

**LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

THURSDAY, AUGUST 20, 2026

CALL TO ORDER (5:30pm)

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Report – Committees of the Board
5. Report – Investments
6. Report – Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS – CONSENT AGENDA

8. Minutes
9. Claims
10. Out of District Agreements
11. Personnel Report

ACTION ITEMS – OLD BUSINESS

12. Lewistown Public Schools 2025-2026 Annual Report

ACTION ITEMS – NEW BUSINESS

13. Elementary Trustees' Financial Summary for the 2025-2026 Fiscal Year
14. High School Trustees' Financial Summary for the 2025-2026 Fiscal Year
15. Elementary Budget for the 2026-2027 Fiscal Year
16. High School Budget for the 2026-2027 Fiscal Year

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: August 20, 2026

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 2026-2027 School Year.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

STANDING COMMITTEES OF THE BOARD
2026-2027 School Year

Committee	Number on Comm.	Whitney Brady	Karly DeMars	Sam Helmer	Mariah Shammel	Jeff Southworth	Carson Sweeney	Eric VanderBeek
Building & Grounds	3	X				X	X	
Safety Committee	2			X				X

OTHER COMMITTEES WITH BOARD REPRESENTATION
2026-2027 School Year

Committee	Number on Comm.	Whitney Brady	Karly DeMars	Sam Helmer	Mariah Shammel	Jeff Southworth	Carson Sweeney	Eric VanderBeek
Activities	3	X			X	X		
Curriculum Committees:								
Library and Technology	2	X						X
Health/Dental 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
TIF Board	1						X	

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#5

MEETING DATE: August 20, 2026

ITEM TITLE: REPORT – INVESTMENT

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Interest earned for May 2026 was reported as follows:

Elementary = \$11,219.06

High School = \$9,221.75

Interest earned for June 2026 was reported as follows:

Elementary = \$12,270.78

High School = \$9,541.46

SLGS Elementary bond interest accrued from August 2024 through July 2026 was \$155,237.52.
June's portion of the interest accrued was \$288.17.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#6

MEETING DATE: August 20, 2026

ITEM TITLE: REPORT – SUPERINTENDENT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

Board Goals- October

Review Strategic Plan- October

UPCOMING EVENTS

MASS President Travel- various dates and times

CMASS Regional Meeting, September 15, 2026

MASS Conference- September 27-29 Bozeman

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#7

MEETING DATE: August 20, 2026

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

8. Minutes
9. Claims
10. Out of District Agreements
11. Personnel Report

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#8

MEETING DATE: August 20, 2026

ITEM TITLE: MINUTES

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The following minutes are attached for your approval:

- Minutes of the August 10, 2026 Special Board Meeting

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BUILDING
215 7th Ave South
Lewistown, Montana 59457

MONDAY, AUGUST 10, 2026

SPECIAL BOARD MEETING

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

1. ROLL CALL
TRUSTEES PRESENT:
Whitney Brady, Sam Helmer, Carson Sweeney, Mariah Shammel, Jeff Southworth, Eric VanderBeek
TRUSTEES ABSENT:
Karly DeMars
2. PLEDGE OF ALLEGIANCE
The group recited the Pledge of Allegiance.

PUBLIC PARTICIPATION

3. 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 – approved unanimously (Brady/VanderBeek)

4. MINUTES OF THE JULY 13, 2026 REGULAR BOARD MEETING
MINUTES OF THE JULY 13, 2026 BOARD TRAINING
MINUTES OF THE JULY 15, 2026 SPECIAL BOARD MEETING
MINUTES OF THE JULY 30, 2026 SPECIAL BOARD MEETING (STUDENT HEARING)
MINUTES OF THE JULY 30, 2026 SPECIAL BOARD MEETING (BOND DISCUSSION)
5. CLAIMS – approval of the claims referenced in the 2026-2027 Bill Schedule and submitted through August 7, 2026. The Finance Committee for July - September 2026 will be Board Chair Mariah Shammel, Whitney Brady, Jeff Southworth and Karly DeMars.
6. OUT OF DISTRICT AGREEMENTS
7. PERSONNEL REPORT
8. 2026-2027 STAFF HANDBOOKS

DISCUSSION

7. FERGUS HIGH SCHOOL BOND PREPARATION
The Lewistown Public Schools Administrative team was in attendance for the meeting at the request of the Board. The Board shared the grassroots efforts being led by community groups to advocate for the Bond. Rebekah and Brad shared the progress being made on the website, including the tax calculator and explaining the tax impact. The Board shared the list of items that will be addressed by the Bond. It was emphasized that if the bond is not

passed now, expenses will continue to rise and replacement of the building is not an option due to many factors.

Anthony Houtz, Cushing Terrell, joined the meeting electronically at 6:25pm. One set of the boards were presented at the meeting. The Board and Administrators reviewed the boards presented and provided feedback before final printing of the remaining boards. Anthony explained the three main areas of focus: Protecting our Students, Protecting our Skillsets and Protecting our Facility; connecting the full list of projects associated with each area of focus. The Board and Administrators asked questions of Anthony regarding the list of items. It was recommended to share the list of items that need to be addressed with the estimated total cost under each of the three areas of focus and a graphic of the percentage of each. The design timeline of the project was explained once the Bond passes, including potential impact to students.

Final informational boards will be printed by the end of the week. Board Chair, Mariah Shammel, shared upcoming informational session dates and times. She encouraged all in attendance to refer individuals to the Board if there are questions. Trustees discussed their roles in each of the upcoming sessions/staff meetings.

ADJOURNMENT

The meeting was adjourned at 7:34 p.m. (Sweeney/Helmer).

MARIAH SHAMMEL
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER/CLERK

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#9

MEETING DATE: August 20, 2026

ITEM TITLE: CLAIMS

PREPARED BY: Chris Gobble, Purchasing

SUMMARY:

See attached claims paid through August 7, 2026, as approved by the Finance Committee. Board Chair Mariah Shammel, Whitney Brady, Karly DeMars and Jeff Southworth.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#10

MEETING DATE: August 20, 2026

ITEM TITLE: OUT OF DISTRICT AGREEMENTS

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the following student(s) for Out-of-District Attendance with Lewistown Public Schools.

<u>STUDENT</u>	<u>GRADE</u>	<u>DISTRICT OF CHOICE</u>	<u>DISTRICT OF RESIDENCE</u>
2027-66	KinderSteps	Lewistown Elementary	Roundup Elementary
2027-67	6	Lewistown Elementary	Roy Elementary

In the 2023 Legislative Session, [HB203](#) was approved requiring districts to bill each other for students that attend their district, but reside in another district. The FP-14 Out of District Forms approved by the Board in FY26-27 will be used to calculate the tuition to be billed and levied for FY27-28. According to HB203, the district of residence shall pay the district of attendance a percentage equal to the lesser of the percentage of either school district's adopted general fund budget funded by BASE and over BASE property tax levies in the year of attendance not to exceed 35.3% of the tuition per-ANB amount for the year of attendance. Tuition due to other districts will be levied and paid out of the Tuition Fund and tuition revenue received from other districts will be deposited into the General Fund OverBASE to decrease local property taxes. Note, that the tuition revenues in 2025-2026 was deposited to the General Fund BASE.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#11

MEETING DATE: August 20, 2026

ITEM TITLE: PERSONNEL REPORT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

Attached is the Personnel Report for your review.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday, August 20, 2026

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>RECOMMENDED BY</i>	<i>COMMENTS</i>
DUNCAN, Skye	Volunteer Volleyball Coach	Fergus High School		8/21/2026	Derek Lear	Pending Background Check
FRANKS, Carmen	Food Server/Kitchen Aide	School Food Services	Approve appointment on 2026-2027 schedule -- Para+Cert, Step 0 for up to 182 days	8/21/2026	Amie Friesen	Replacing Shannon Cahill. Pending Background Check
HICKS, Grace	Assistant Volleyball Coach	Junior High School	Approve Appointment on Schedule - .05 x \$44,500 = \$2,225.00	8/21/2026	Derek Lear	Pending Background Check
RAMMELT, Marcella	Food Server/Kitchen Aide	School Food Services	Approve appointment on 2026-2027 schedule -- Para+Cert, Step 0 for up to 182 days	8/21/2026	Amie Friesen	Replacing Kristopher Mitchell. Pending Background Check
SAUNDERS, Benjamin	Substitute Teacher	Highland Park		8/21/2026	Brad Moore	Student Teacher - Fall 2026
SNAMEK, Kane	Custodian	Fergus High School	Approve appointment on 2026-2027 schedule -- Custodian, Step 0 for up to 222 days	8/24/2026	Matt Lewis	Replacing Travis Hammon
WEBB, Karen	Substiute Food Server	Food Service		8/24/2026	Amie Friesen	Pending Background Check

ACTION ITEMS – OLD BUSINESS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#12

MEETING DATE: August 20, 2026

ITEM TITLE: LEWISTOWN PUBLIC SCHOOLS 2025-2026 ANNUAL REPORT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve the Lewistown Public Schools Annual Report as presented at the July 13, 2026 Regular Board Meeting.

☒ ADDITIONAL INFORMATION ATTACHED

NOTES:

Lewistown Public Schools



**2025-2026
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	Derek Lear
Business Office	Rebekah Rhoades
Maintenance	Wyatt Conard
School Food Service	Amie Friesen
Special Education	Chelsey Rogers
Technology	Scott Baldwin
Transportation	Rob Odermann

**GARFIELD
ELEMENTARY
SCHOOL**

Jessica Miller



Garfield Elementary School

415 East Boulevard Street

Lewistown, Montana 59457

Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

2025-2026 Garfield Elementary Annual Report

Programs, Curriculum, and Student Support Services

Multi-Tiered Systems of Support (MTSS)

This year the team consisted of Megan Hicks, Audrey Boling, Amy Gies, Kara Howell, Julia Grubb, Cynthia Bradshaw, Pam Roberts, and me. Mrs. Hicks and I served as co-facilitators, and I commend the team's leadership and dedication to improving our school and implementing systems that support student achievement, as well as their behavioral and social emotional needs.

Our collaborative Google spreadsheet, or Tier Tracker, allows us to collect and review all student academic and behavioral data and intervention records while making that information accessible to classroom teachers, Title and special education staff, specialists, and administrators. For example, teachers input results from multiple assessments into the Tier Tracker as well as behavioral data. (We implement our SOAR matrix to set schoolwide expectations, teach those expectations directly to students, and reinforce desired behaviors through positive supports.) The MTSS team then meets with classroom educators to plan the most effective supports for each student. Team members also use the Tracker's data to determine placement in intervention groups, which are adjusted every 6-8 weeks during the school year. The Tier Tracker simplifies our data management and functions as a fidelity check for staff. The documented records are helpful when monitoring intervention progress and when considering referrals for special education services. In addition, this system streamlines the handoff of first-grade student information to Highland Park at year's end.

We also use our monthly MTSS meetings as a consultative forum to address individual student concerns. The rich exchange of information among team members is helpful, and we regularly provide teachers with concrete strategies and intervention ideas that they can take back to the classroom as soon as the next day.

Curriculum and Classroom-based Interventions in Math and Reading

The Bridges math curriculum materials provide excellent tools for assessing students, which help identify learning gaps. The number corner activities are a wonderful addition to our classrooms, incorporating calendar activities that focus on patterns, number sense, shapes, predictions, and more.



