Qtr Mid-Term

FHS Qtr Mid-Term

K-8 Semester Ends

FHS Semester Ends

Early Out (1:30 pm)

FHS Graduation

PIR Day

PT Conferences

No School (Day Off/No School)

Paid Holiday (Day Off/No School)

Flex Day (No School for Students)

BOARD APPROVED 3-10-2025

LEWISTOWN PUBLIC SCHOOLS

2025-2026 K-8 SCHOOL CALENDAR

PUPIL INSTRUCTION (INCLUDING FLEX DAYS)

First Semester — **91 days**

FIRST QUARTER				DAYS
First Week	Aug 20	to	Aug 22	3
Second Week	Aug 25	to	Aug 29	5
Third Week	Sept 2	to	Sept 5	4
Fourth Week	Sept 8	to	Sept 12	5
Fifth Week	Sept 15	to	Sept 19	5
Sixth Week	Sept 22	to	Sept 26	5
Seventh Week	Sept 29	to	Oct 3	5
Eighth Week	Oct 6	to	Oct 10	5
Ninth Week	Oct 13	to	Oct 15	3
Tenth Week	Oct 20	to	Oct 24	5
				45

SECOND QUARTER				DAYS
First Week	Oct 27	to	Oct 31	5
Second Week	Nov 3	to	Nov 6	4
Third Week	Nov 10	to	Nov 14	5
Fourth Week	Nov 17	to	Nov 21	5
Fifth Week	Nov 24	to	Nov 25	2
Sixth Week	Dec 1	to	Dec 5	5
Seventh Week	Dec 8	to	Dec 12	5
Eighth Week	Dec 15	to	Dec 19	5
Ninth Week	Jan 5	to	Jan 9	5
Tenth Week	Jan 12	to	Jan 16	5
				46

Second Semester — **88 days**

THIRD QUARTER				DAYS
First Week	Jan 19	to	Jan 23	5
Second Week	Jan 26	to	Jan 30	5
Third Week	Feb 2	to	Feb 6	5
Fourth Week	Feb 9	to	Feb 13	5
Fifth Week	Feb 16	to	Feb 20	5
Sixth Week	Feb 23	to	Feb 26	4
Seventh Week	March 2	to	March 6	5
Eighth Week	March 9	to	March 12	4
Ninth Week	March 16	to	March 20	5
				43

FOURTH QUARTER				DAYS
First Week	March 23	to	March 27	5
Second Week	March 30	to	April 1	3
Third Week	April 7	to	April 10	4
Fourth Week	April 13	to	April 17	5
Fifth Week	April 20	to	April 24	5
Sixth Week	April 27	to	May 1	5
Seventh Week	May 4	to	May 8	5
Eighth Week	May 12	to	May 15	4
Ninth Week	May 18	to	May 22	5
Tenth Week	May 26	to	May 29	4
				45

Total Days 179

PUPIL INSTRUCTION-RELATED DAYS (PIR)

August 15	New Staff Orientation	
August 18-19	All Staff Orientation/PIR	2.0
October 16-17	Staff Development Days *Teachers Convention*	2.0
Oct 27-30, Nov. 3-6	Parent-Teacher Conferences *Schedules vary by school* *PIR Nov. 7*	1.5
March 23-27	Parent-Teacher Conferences *Schedules vary by school* *Full school days for students*	.5
May 11	PIR Day	1.0
	Floating PIR Day	1.0
		8.0

HOLIDAYS & VACATIONS *Dates Inclusive*

September 1	Labor Day
November 26-28	Thanksgiving Vacation
Dec 22-Jan 2	Winter Break
February 27	Vacation Day
March 13	Vacation Day
April 2-6	Easter Vacation
May 25	Memorial Day
July 3	Vacation Day (12-mo employees)

LEWISTOWN PUBLIC SCHOOLS 2025-2026 FHS SCHOOL CALENDAR

PUPIL INSTRUCTION (INCLUDING FLEX DAYS)

First Semester — **81 days**

FIRST QUARTER				DAYS
First Week	Aug 20	to	Aug 22	3
Second Week	Aug 25	to	Aug 29	5
Third Week	Sept 2	to	Sept 5	4
Fourth Week	Sept 8	to	Sept 12	5
Fifth Week	Sept 15	to	Sept 19	5
Sixth Week	Sept 22	to	Sept 26	5
Seventh Week	Sept 29	to	Oct 3	5
Eighth Week	Oct 6	to	Oct 10	5
Ninth Week	Oct 13	to	Oct 15	3
				40

SECOND QUARTER				DAYS
First Week	Oct 20	to	Oct 24	5
Second Week	Oct 27	to	Oct 31	5
Third Week	Nov 3	to	Nov 6	4
Fourth Week	Nov 10	to	Nov 14	5
Fifth Week	Nov 17	to	Nov 21	5
Sixth Week	Nov 24	to	Nov 25	2
Seventh Week	Dec 1	to	Dec 5	5
Eighth Week	Dec 8	to	Dec 12	5
Ninth Week	Dec 15	to	Dec 19	5
				41

Second Semester — **98 days**

THIRD QUARTER				DAYS
First Week	Jan 5	to	Jan 9	5
Second Week	Jan 12	to	Jan 16	5
Third Week	Jan 19	to	Jan 23	5
Fourth Week	Jan 26	to	Jan 30	5
Fifth Week	Feb 2	to	Feb 6	5
Sixth Week	Feb 9	to	Feb 13	5
Seventh Week	Feb 16	to	Feb 20	5
Eighth Week	Feb 23	to	Feb 26	4
Ninth Week	March 2	to	March 6	5
Tenth Week	March 9	to	March 12	4
				48

FOURTH QUARTER				DAYS
First Week	March 16	to	March 20	5
Second Week	March 23	to	March 27	5
Third Week	March 30	to	April 1	3
Fourth Week	April 7	to	April 10	4
Fifth Week	April 13	to	April 17	5
Sixth Week	April 20	to	April 24	5
Seventh Week	April 27	to	May 1	5
Eighth Week	May 4	to	May 8	5
Ninth Week	May 12	to	May 15	4
Tenth Week	May 18	to	May 22	5
Eleventh Week	May 26	to	May 29	4
				50

Total Days 179

PUPIL INSTRUCTION-RELATED DAYS (PIR)

August 15	New Staff Orientation	
August 18-19	All Staff Orientation/PIR	2.0
October 16-17	Staff Development Days *Teachers Convention*	2.0
Oct 27-30, Nov. 3-6	Parent-Teacher Conferences *Schedules vary by school* *PIR Nov. 7*	1.5
March 23-27	Parent-Teacher Conferences *Schedules vary by school* *Full school days for students*	.5
May 11	PIR Day	1.0
	Floating PIR Day	1.0
		8.0

HOLIDAYS & VACATIONS *Dates Inclusive*

September 1	Labor Day
November 26-28	Thanksgiving Vacation
Dec 22-Jan 2	Winter Break
February 27	Vacation Day
March 13	Vacation Day
April 2-6	Easter Vacation
May 25	Memorial Day
July 3	Vacation Day (12-mo employees)