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We 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 lessons and activities engage students both as a group and individually, allowing them to hear their teachers modeling these sounds, phonemes, and words, as well as practicing rhyming, blending, segmenting, substituting, or adding/subtracting phonemes in words.

Assessments

This year, we continued using 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. At the start of the school year, our fall benchmark results were somewhat weak, which aligns with national trends. This approach gives teachers quick information to begin the year and allows us to adjust our Tier I instruction and start interventions promptly. We achieved very substantial gains over the course of the year, and I applaud the consistent commitment to strengthening students' reading and math abilities, as demonstrated by the charts below.

School-wide Interventions

Classroom teachers, including Mrs. Boling, our Tier II interventionist, together with our paraprofessionals, created small, skill-focused intervention groups. Mrs. Boling used a comprehensive evaluation of students' reading and math abilities to identify needs, supplemented by classroom teachers' observations and formative checks. This strategy let us target improvement in phonemic awareness and phonics, and pinpoint key number sense skills needed for a solid math base. These concentrated interventions were short in duration so students could stay in class for Tier I reading and math lessons. This structure also allowed us to serve more students across time. Our reading and math results demonstrate effective Tier 1, Tier 2, and Tier 3 instruction and interventions, as detailed in the assessment section below.

KinderSteps Early Learning PreK Program

This was our second year implementing the Early Learning KinderSteps PreK program. This program is designed for students who qualify based on a literacy screen. This year, 30 students qualified for the program (we added one more student this spring). These students made tremendous progress. (Each



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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 and Mrs. Strouf taught the two classes this year and they did a highly commendable job with teaching academics, especially literacy. Again this year, we utilized a PreK curriculum that is designed to build vocabulary and 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 all areas. We also reassess students using the same screener we used to qualify them for the program. This assessment measures oral language, phonological awareness, and alphabet knowledge.

We again screened students this spring for next years' KinderSteps classes. We look forward to having three classrooms of KinderSteps students in the coming school year!



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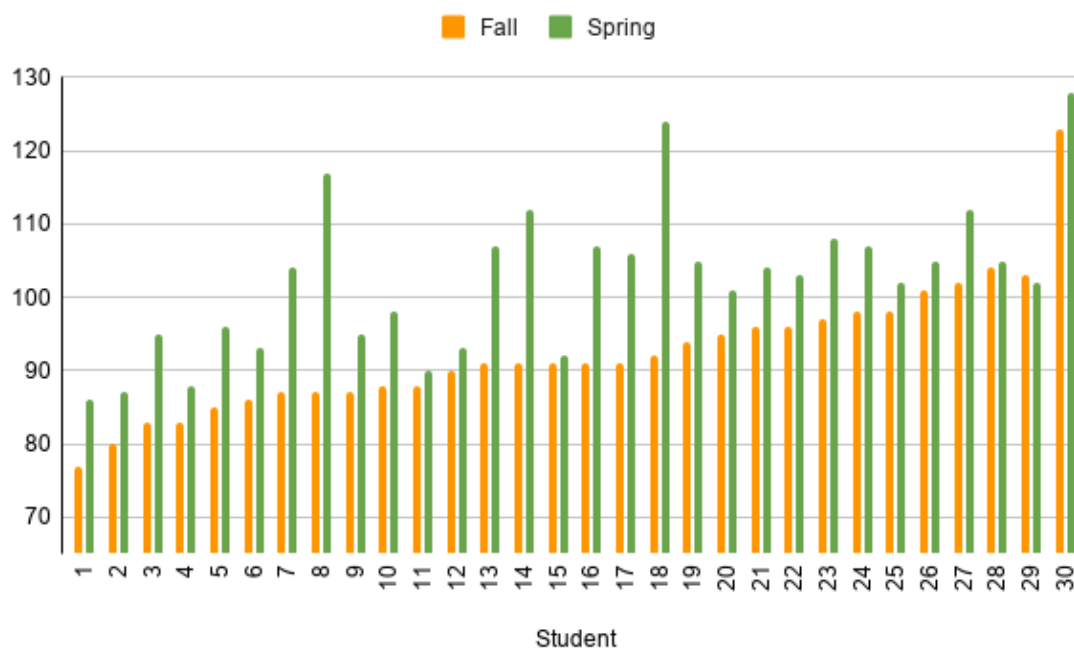
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KinderSteps OxEd and Assessment Language Screen Scores





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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. All of our teachers have been trained in the Science of Reading, and I applaud their dedication to helping our students achieve the basic foundations of reading.

Garfield All Grades DIBELS Summary Report

Grade	Beginning	Middle	End
K	 n=62 26 17 7 12 (42%) (27%) (11%) (19%)	 n=59 21 14 9 15 (36%) (24%) (15%) (25%)	 n=58 16 9 16 17 (28%) (16%) (28%) (29%)
1st	 n=77 29 25 15 8 (38%) (32%) (19%) (10%)	 n=78 35 19 18 6 (45%) (24%) (23%) (8%)	 n=80 19 24 25 12 (24%) (30%) (31%) (15%)



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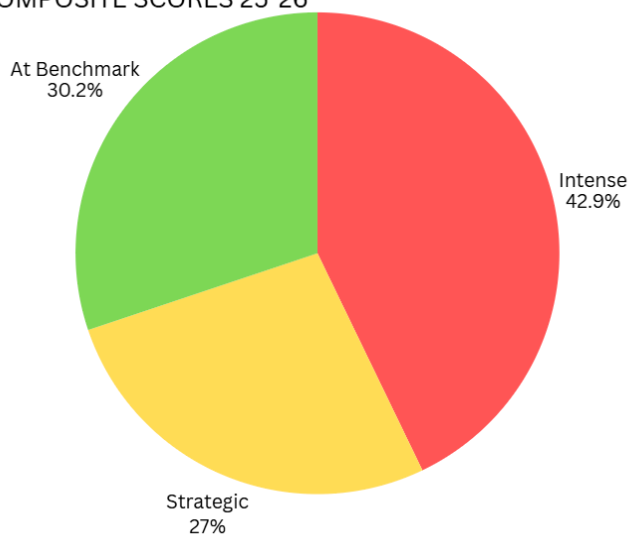


Jessica Miller, Principal

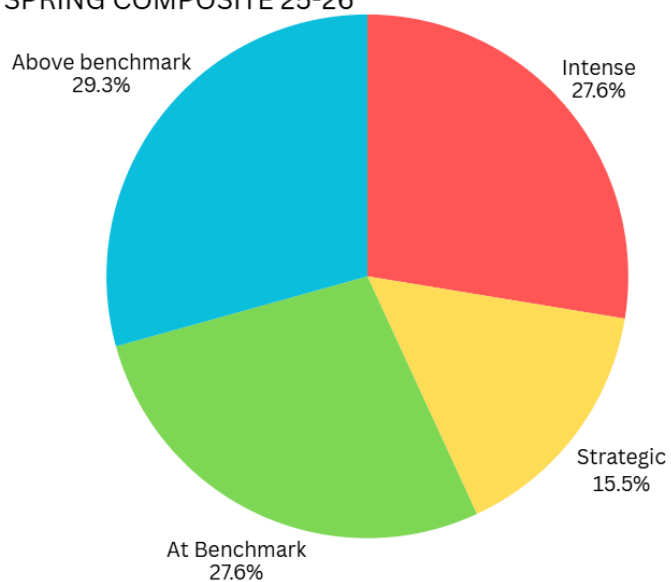
Lanna Schoenfelder, Secretary

Kindergarten DIBELS 8th Edition Early Reading Benchmark Assessments

KINDERGARTEN DIBELS - FALL
COMPOSITE SCORES 25-26



KINDERGARTEN DIBELS -
SPRING COMPOSITE 25-26





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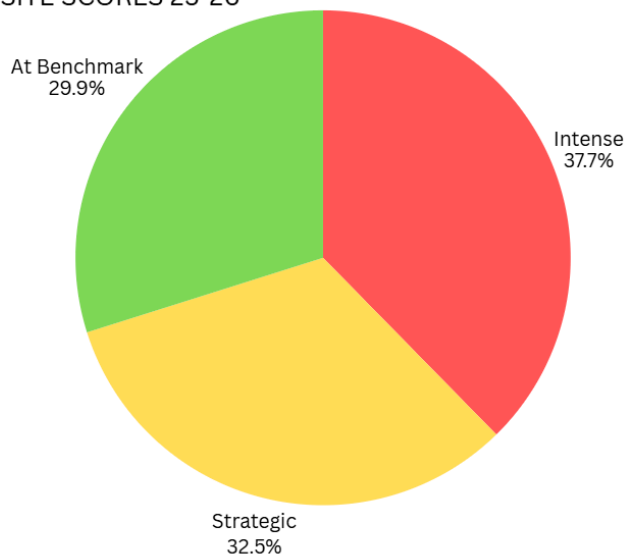


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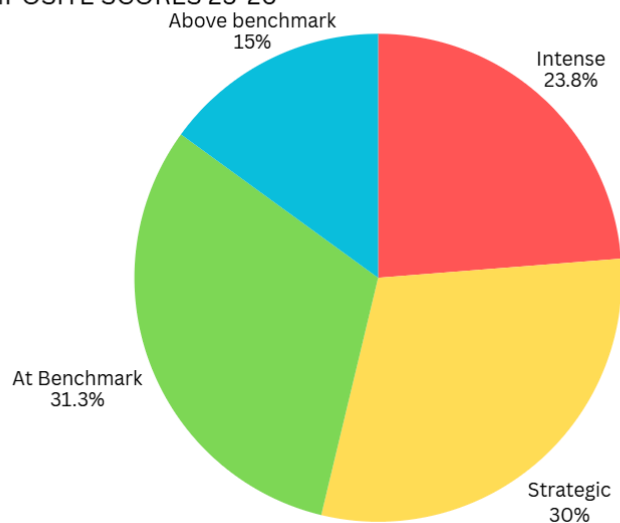
Lanna Schoenfelder, Secretary

First Grade DIBELS 8th Edition Early Reading Benchmark Assessments

1st Grade DIBELS - FALL
COMPOSITE SCORES 25-26



1st Grade DIBELS - SPRING
COMPOSITE SCORES 25-26





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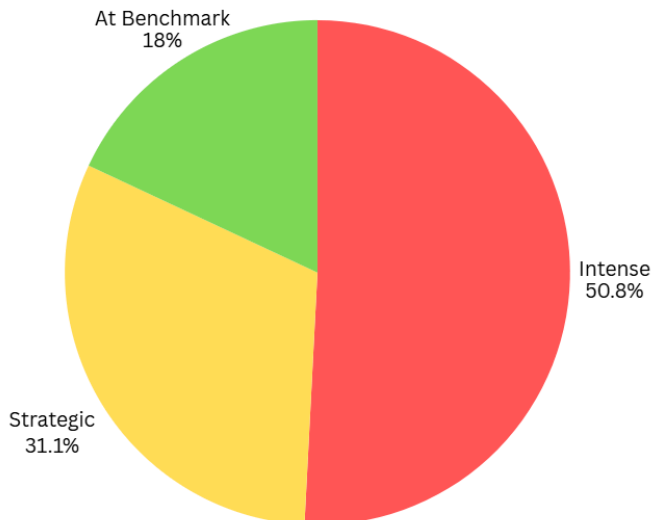
Jessica Miller, Principal

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Kindergarten Math Composite Scores - Bridges Comprehensive Growth Assessment

Kindergarten Math CGA -Fall

COMPOSITE SCORES 25-26



Kindergarten Math CGA -
SPRING COMPOSITE SCORES
25-26





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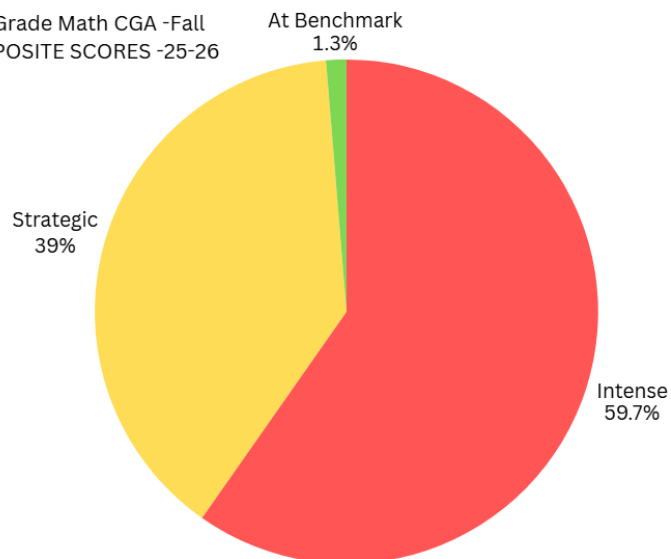


Jessica Miller, Principal

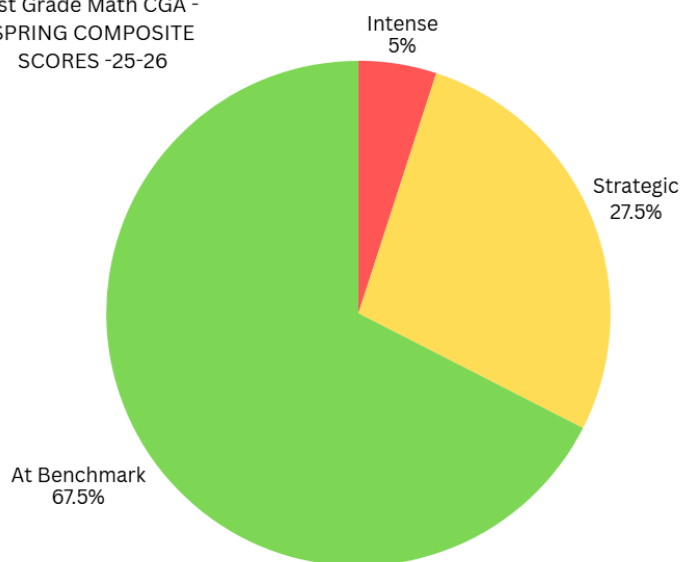
Lanna Schoenfelder, Secretary

First Grade Math Composite Scores - Bridges Comprehensive Growth Assessment

1st Grade Math CGA - Fall
COMPOSITE SCORES -25-26



1st Grade Math CGA -
SPRING COMPOSITE
SCORES -25-26





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Facilities

The three new classrooms continue to prove very useful at Garfield. We were able to separate some classrooms that had previously been combined allowing for more targeted instructional groups in reading, math, executive functioning, behavior, and occupational therapy. Library and music continue to be held in separate classrooms, which facilitates scheduling. Finally, we have a meeting room where specialists can work with students and where we can hold parent meetings as well.

We were able to add additional security cameras and now have twelve security cameras which monitor the hallways, common areas, and perimeter of the building. We hope to add two more in the coming year, 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 continue 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.

Mrs. Jessie Myers has been an excellent addition to our team, and she works extremely hard to make our school clean, functional, and presentable.



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Student Enrollment and Family Engagement

Although the trend of small class sizes seems to continue, student enrollment in KinderSteps more than doubled this year, thanks to the addition of a second classroom. This primarily play-based program will continue to grow as it serves families and prepares students for K-12 school. Ultimately, my mission is to serve the Lewistown community and especially our students and their families. The Garfield staff and teachers are dedicated to creating opportunities for family and community engagement within our school. For example, this year, we welcomed local firefighters, civil employees, bankers, and police officers for presentations and demonstrations. Throughout the year, we organized multiple class picnics and parties and festivals where families volunteered and joined in on the fun. We also held two concerts and an end-of-year awards assembly. This spring, families joined us for “Breakfast and Books.” Teachers and parents read with students, and School Foods provided cinnamon rolls and juice for families. This event has grown so much in popularity that we now hold the grade levels on different mornings.

Family and parent communication is central to our daily work and to reaching our larger objectives. Staff and I rely on ClassDojo to share updates with families; this platform is used across LPS Elementary Schools. I aim to post weekly to foster family engagement, and teachers and I use it for direct messages to parents on a daily basis.

We kept the “meet and greet” tradition at the start of the year so families and students could meet teachers individually and tour classrooms before the official first day. This practice increases family engagement and helps students and parents feel comfortable as the school year begins.

We also invited families and community members to the high school for our Kindergarten and 1st Grade music events, which were very successful thanks to Mrs. Davies. Our teachers showed adaptability and a strong willingness to help. KinderSteps classes held two adorable “in-formances” for families at Garfield.



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Recruitment and Retention of Professional Staff

I am very grateful for the Garfield team. Working with them over the past three years and learning from their experience and skills has been extremely rewarding. I feel fortunate to collaborate with and lead people who share a strong commitment to serving and educating our students. Early on, I noticed how much the Garfield staff enjoy potlucks, themed dress-up days, and recognition events. These traditions are vital in building a positive school culture, and I'm glad to play a small part in supporting them.

I also respect the staff's enthusiasm for professional growth. Every team member took part in professional learning this year, and I valued our thoughtful conversations about what they learned and how we can implement those ideas at Garfield. Many of these learning opportunities were identified by teachers themselves, and I was happy to help arrange their participation.

Finally, I conducted formal and informal observations and evaluations for all staff this year. This work was rewarding because it allowed me to spend significant time in classrooms. Delivering constructive feedback is essential to improving instruction and advancing student success, and I believe these goals were met via the process.

Respectfully submitted by Jessica Miller, Garfield Principal

**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

2025-2026 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Goal Area # 1: RECRUITMENT & RETENTION

Staff Recruitment

Special Education – Kandyce Bolton

Life Skills Special Education – Sierra Raulston

Custodian – Ray Figueroa

Staff Retention

All Highland Park staff was retained except for the 3 positions seen above.

Certified & Classified Staff Increases

Both certified and classified staff received salary increases. Through collective bargaining, the certified salary matrix was changed significantly increasing salaries across the board. Classified staff received about a 10% increase in their hourly wages. Certified staff negotiated two more discretionary days as well.

Evaluation Process

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

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Goal Area # 2: FACILITIES PLANNING

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 past spring (May of 2025) our boiler and fire sprinkler project began. Replacing 2 boilers for the 3 old ones and fire sprinklers throughout the building. This was completed by late August of 2025.

Highland Park Playground Project

Highland Park kicked off a capital fundraising campaign for new playground equipment and swings. The current equipment is about 30 years old. We started off with a \$20k donation from Fergus Federal Credit Union from the prior year (2024-2025). We did multiple fundraisers throughout this school year, solicited multiple business and applied for multiple grants. After meeting with First Bank, we received a donation from First Bank for \$15k. We applied for the Central Montana Foundation Grant and received \$15k from this. We have a few more grants and donations we are working on and/or waiting to hear from. Currently we have fundraised about \$70k and with this we have secured commitment from the LPS Board to bid our play space and begin the ordering/installation. We will continue to fundraise during the 26-27 school year for our swings, but the play space should be completed by the end of the fall.

Goal Area # 3: PROGRAMS & CURRICULUM

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

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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
2025-2026	97% 76 students	1% 1 student	1% 1 student
2024-2025	85% 58 students	10% 7 students	4% 3 students

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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 **182** 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
2025-2026	90% 65 students	7% 5 students	3% 2 students
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

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 **194** or higher by the end of 3rd grade.

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

2nd Spring MAP Math	Benchmark	Strategic	Intensive
2025-2026	88% 69 students	8% 6 students	4% 3 students
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 **1 st year using this assessment for 2 nd **	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 **187** 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
2025-2026	94% 68 students	3% 2 students	3% 2 students
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

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2021-2022	65% 58 students	21% 19 students	13% 12 students
2020-2021	70% 69 students	22% 22 students	7% 7 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 **199** 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 fared 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
2025-2026	64%	17%	19%
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**.

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3rd Grade Reading Fluency/Phonics - Dibels Composite Score

3rd Grade Spring Composite Score	Benchmark	Strategic	Intensive
2025-2026	69%	11%	19%
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 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.**

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2034 (2024-2025 3rd Graders), Class of 2032 (2023-2024 4th graders), Class of 2031 (2022-2023 4th graders), and Class of 2030 (2021-2022 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.

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Class of 2035 MAP Reading and Math Longitudinal Data

Class of 2035 (3 rd) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2024-2025 2 nd Grade	85% 58 students	10% 7 students	4% 3 students		90% 61 students	3% 2 students	7% 5 students
2025-2026 3 rd Grade	90% 65 students	7% 5 students	3% 2 students		94% 68 students	3% 2 students	3% 2 students

Class of 2034 MAP Reading and Math Longitudinal Data

Class of 2034 (3 rd) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2023-2024 2 nd Grade	90% 80 students	9% 8 students	1% 1 student		79% 71 students	14% 12 students	7% 6 students
2024-2025 3 rd Grade	91% 80 students	7% 6 students	2% 2 students		93% 82 students	6% 5 students	1% 1 student

Class of 2033 MAP Reading and Math Longitudinal Data

Class of 2033 (3 rd) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2022-2023 2 nd Grade	89% 102 students	6% 7 students	4% 5 students		67% 76 students	21% 24 students	12% 14 students
2023-2024 3 rd Grade	84% 89 students	11% 12 students	5% 5 students		84% 71 students	7% 8 students	9% 10 students

Class of 2032 MAP Reading and Math Longitudinal Data

Class of 2032 (4 th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2021-2022 2 nd Grade	83% 72 students	13% 11 students	5% 4 students		76% 65 students	21% 18 students	5% 4 students
2022-2023 3 rd Grade	86% 74 students	12% 10 students	2% 2 students		86% 74 students	7% 6 students	7% 6 students
2023-2024 4 th Grade	80% 68 students	16% 14 students	4% 3 students		86% 74 students	10% 8 students	4% 3 students

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Class of 2031 MAP Reading and Math Longitudinal Data

Class of 2031 (4 th) 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 4 th 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 (4 th) 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 4 th Grade	79% 86 students	10% 11 students	11% 12 students		59% 64 students	25% 27 students	17% 18 students

Class of 2035 Phonics/Fluency Longitudinal Data (Dibels Composite Score)

Class of 2035 (3 rd) Dibels Composite Score	Benchmark	Strategic	Intensive
2024-2025 2nd Grade	63%	21%	16%
2025-2026 3 rd Grade	69%	11%	19%

Class of 2034 Phonics/Fluency Longitudinal Data (Dibels Composite Score)

Class of 2034 (3 rd) Dibels Composite Score	Benchmark	Strategic	Intensive
2023-2024 2nd Grade	56%	20%	24%
2024-2025 3 rd Grade	66%	16%	18%

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

Class of 2033 (3 rd) Dibels Composite Score	Benchmark	Strategic	Intensive
2022-2023 2 nd Grade	54%	19%	27%
2023-2024 3 rd Grade	53%	20%	27%

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

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

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

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

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

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

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

Curriculum Adoption – World Language

The World Language Curriculum was up for review this year in the Lewistown School District. The curriculum team met three times during the course of the 2025-26 school year. Team members reviewed the current curriculum in their respective areas of expertise while deciding on best options for the future. The curriculum team factored in several considerations as they made decisions. Those factors included: alignment with Montana Content Standards and National Standards, relevancy, financial viability, teaching methods, and student engagement. At the lower grade levels, teachers reviewed state and national standards, and determined that they are already being met via our current social studies and reading curricula and Indian Education for All (IEFA) lessons. The Lewistown Junior High School and Fergus High School Spanish teachers agreed that they use the existing textbooks for overall unit planning and teaching, and they supplement their lessons with free/existing resources as needed. More and more curricular materials are becoming web-based and/or subscription-based; however, we agreed that the content of Spanish does not change much over time. Therefore, it is not necessary to purchase additional curricula. We agreed to simply replace older Spanish I textbooks to ensure longevity. We also propose adding a class set of Spanish 4 textbooks to the current collection and purchasing additional reader novels for the Spanish III & IV classes. (Spanish II & III textbooks were deemed sufficient in quality and quantity.) For other grade levels, teachers are primarily interested in using children's literature books to satisfy the Montana IEFA curricular mandates as well as teaching the standards via current social studies and reading curricula. In short, the curricula for all grade levels will remain the same. We are requesting additional textbooks and novels to replace the older, damaged books. Below you will see the curriculum by level as well as the associated cost for each proposed purchase.

Goal Area # 4: STUDENT ENROLLMENT

Enrollment:

The following table represents the enrollment numbers for 2nd & 3rd Grade at Highland Park for the 2025-2026 school year (the second 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.

	2025-26	2024-25	2023-24	2022-23	2021-22	2020-21
Highland Park Elementary	HP	HP	HP	HP	HP	HP

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2nd Grade	85	72	92	123	97	97
3rd Grade	74	93	118	91	94	107
4th Grade	2 nd Year @ LC	Moved to LC	89	100	111	93
Total	159	169	300	315	302	297
Change (+ / -)	-10	New w/o 4 th Grade	-15	+13	+5	-6

Attendance:

Highland Park's average daily attendance for the 2025-2026 school year was 94.30%. This is a 0.89% **INCREASE** from last years' attendance rate of 93.41%.

Highland Park Elementary	2025-26 HP	2024-25 HP	2023-24 HP	2022-23 HP	2021-22 HP	2020-21 HP
Student Count	159	169	300	315	302	297
Membership Days	27578	28395	50413	52910	50496	50630
Absent Days	1571	1872	3184	3511	3953	3045
Average Daily Membership (ADM)	156.7	161.35	286.45	298.94	286.90	282.84
Average Daily Attendance (ADA)	147.73	150.72	268.33	279.08	264.44	265.77
Attendance Rate (%)	94.30%	93.41%	93.68%	93.36%	92.17%	93.98%
Change (+ or -)	+0.89%	-0.27	+0.32%	+1.19%	-1.81%	-1.58%

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Goal Area # 5: STUDENT SUPPORT SERVICES

At Highland Park, our Tier 1 provides high quality academic and behavioral support for all students in general education. Supports/Interventions are usually provided in the classroom by the general education teacher. Our goal is that more than 80% of students will be successful in this tier.

If a student fails to achieve academic and/or behavioral standards at a level similar to his/her classmates, the teacher will:

- Change the type of instructional or behavioral strategy (**intervention**)
- Increase the **intensity** or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the **duration** of the intervention (for example, increase small group instruction from 15 to 30 minutes).
- Increase the **frequency** of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the MTSS Team to discuss further interventions and/or movement to Tier 2.

Student Academic Supports

Tier 1 Academic Supports

- Wonders Reading
- Bridges Math
- 2nd Grade Haggerty
- 2nd/3rd Grade Number Corner
- Moby Max Math
- Handwriting (3rd Cursive)
- Dibels PM

Tier 2 Academic Supports

- Strategic 15 min. Rdg Interventions (2-5 students)
- Sondag Reading 30 min. Rdg Interventions (2-5 students)
- UFLI
- Handwriting w/out Tears
- Strategic Math Block (8-12 students)
- Reading PM every 3 weeks
- Moby Max Math

Tier 3 Academic Supports

- Sondag Reading
- Corrective Reading
- Bridges Intervention
- Connecting Math Concepts
- Math to Mastery
- Handwriting w/out Tears
- Intensive Interventions
- Special Education Evaluation

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Student Behavior Supports

Tier 1 Behavior Supports

- SOAR Teach-To's
- Schooltoolstv.com
- Zones of Regulation
- SOAR Tickets
- Weekly SOAR Winner
- SOAR Gym
- Marvelous Marble Monday's
- HP SOAR Students of the Month
- Monthly Counselor Lessons
- Choose Kind Presentation

Tier 2 Behavior Supports

- CICO
- Counselor Groups
- Individual Counseling
- ODR Refocus Form
- Mentors
- Attendance Goals

Tier 3 Behavior Supports

- Individualized Behavior Plans
- FBA's & BIP's
- SOAR Cafe
- Emotional ABC's
- Structured Recess
- Special Education Evaluation

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**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger



Danny Wirtzberger, Principal
2025-2026 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 increase compared to the previous year, with students present for approximately 94% of instructional days. This attendance rate corresponds to an average of 17 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.

	25-26	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	88	114													
5th	111	87	92	116	91	103	91	90	94	105	76	81	98	84	98
6th	85	91	116	96	101	87	94	85	106	79	86	96	81	94	99
Total	284	292	208	212	192	190	185	175	200	184	168	177	179	178	197
Change (+ or -)	-8	+84	-4	+20	+2	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10

Response to Intervention (Rtl):

Lewis and Clark Elementary has remained actively engaged in the Response to Intervention (Rtl) 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 Rtl workshops and six webinar sessions through OPI to support our MTSS efforts. These past three 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, Sarah Russell, 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 and Art 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 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, MAST, 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 continue to utilize **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 community 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 3 to 12 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, Sarah Russell, 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, Doreen Heintz, 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, Kendall Denham, 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 53 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, 7 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 25 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%
2025-2026	18%	21%	61%
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%
2025-2026	26%	15%	59%
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%
2025-2026	22%	14%	64%

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
5 th 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%
5 th 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%
6 th 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%
6 th 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%
5 th Grade Math CAP (Overall Performance)							
2017-2018	5%			10%			85%
2018-2019	22%			4%			74%
2019-2020 (Winter)	21%			12%			66%
6 th Grade Math CAP (Overall Performance)							
2017-2018	0%			11%			89%
2018-2019	21%			15%			64%
2019-2020 (Winter)	22%			2%			76%
4 th Grade Math:							
Level Average:	2021	2022	2023	2024	2025	2026	
Gain:					4.12	4.25	
					0.59	0.52	
5 th Grade Math:							
Level Average:	5.54	5.35	5.01	5.63	4.98	4.73	
Gain:	0.77	0.75	0.65	0.69	0.61	0.45	
6 th Grade Math:							
Level Average:	5.98	6.16	6.26	6.56	5.44	5.65	
Gain:	0.57	0.73	0.77	0.85	0.55	0.54	

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.

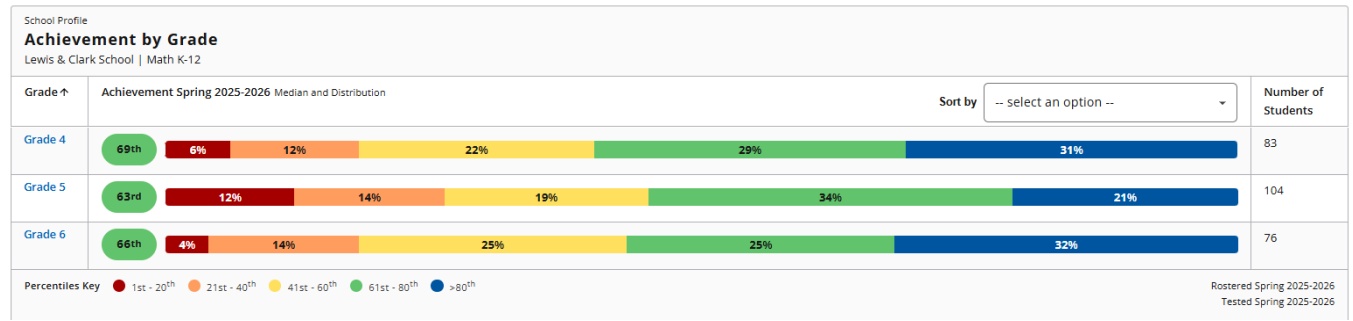
Beyond its instructional value, MAP testing has become a meaningful opportunity for students to set personal goals and challenge themselves to show growth throughout the year.

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.

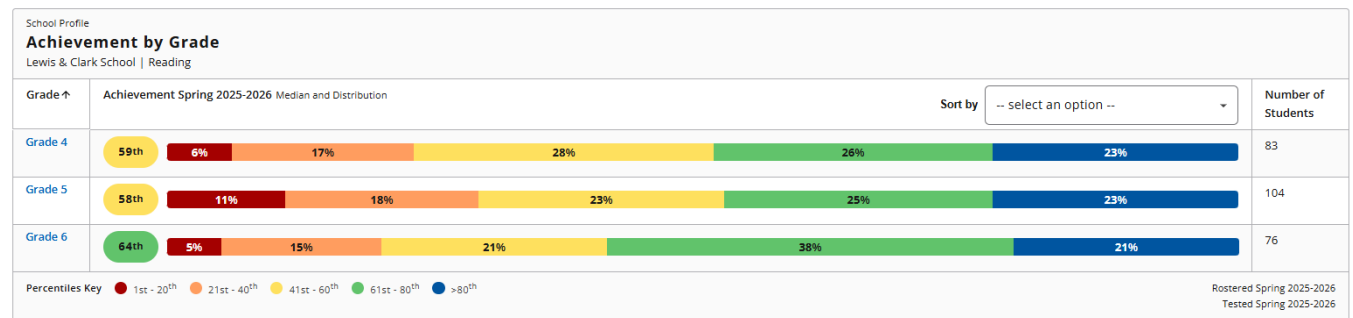
Novice Nearing Proficient Proficient Above Proficient Advanced

2024-2025

Math



Reading

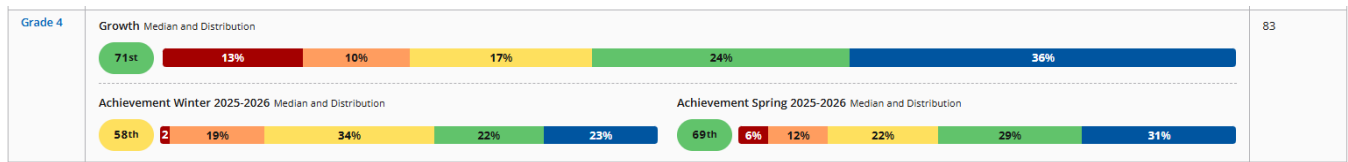


MAP Testing (Growth)

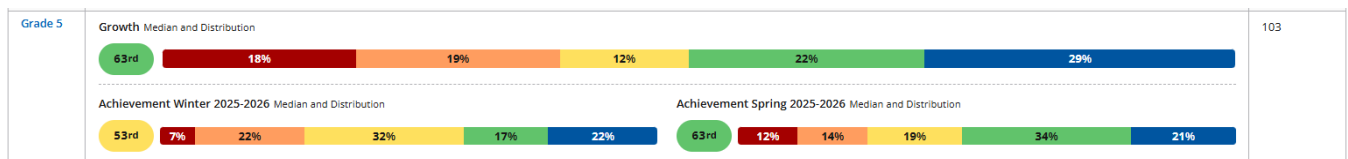
The **Measure of Academic Progress (MAP)** assessments were administered three times throughout the school year—in the fall, winter, and spring—in the areas of reading, mathematics, and language usage. These adaptive assessments provide valuable, data-driven insights that allow us to closely monitor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

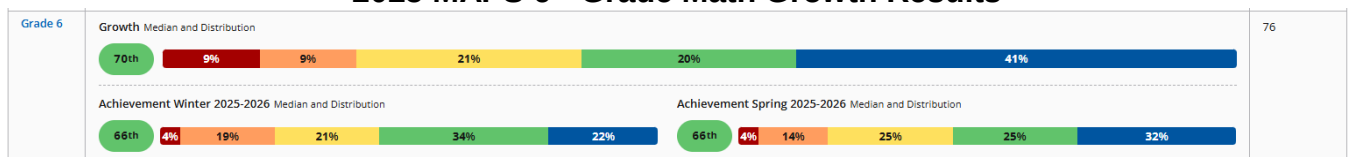
2025 MAPS 4th Grade Math Growth Results



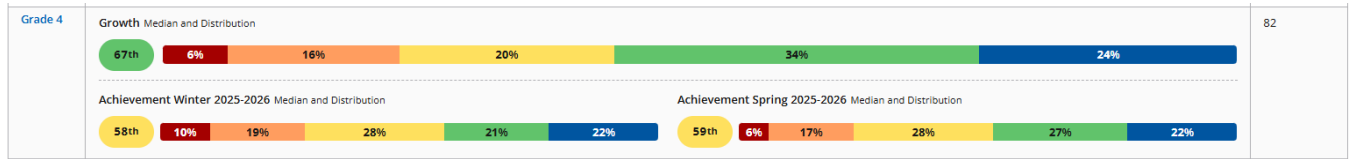
2025 MAPS 5th Grade Math Growth Results



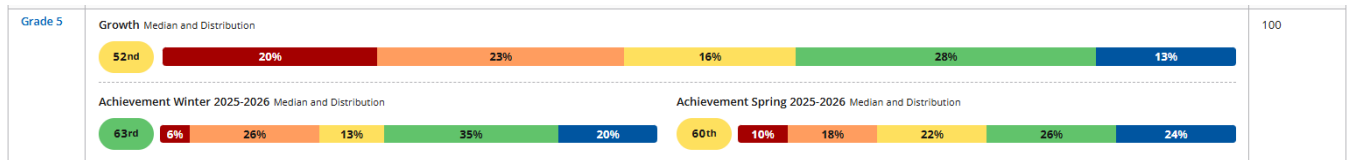
2025 MAPS 6th Grade Math Growth Results



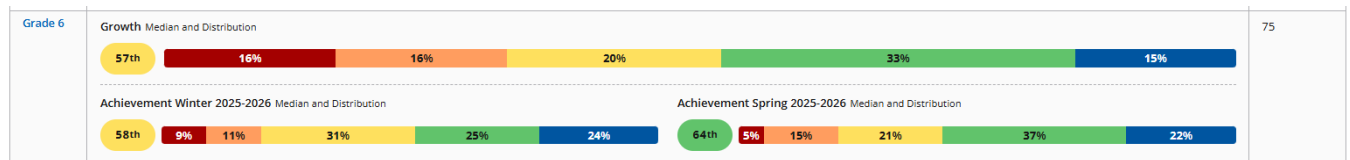
2025 MAPS 4th Grade Reading Growth Results



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 3 to 12 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 community 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 17 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. Denham, 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, “Champion Readers!” 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 19 million words. We are very proud to report that our student read 18.5 million words in the month of February. Short of our goal, however, this is still quite the accomplishment for a short month!

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 16th Annual Talent Show, celebrating the diverse and vibrant talents of our student body. This year's showcase featured 16 unique acts and 46 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 2nd Annual 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 has 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

914 W. Main St.

Lewistown, MT 59457

Phone: (406) 535-5419 Fax: (406) 535-2300



"Excellence Today, Success Tomorrow"

Jeff Friesen, Principal

Katie Forsythe, Secretary

LJHS 2025-26 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 2025-26 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 Dave Phillips as our speaker this year. Mr. Phillips was an aircraft mechanic and helicopter test pilot during the Vietnam War. He had an interesting presentation on his experiences as part of the US Army. We were proud to honor Mr. Phillips 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. We took 8 kids from LJHS and our kids took 4th place overall - only 1 point out of 3rd place! The Science Olympiad event took place in Bozeman on Thursday, February 19th. Coaches that helped out with the JH team were Mariah Heitzman (coordinator), Eric VanderBeek, Ben Brooks, Jess Brooks, Zach Manning, Dana Leininger, Barry Chalmers, Stephanie and Jacob Forke and Amarah Manning (student helper).

Ski Club- The ski club was a great success with Mr. Thackeray being the advisor of both JH and HS. By joining ski club for a membership fee of \$45, 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 - Khloe Martin, Vice President - Maeve Orms, Treasurer - Reagan DeCock, and Secretary - Emrey Hankins. 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 Rafe Mihlfeld and Khloe Martin.

Spelling Bee - Our school Spelling Bee was won by 7th grader Olivia French. Not as many of our top performing students went to the County Spelling Bee due to an event conflict, but Deegan Ziolkowski and Riley Yarger were there to represent our school.

SPORTS PARTICIPATION

Sport	Coach(es)	# of participating students
Football	Mike Vanek, Head Brandon Carreira, Asst. Cody Chacon, Asst. Ryan Poser, Asst. Chad Rogers, Volunteer Asst.	8th - 23 7th - 20
Cross Country	Nicole Wichman, Head Misti Birdwell, Volunteer Asst.	8th - 8 7th - 5
Volleyball	Jean Irish, Head Megan Hicks, Asst. Maria Derheim, Asst.	8th - 13 7th - 18
Wrestling **co-op w/ surrounding school districts	Myles Fox, Head Caleb Werner, Asst. Bob Stevenson, Volunteer Josh Wright, Volunteer Shane Ruckman, Volunteer	8th - 11 7th - 10 6th - 10 5th - 3
Girls Basketball	Brooke Zeiler, Head Nicole Wichman, Asst. Angela Troutt, Asst.	8th - 12 7th - 15
Boys Basketball	Austin Schilling, Head James Derheim, Asst. Morgan Ray, Asst.	8th - 16 7th - 12
Track & Field	Moriah Patterson, Head Rebekah Rhoades, Asst. Kylee Johnson, Asst. Kendall Denham, Asst Mike Vanek, Volunteer	8th - 28 7th - 31
Cheerleading	Rayna Phelps	8th - 2 7th - 2

Staffing

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

Certified Staff

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

Classified Staff

Katie Forsythe.....	Secretary
Misti Birdwell.....	Paraprofessional/Library Aide
Bob Agostinelli.....	Paraprofessional
Zach Hould.....	Paraprofessional
Cody Chacon.....	Life Skills Paraprofessional
Allyssa Aamold.....	Life Skills Paraprofessional
Alice Thayne.....	Life Skills Paraprofessional
Steve Kelly	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, Brooke Zeiler and Svea Wigert.

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 2025-26 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 recognize 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	92	95.20%	93.39%	90.68%	92.10%
8th grade	108	94.00%	92.23%	91.17%	91.46%

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 an A- average or the equivalent of a GPA of 3.67 or higher for 3 out of 4 quarters during the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

	First Year Recipients	Second Year Recipients
7th Grade	24	--
8th Grade	12	23

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	81% 75 students	13% 12 students	6% 6 students
Reading	86% 80 students	6% 6 students	8% 7 students
Language Arts	84% 78 students	9% 8 students	7% 7 students

Grade 7 - Spring MAP Data

7th Spring MAP	Benchmark	Strategic	Intensive
Math	70% 59 students	22% 19 students	8% 7 students
Reading	80% 68 students	12% 10 students	8% 7 students
Language Arts	80% 68 students	14% 12 students	5% 4 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	15(17%)	54(62%)	18(21%)
Multiply and Divide Rational Numbers	13(15%)	66(76%)	8(9%)
Probability	29(34%)	48(56%)	8(9%)
Ratios and Proportional Relationships	15(18%)	56(67%)	13(15%)

Solve Problems with Ratio and Proportion	18(21%)	55(64%)	13(15%)
Expressions with Rational Numbers	19(22%)	46(54%)	20(24%)
Solving Equations	15(18%)	54(64%)	16(19%)
Solving Inequalities	10(12%)	58(68%)	10(12%)
Solve Problems with Rational Numbers	25(29%)	50(58%)	11(13%)
Angle Relationships and Triangles	9(10%)	63(73%)	14(16%)
Solve Problems with Geometric Figures	32(37%)	35(41%)	19(22%)
Measures of Center and Variability	22(26%)	53(62%)	10(12%)

Grade 7 - MAST ELA Data

Test Name	Band 3	Band 2	Band 1
Literary Testlet - Beginning of Year	11(13%)	65(76%)	10(12%)
Informational Testlet - Beginning of Year	21(24%)	55(64%)	10(12%)
Literary Testlet - Middle of Year	15(18%)	57(69%)	11(13%)
Informational Testlet - Middle of Year	14(16%)	52(61%)	19(22%)
Literary Testlet - End of Year	24(28%)	52(61%)	9(11%)
Informational Testlet - End of Year	14(16%)	63(73%)	9(10%)

Grade 8 - MAST Math Data

Test Name	Band 3	Band 2	Band 1
Similarity and Congruence	11(12%)	67(71%)	17(18%)
Geometric Transformations	14(15%)	66(69%)	15(16%)
Linear Equations in One Variable	12(13%)	76(79%)	8(8%)
Proportional Relationships and Lines	13(14%)	72(75%)	11(11%)
Systems of Equations	14(15%)	71(74%)	11(11%)
Bivariate Data	16(17%)	71(74%)	16(17%)
Understand Functions	12(13%)	69(73%)	14(15%)
Compare and Interpret Functions	19(20%)	66(70%)	9(10%)
Construct Functions	25(26%)	52(55%)	25(26%)
Exponent Rules and Scientific Notation	19(20%)	68(72%)	7(7%)
Pythagorean Theorem	26(27%)	58(61%)	11(12%)
Understand and Use Irrational Numbers	15(16%)	67(71%)	13(14%)

Grade 8 - MAST ELA Data

Test Name	Band 3	Band 2	Band 1
Literary Testlet - Beginning of Year	14(14%)	63(65%)	20(21%)
Informational Testlet - Beginning of Year	6(6%)	72(74%)	19(20%)
Literary Testlet - Middle of Year	26(27%)	59(61%)	11(11%)
Informational Testlet - Middle of Year	19(20%)	64(67%)	13(14%)
Literary Testlet - End of Year	18(19%)	68(72%)	9(9%)
Informational Testlet - End of Year	25(26%)	60(63%)	10(11%)

SBAC – Montana Smarter Balanced tests were administered in Science *for 8th grade LJHS students only*. Below are the results including a comparison to 2025 SBAC results:

Smarter Balanced Results

	Advanced	Proficient	Nearing Proficient	Novice
8th Science - 2026	25%	27%	37%	11%
8th Science - 2025	25%	30%	35%	11%

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2025-26 school year the MTSS team continued to make an effort to listen to our students through the Student Climate Survey and by active listening sessions with random Student Feedback groups. Our groups of 7th and 8th grade students met in March at First Christian Church 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	11	93
8th grade	18	106

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 Art I/II, Montana GIS, Fisheries, Intro. to Leadership, Ag&Tech, Entrepreneurship, Textiles, Graphic Design, Intro to Weightlifting and Programming class. 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. Our JH building is in good shape and in a good place after all of the bond levy updates. We continue to make updates to keep the building current and relevant to our student's educational needs. This year we added/updated a new electronic projector screen and a new projector in the auditorium.

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 - Svea Wigert, 8th Math - Kari French, 8th English - Julie Reesor

Classified Staff: N/A

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.

FERGUS HIGH SCHOOL

Matt Lewis



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Fergus High School Annual Report 2025-2026

Strategic Goal #1: Recruitment and Retention

High quality staff is always at the top of our list when it comes to creating a welcoming learning environment. We did have three retirements and three other teachers not coming back for the 2026-2027 school year. It was very sad to see the six staff members leave, their experience and work ethic will be missed. We wish all of them the best in their new endeavors.

The recruitment of six new staff members was a bit overwhelming at first glance but the high school staff and administration began to see this as an opportunity for change in a positive way this spring. We were fortunate to fill all six positions with quality teachers with a variety of experience. To recap, we fill our two math positions with Adrianna Pittman and Ann Glimm, Business Education with Kristin Rutten, two English positions with Sally Knox and Megan MacCatherine, and our Chemistry position with Myla Clark.

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.

Strategic Goal #2 - Facilities Planning and Funding

On September 12, 2025 the Lewistown School Board spent a good portion of a day touring Fergus High School with Mr. Moore, Mr. Conrad, Mr. DeCock and Mr. Lewis. This was a great opportunity to show the school board areas of concern around the building while at the same time board members had the chance to visit with staff around the building. Areas that we highlighted during this tour were the roof, ventilation in our shop area, science rooms, and art room, and modernization of our heating and cooling system, along with the security of the entrances around the perimeter of the building and camera systems. As the tour progressed through the building teachers had the chance to share concerns, such as deteriorating cabinets, general maintenance and upgrades that are overdue in the Performing Arts Center, electrical concerns in our concessions area, along with locker room upgrades. This led to some great discussions and the proposal of a bond to address infrastructure, safety and security issues.

This year Mr. Lear and Mr. DeCock began cleaning out our large storage room in the gym to create a hospitality room so we were not displacing our own teachers during tournaments we host. We were able to complete the training room by getting it plumbed for a sink, ice machine and drain. This was a very nice addition for our coaches, students, and our tournament guests. In addition, we were able to get TVs in our lobby area up so we could stream live events happening in our field house. These little improvements were well received by our guest schools and our own staff as well. This is a small example of utilizing our facility to the best of our ability.



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Strategic Goal #3 - Programs and Curriculum

This year our World Language program reviewed their curriculum to ensure they are in line with district and state standards. The committee examined new curricular materials and purchased new textbooks to upgrade our spanish language offerings.

This year we began using the YouScience program which is a program that helps students identify their strengths and aptitudes. We asked all of our advisory teachers to have students take the YouScience aptitude assessment so we could use this as a tool for college and career planning. It is a very user friendly tool and does not require a lot of time to complete. Many of our staff also took the aptitude test and were surprised by its accuracy when comparing career pathways it suggested. We look to continue using this platform in the future to assist students in their college and career readiness.

We introduce our students and staff to the EdReady program through the Montana Digital Academy. The program is designed to assist students in math and English skills that they may be lacking. The program also provides ACT prep courses that we hope will allow students to become better prepared for taking the ACT test in the spring. One of the attractive features of this program is that students can work on the ACT prep, math, and English skills on their own time and at their own pace. The program does require students to take a placement test which we hope to get done early in the school year so students can see gaps in their own skills and allow them to improve those skills as the year progresses.

As we examine our MAP(Measure of Academic Progress) scores we see a mixed bag of positives along with areas of improvement. While we did see some growth through the year in areas, we also can see a dip in other areas. We included the number of students that made up those percentages, which are the numbers in parentheses. Reading seemed to fall off during our spring assessment, more analysis will happen over the summer to look for a possible cause. This will also give an opportunity to find a systematic solution to eliminate variables that we can control.

MAP Scores

		Intensive		Strategic		Benchmark	
		Fall	Spring	Fall	Spring	Fall	Spring
9th grade	Reading	4%(3)	6% (5)	10%(8)	9% 9(7)	86%(67)	85%(66)
9th grade	Math	5%(4)	5%(4)	5%(4)	8%(6)	90%(70)	87%(68)

		Intensive		Strategic		Benchmark	
		Fall	Spring	Fall	Spring	Fall	Spring
10th grade	Reading	1%(1)	6%(5)	16%(14)	18%(15)	83%(71)	76%(67)
10th grade	Math	5%(4)	8%(7)	3%(3)	6%(5)	92%(81)	86%(76)



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The average ACT scores from this year's junior class seems to be hovering around the 18 to 19 point score in each subject area. If you look at the ten year trend displayed in this chart, you will notice that this year's juniors are within a similar range as previous classes.

This chart shows the trend of how Fergus High School students have done on the ACT from 2017-2026 years.

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
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	19.4	18.6	19.1	20.3	19.9	20.2	19.7	19.4	19.4
2026	18		19.1		19.6		19.7		18.9	

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.



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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, Pre Algebra, Economics, and AP Macroeconomics.

Advanced Placement

We offer eight Advanced Placement courses this year with a total of 77 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.

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	1
4	AP Chemistry	Bibler	1
14	AP English Lit	Cirrioncione	14
15	AP Government	Brandon	15
12	AP World History	Schilling	12
10	AP Macroeconomics	Schilling	10
1	AP Computer Science	Lewis	1
8	AP Physics	DeCock	8

Dual Credit

We have a total of nine Dual Credit courses this year with a total of 175 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, Gallatin College - MSU 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
- Hospitality & Tourism - HRT 107 Hospitality & Tourism
- Child & Adolescent Development - EDEC 247 - Child & Adolescent Growth & Development
- Emergency Management Technician (EMT) - ECP 131- EMT/Lab
- Welding 1 & 2 - Welding Theory & Lab - WLDG 110/111



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

# of students	FHS course	Course Name	College Course #	College	Instructor	College credits
36	Adv. Math/ Pre Calculus	College Algebra	M 121	MSUN	Feller	4
8	Adv. English 11	College Writing	WRIT 101	MSUN	Smith	3
52	English 12	College Writing	WRIT 101	MSUN	Cirrioncione/ Smith	3
20	Adv. American History	History of America	HSTA 101	MSUN	Henderson	3
23	Adv. Biology	Principal of Living Systems/Lab	BIOB 160/161	MSUN	Mangold	4/1
6	Child & Adolescent Development	Child & Adolescent Growth & Development	EDEC 247	UM -Western	Vincent	4
4	Hospitality & Tourism	Hospitality & Tourism	HRT 107	Gallatin College	Vincent	3
12	EMT/Lab	EMT/Lab	ECP 131	MSU-GF	Slivka	7
14 & 8	Welding 1 & 2	Welding Theory & lab	WLDG 110/111	MSUN	Long/Turner	2/2

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. 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.

BPA	ImPact Team	FFA	Key Club	FCCLA	Ski Club	Mentor	Spanish	Student Council	Speech/ Drama
3.73	3.79	3.38	3.84	3.44	3.38	3.73	3.86	3.85	3.38

Cheer	Girls Basketball	Boys Basketball	Golf	Football	Softball	Track	Tennis	Volleyball	Wrestling	X Country
3.52	3.81	3.67	3.52	3.45	3.91	3.48	3.55	3.87	3.26	3.62

Average GPA for all clubs/activities: 3.62



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Some highlights for our activities include the following:

Club/Activity	Staff	Position	# of students
Annual	Diane Lewis	Advisor	18
Art	Doug Braulick	Advisor	13
BPA	Diane Lewis	Advisor	28
F Club	Vic Feller	Advisor	44
FFA	Jared Long and Logan Turner	Advisors	45 active members
FCCLA	Megan Vincent	Advisor	40
National Honor Society	Meggan Cirrincione	Advisor	41
Key Club	Luke Brandon	Advisor	66
Science Bowl/Olympiad	Mike Mangold	Advisor	20
Ski Club	Brett Thackeray	Advisor	16
Spanish Club	Brett Thackeray	Advisor	5
Student Government	Luke Brandon	Advisor	21
Youth Mentor Program	Letha Manning/Yvette Hersel	Advisors	67
ImPact Team	Kim Wiegert/Lee Crouse	Advisors	45



FERGUS HIGH SCHOOL

1001 CASINO CREEK DRIVE, LEWISTOWN, MT 59457

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MATTHEW LEWIS
PRINCIPAL

BRENDON DeCOCK
ASSISTANT PRINCIPAL

YVETTE HERSEL
ADMINISTRATIVE SECRETARY

FCCLA had a wonderful year, competing and participating in leadership activities around the state. FCCLA continues to grow and represent Fergus High School at a very high level. Congratulations to Mrs. Vincent for being elected to the Montana FCCLA board, we will have a great advocate representing our school at the state level. We had 10 students qualify for the National competition in Washington DC this summer.

2026 State Leadership Conference Awards for Fergus FCCLA

March 19 - 20, 2026

MSU - Bozeman

Gold Star Chapter FCCLA Award - 4th year in a row!

Gold Star ProStart Program Award (new award option) - 1st year

Chapter Membership Increase - Fergus

Ms. Vincent - elected to the Montana FCCLA Board of Directors for a 3 year term

FCCLA STAR Events Competitive Events:

- ★ Baking & Pastry, Level 3 - Silver Medal, 3rd Place - Talia Stephens - NATIONAL QUALIFIER!
- ★ Culinary Arts, Level 3 - Gold Medal, 2nd Place - Jami Scheffelmear - NATIONAL QUALIFIER!
- ★ Focus on Children, Level 3 - Silver Medal, 3rd Place - Jade & Maya Dengel - NATIONAL QUALIFIERS!
- ★ Parliamentary Procedure, Level 3 - Silver Medal, 1st Place - Kylie Crawford, Ali Kolar, Mylee Ruckman, Shoei Davis, Tavian Davis, Sophie Welsch - NATIONAL QUALIFIERS!
- ★ Event Management, Level 1 - Silver Medal - Lorelee Garoutte (JH)
- ★ Hospitality, Tourism & Recreation, Level 1 - Silver Medal, Camren Stahl (JH)

Montana ProStart Competitions

- ★ Culinary Team: Silver Medal - 6th place
 - Team Members: Liv Breidenbach, Phoebe Gee, Theda-Bel Trombley, Sophie Welsch and Talia Stephens (Manager)
- ★ Management Team: Silver Medal - 3rd place
 - Team Members: Breana Ruff, Theda-Bel Trombley, Sophie Welsch

FCCLA Skill Demonstration Competitive Events

- ★ Cupcake Decorating Skills, Level 3 - 1st Place - Breana Ruff
- ★ FCCLA Knowledge Challenge, Level 1 - Bronze - Lorelee Garoutte (JH)

FCS Career Connections Challenges

- ★ Ultimate Interview Career Challenge, Level 3 Winner - Ali Kolar
- ★ Spontaneous Speaking Career Challenge, Level 3 Winner - Ali Kolar
- ★ Plating Culinary Challenge, Level 3 Winner - Preston Holman
- ★ Blade & Board Culinary Challenge, Level 3 Winner - Preston Holman



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Additional Attendees:

- ★ SLC Intern - Maddy Johnston
- ★ District 3/9 Officers from Fergus - Kylie Crawford, Isemaella Vincent (JH)
- ★ Leadership Training Sessions - Londyn Douglass, Haydin Ransom, Liv Breidenbach, Talia Stephens, Phoebe Gee, Kaiya-Mae Gadbow (JH)
- ★ Career Connection Participants - Amy Sallee, Octavian Davis, Ali Kolar, Preston Holman
- ★ Session Assistant Volunteers - Shoei Davis, Isemaella Vincent (JH), Renni Maxwell (JH), Theda-Bel Trombley
- ★ Haven Service Experience - Kylie Crawford, Sophie Welsch
- ★ Industry Immersion Tour - Breana Ruff, Jami Scheffelmear

BPA had a very successful year participating in their state leadership conferences and had great representation from our student at every event. Here are the results from the State BPA conference. This year we had 14 students qualify for the National BPA competition, this is the most students we have ever had qualify for Nationals.

QUALIFYING FOR NATIONAL BPA AS OF MARCH 18 TH 2026

Open Events (Top 10 Place)

Computer Programming Concepts -	Kylie Crawford - 8th Place
Digital Marketing Concepts -	Kenadee Simac - 7th Place
Financial Math & Analysis Concepts -	Haylee Williams - 8th Place
Information Technology Concepts -	James Maxwell - 5th Place
Parliamentary Procedure Concepts -	Mylee Ruckman - 5th Place

Competitive Events (Top 3 Places) Non-Judged Event or (Test Events) (Top 5 Places)

Computer Network Technology -	James Maxwell - 3rd Place
Java Programming -	Kylie Crawford - 7th Place
(With bump ups Kylie is now qualified for Nationals in Java Programming)	
Linux Operating Systems -	James Maxwell - 3rd Place
Device Configuration & Troubleshooting -	James Maxwell - 5th Place
Python Programming -	Kylie Crawford - 5th Place
Parliamentary Procedure Team -	Shoei Davis, Maya Dengel - 2nd Place
	Sam Jimenez, Ali Kolar,
	Mylee Ruckman, Jenna Vaughn,
	and Sophie Welsch

12 Members have qualified to represent Fergus & Montana at Nationals

ALSO PLACING AT STATE 2026

Below are Fergus Members that placed at State but not high enough to qualify for Nationals.

Broadcast News Team	Peyton French & Kenadee Simac - 4th Place
Fundamental Desktop Publishing	Peyton French - 10th Place
Health Research Presentation	Shoei Davis - 4th Place
Health Research Presentation	Maya Dengel - 10th Place
Interview Skills	Mylee Ruckman - 7th Place



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FFA competed all over the state and hosted three well attended events in Lewistown. They host a parliamentary procedure event which was the only one in the state. Mr. Long and Mr. Turner received great feedback from this event and will continue to host this event in the future. The following are the results of the State Competition. All of the team listed qualified for the National Competition in Indianapolis.

State champion teams-

Ag Sales- Nathan Long, Sam Barta, Hadlee Shobe, Tori Rindal

Ag Mechanics- Colter Morris, Sam Barta, Rider Cowen, Issac Lewellen

Vet Science- Shyanne Ricks, Payton Hersel, Tori Rindal, Hadlee Shobe

Poultry Evaluation- Eric Brummond, Alex Long, Ronan Sorensen, Elizabeth Dygert

1st place Montana FFA Team Sweepstakes (coveted award given to the chapter that has the most winning teams, 1st time Fergus have ever won this!)

Strategic Goal #4 - Student Enrollment

We started the school year with 356 students enrolled, as the year moved on we had a slight drop in our enrollment and ended the school year with 338 students. We had a number of students move into the high school from other areas, 11 students moved out of our district and 8 students withdrew to be homeschooled.

Overall during the school year we had excellent attendance in all grade levels. The chart below outlines our attendance rates for the year by grade level and overall as a school. The data shows all of the students who left our school and the new enrollments from August 2025 to May 2026.

Attendance

Student Count	Grade level	Daily % for the 2025-2026 school year
90	9	94.33%
110	10	91.22%
82	11	92.42%
86	12	92.74%
368	9-12	92.62%



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This year we made a very concerted effort to address the number of tardies and unexcused absences happening at Fergus High School. A huge shout-out to Mr. DeCock and Mrs. Hersel who tracked this data over the past several years. From the data shown below you can see there was a significant impact made in both of these areas.

Number of students with 4 or more Tardies						
	2026-27	2025-26	2024-25	2023-24	2022-23	2021-22
Quarter 1		37	60	74	95	95
Quarter 2		48	80	82	121	97
Quarter 3		69	84	77	121	123
Quarter 4		75	62	57	106	97
Total		57.25	71.5	72.5	110.75	103
Number of students with 10 or more Unexcused Absences (periods)						
	2026-27	2025-26	2024-25	2023-24	2022-23	2021-22
Quarter 1		17	29	44	45	36
Quarter 2		17	40	35	76	57
Quarter 3		27	44	44	81	75
Quarter 4		40	34	29	68	54
Total		25.25	36.75	38	67.5	55.5

Strategic Goal #5 - Student Support Services

The MTSS team consisted of Michelle Trafton, Melaine Smith, Mike Mangold, Maci Moore, Megan Vincent, Brendon DeCock 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 rolling out the Ed Ready platform available through the Montana Digital Academy as a resource for ACT prep and remediation.

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.

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Derek Lear

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

2025-2026 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 pre-season to post-season, we had the support, the guidance, and the organization from our Athletic Director and his office secretary for our schedules, travel time, home events, and divisional and state trips on through our awards nights. Thank you for your time in supporting the students of Fergus High.

Some of the many HIGHLIGHTS for the 2025-2026 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 2025-2026 school year we had a grand total of **150** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-**12**; Football-**18**; Cross Country-**14**; Wrestling-**10**; Volleyball-**13**; Boys Basketball-**13**; Cheerleading-**4**; Track and Field-**29**; Tennis-**15**; Softball-**15**; and Golf -**7**.

The **Fergus High School band program** began one week early this year with a pre-season Band Camp to refresh students’ skills in the marching arts in preparation for Homecoming marching. The bands marched down main street for the homecoming parade playing “Hey Ya” by Outkast, accompanied by the eighth grade band and JH drumline. Later that evening, the Screamin’ Eagle Marching Band gave a homecoming halftime performance playing music from funk band Earth Wind & Fire. The band performed the show again at MSU’s annual “Showcase of Bands” on the Bobcat football stadium, Fergus’s fourth year participating in the event along with 9 other high school marching bands. The pep band later traveled to East Helena for divisional volleyball.

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. In addition to these regular performances, the Fergus Jazz Band hosted their very own jazz night at the Montana Day building, performing a full hour-long set of various jazz charts. The symphonic band attended Eastern A Band Festival in Sidney, where the symphonic band earned Excellent ratings for their performances by a board of 5 adjudicators, and 10 members of the

band were elected to represent Fergus High in the Eastern A Honor Band and Honor Percussion Ensemble.

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. For District 8 Music Festival in April, the symphonic band again received "straight superior" ratings, and the concert band received 1 "excellent" rating and 1 "superior" rating, marking the first instance of the freshman group being awarded a superior rating by an adjudicator. 22 solos and small ensembles performed for adjudicators, as well as superior ratings for both the FHS percussion ensemble and jazz band. 13 student groups received superior ratings to perform at the State Music Festival. 9 Student ensembles then received a "superior" rating at the State Festival in Billings. This summer also marks a significant moment for one Fergus High student representing our school on an international trip. Charlseey Rixford, a sophomore, was recommended and selected for the "Star of Montana" tour, where she will be traveling with other Montana band students around Europe, performing at various festivals and experiencing the local music of 6 countries in 16 days.

The Fergus High bands ended their year by performing at the graduation ceremony with "Pomp & Circumstance" as well as the chosen senior song "Baba Yetu" by Christopher Tin. Mr. Auger wishes the 7 graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

The **2025-2026 Fergus High Cheer** team was made up of thirteen total Varsity members. Half of the team were freshmen who joined the high school team from the Lewistown Junior High cheerleading program with a deep understanding of the sport and a firm foundation of technique and safety. At the last semester of the season, the cheer team had an impressive 3.7 cumulative GPA, a testament to the academic dedication of these hardworking student-athletes. Ten of the thirteen cheer team members earned the award for Academic All-State Selection, meaning they earned a 3.5 GPA or higher in the third quarter. All cheer team members "lettered" this year, demonstrating academic dedication, athletic coachability, circumstantial adaptability, personal accountability, empathy towards team members, and exemplifying role model behaviors for the youth in our community both in and out of uniform.

Head Coach Rayna Phelps started the varsity season off with Spring tryouts in May 2025, a first for the Fergus program, to get a head start on the team that would attend summer camp in July. After tryouts, the team attended a four-day camp in Billings hosted by the largest cheerleading camp company in the world, Universal Cheerleaders Association. At camp, our team was awarded the "Leadership Award". This award was given to the program that other teams in attendance at camp said they would most want to be a part of based on acceptance, culture, and support. Attending this camp was a first for Fergus High School. Activities throughout the four days provided athletes the opportunity to improve in safety and technique and to bond as a team. On the last day of camp, athletes had the chance to try out for a national-level team called "All-American". Four of the Fergus High cheerleaders, Samantha Jimenez, Miriam Pavlovick, Haylee Williams, and Josie Konert, were selected for this prestigious team and the title of an "All-American Cheerleader". This group, as well as Coach Phelps and Coach Lower, fundraised fervently and travelled to Hawaii in December. The cheerleaders were honored to represent Fergus High School and Montana in the Pearl Harbour Memorial Day Parade in Honolulu.

Before the first football game, the cheer team got together to clean up Golden Eagle Stadium in preparation for the football season, where they collected garbage from around the stadium and parking lot and pulled weeds along the track area. Throughout the season, they enjoyed coming together for team bonding nights, including pumpkin painting, outdoor movies, open-gym stunt sessions, escape rooms, a Christmas party, and fun projects like crafting props for the infamous Fergie halftime routines. We typically host a Summer Cheer Camp where campers get to perform at the Blue and Gold Scrimmage. However, this year the scrimmage took place after the school year had already begun. Therefore, we could not make it happen logistically, but we are hoping that the calendar works out differently this coming Fall. Once the official season began in August, the team worked hard to prepare a routine for the Homecoming pep assembly. For the first time, the junior high team and the high school team collaborated and performed together at the pep assembly. It was really fun to watch and, in my opinion, helped to bridge a connection between the two programs.

In November, we hosted our second annual National Princess Day party, where we pampered nearly 60 little princesses from our community with makeup, hair braiding, nail painting, and, of course, lots of dancing. This year, the cheer team put together an elegant dance routine to present to party attendees, and everyone really seemed to enjoy themselves. Albertsons donated beautiful and delicious cupcakes for this event, and we are very appreciative of their support in our fundraising efforts. Also in November, we attended the divisional tournaments for volleyball in Helena. The team really enjoys travelling together and uses the extra time together to strengthen their team bond.

For the past two years, cheer team members have choreographed and performed a Christmas-themed routine during a home basketball game halftime; however, this year, there were no home basketball games in December. We are hoping there is an opportunity in the next season to do this; it's fun for the team to put together, and the crowd seems to enjoy something different for halftime entertainment.

After the Christmas break, in February, we hosted our annual Junior Eagle Cheer Camp for a total of 80 campers. These campers spend most of the morning with the cheer team working on cheerleading fundamentals, safety, and learning what it takes to be a Fergus athlete. Campers also get a snack and design their own cheer bow. Then, in the evening, campers perform at halftime of a home varsity basketball game.

In March, we traveled to basketball divisionals. Our cheer team performed at every halftime flawlessly and represented Fergus with poise and class. We take pride in the fact that Fergus Cheer is the only cheerleading program at Class A Divisionals that performs more than one halftime routine. Our programs rotate through a visual pom routine, a competitive floor routine, and a creative mascot performance. As the coach, it is so fun to hear the anticipation and excitement about the infamous Fergie mascot routine. I've come to know that many people who attend divisionals every year, even those who are not associated with Fergus, look forward to what Fergie has in store for halftime. This year, we purchased pom routine dresses since our team began to compete (and won!) in the pom category last season. After debuting the pom dresses at divisionals, I personally got many compliments on how nice they looked on the team and how a change in uniform really elevated the pom halftime entertainment performance.

Later in March, we hosted CheerFest, where a record 28 teams registered to compete for the title of "Best in the State". Our team worked so hard leading up to CheerFest and tried new skills that are considered exceptionally difficult to execute for such a young team. We placed in many categories: 1st place Co-Ed Stunt Group, 1st place High School Pom (a new division for Fergus; second year competing and winning first place), 1st Place Jump-Off Champion (freshman Natalie O'Neal), 1st Place High School Mascot and 4th in Class A Large Group.

At our team dinner in late March, cheer team members voted on team awards, and the results were as follows:

Golden Eagle Award (kind to others, excellent role model, exceptionally coachable, cheer team member who the team would want to be their representative; must be approved by coaches):

Miriam Pavlovick

Outstanding Performer (loud, proud, good attitude and enthusiastic): McKinzey Lowe

Outstanding Sideline (impeccable knowledge and retention of sideline cheers and dances, leads team volume and crowd engagement): Samantha Jimenez

Rookie of the Year (first-year cheerleader who exemplifies effort to improve, accepts and applies feedback): Brissia Salcedo

All-Around Stunt Standout (safe, consistent, desire, and effort to constantly improve): Carly Shaw

Outstanding Leadership (takes charge, offers feedback/help to teammates and coaches, encouraging, offers ideas to build others and program): Haylee Williams (nearly unanimous)

It was a really fantastic season with tons of growth happening from a younger team. I am excited to see what this team accomplishes together in the coming months as they build and prepare for football season.

Sincerely,

Rayna Phelps

We had an excellent and very full year in our **2025 LPS choir program!**

The highlights and changes were:

- Our LJHS students sang at the Veteran's Day Ceremony, they did a remarkable job with their production of the musical "Frozen" in January and they performed in March and May concerts.
- We welcomed Doris McCoy as an accompanist this year at LJHS and she did a great job.
- All choirs got out and about in the community with multiple times singing the National Anthem, LJHS Choirs "caroled" around town at the end of September and select choirs sang at Caslen Homes this spring.
- Our LJHS Choirs also took 27 select students to the Central Montana Youth Sings event in Great Falls in February. It was awesome as usual!
- Our FHS choirs split into 4 curricular groups this year: The Little Belts (beginner soprano/altos), Golden Eagle Choir (beginner tenor/basses), Aquila Choir (intermediate mixed choir), SApphire Choir (advanced soprano/altos). The tenor/bass choir's improvement and interest in choir was immense over the course of the year. These curricular changes allowed for a lot more personalized instruction in regards to voice change and a lot more comradery within the classes. We are retaining a lot of students going into these courses or advancing in choir next year.
- Our FHS choirs had October, December, March and May Concerts that were well received. Many students were highlighted with solos in each concert. They also put on a Talent Show in April with 16 polished acts.

-Each choir was adjudicated in our District 8 Music Festival. Sapphire Choir and Aquila Choir both received Superior Ratings on both their prepared pieces and sight reading. Golden Eagle received an Excellent Rating on prepared pieces and a Superior on their sight reading. Little Belt's received Excellent ratings on both.

-We had 19 vocal solos, 5 vocal duets and a Sapphire ensemble perform for adjudication for the Saturday of District Music Festival. This is optional and students worked very hard to receive their feedback! 10 of the 25 prepared pieces received "Superior" ratings qualifying them for State Music Festival (held in Billings the first weekend of May). Of the 10 pieces performed at State, 7 received "superior ratings" and the rest "excellent." Most notably, the Sapphire Ensemble received a 34/35 superior score.

-Sapphire Choir attended the Advanced Women's Choral Festival in Laurel in February under the direction of Mary Svenvold (Lewistown native). Our students did an outstanding job!

-FHS Choirs sent one student, Haylee Williams, to participate in the Montana All State Choir held in Great Falls in October and 3 students: Conner Lane, Claire Gardner and Haylee Williams, to participate in the All Northwest Honor Choirs held in Tacoma in March. These choirs are very competitive and involve a very challenging audition. These students represented FHS very well and had great learning experiences working with master conductors.

-Tom Wojtowick retired as a piano accompanist for our school district after 12 years of service in that capacity. He was well celebrated and will be missed!

-Thanks for supporting our choir program!

The **2025 Fergus Eagle Cross Country** team had 38 participants this year. We had 12 boys and 26 girls. Our boys went into the super divisional competition ranked 3rd out of 11 behind Hardin and Laurel, but they really stepped it up with 5 of our 7 boys running personal best times. David Curry was our only boy who was projected to be in the top 15 and be an all conference medalist. But they surpassed that projection with David placing 4th, Landen Williams 9th and Thomas Maxwell 13th to give us three all conference medalists on the boys team. Our girls went into divisionals ranked 6th behind Sidney, but they also surpassed expectations placing 5th, 9 points ahead of Sidney with 4 out of 7 on the team running

personal best times. Rayleigh Waggoner was our only all conference medalist placing 13th. In the state meet we didn't move up in the team placings like we'd hoped, but 10 of our 14 runners performed better than their individual rankings. The boys' team placed 7th, just two points behind Laurel. The girls team placed 15th. David Curry was our first finisher for the boys placing 10th overall in 16:54, just 7 seconds off his PR and three places higher than his ranking going in. David was our only all state medalist in the top 15, but Landen Williams and Thomas Maxwell were both in the top 25. Raleigh Waggoner led the girls' team as she did consistently throughout the season. Raleigh finished 30th and senior Maya Dengel finished 2 places higher than her ranking coming in 72nd. Shayla Solberg moved up into third position on the team finishing 77th. None of our top 5 boys were seniors but we will be losing 2 of our 5 girls to graduation. Winter running started on December 4th with several runners from the junior high joining us. We will continue winter running and lifting until spring sports begin and then start up again in the summer.

2025 Fergus High School Football finished the season with an impressive 7-3 overall record, defined by explosive playmaking, a defense that consistently generated momentum-changing turnovers, and a team identity built on resilience in both dominant wins and tightly contested games. Across the schedule, Fergus showed the ability to win in multiple ways—through high-powered offense, defensive scoring, and special teams impact—while also navigating adversity in several competitive matchups.

This was Head Coach Derek Lear’s 5th season at the helm. Assisted by Defensive Coordinator Troy Hudson, Orin Johnson, Danny Wirtzberger, Matthew Ventresca and Collin Comes.

Offensively, Fergus demonstrated strong versatility and efficiency throughout the season. The passing game was a consistent strength, frequently producing explosive gains and high yards-per-completion averages in multiple games. Several performances stood out, including a 408-yard output against Dawson County with over 280 passing yards and a 76% completion rate, and a 418-yard balanced attack against Custer County where the offense controlled the game with both run and pass effectiveness. Fergus also showcased the ability to strike quickly, with multiple long touchdown passes of 50+ yards and several games featuring multiple scoring drives in a single quarter.

The rushing attack provided balance and physicality, particularly in games where Fergus controlled tempo and clock. In wins such as the Browning and Custer County matchups, Fergus averaged strong efficiency on the ground, frequently over 4–7 yards per carry in key games. The offense repeatedly demonstrated the ability to sustain drives, convert third downs at a high level in certain contests, and capitalize in the red zone when opportunities arose.

Defensively, Fergus was one of the defining strengths of the season. The unit consistently created turnovers, including multiple games with several interceptions and fumble recoveries. One of the most dominant defensive performances came in the 56-0 shutout over Park, where Fergus forced eight turnovers and scored multiple defensive touchdowns, including several interception returns. Across the season, defensive scores and short-field opportunities played a major role in shifting momentum and building early leads in multiple wins.

Even in games where the defense faced strong offensive opponents, Fergus frequently remained competitive. Against teams like Laurel and East Helena, the defense battled against heavy rushing attacks and high-yardage offenses, creating key stops and turnovers while keeping games within reach at different stages. The unit showed the ability to bend without breaking in several tight contests.

Special teams also played a significant role in the season’s success. Fergus recorded multiple games with blocked punts, kickoff return touchdowns, and field goals that helped swing momentum early or extend leads. These plays were often critical in setting the tone, especially in fast-start games where Fergus built early multi-score advantages.

The season included a wide range of outcomes, from dominant victories to hard-fought playoff-level matchups. In games like the win over Sidney, Fergus combined all three phases—special teams, defense, and offense—for a complete performance. In contrast, the narrow 25-21 Quarterfinal loss at Frenchtown highlighted the team’s competitiveness at a high level, where Fergus held late leads but was ultimately edged in a fourth-quarter finish against a strong opponent.

Turnovers were a decisive factor throughout the season in both positive and negative directions. In wins, Fergus frequently forced multiple turnovers that directly led to points or shifted momentum. In a few losses, turnover margins proved costly, particularly in games where the opponent capitalized on extra possessions.

Overall, Fergus Football's season reflected a program capable of explosive scoring, defensive playmaking, and consistent competitiveness against strong opposition. The team demonstrated the ability to control games when executing well and remained competitive even in difficult matchups. The combination of offensive firepower, defensive aggressiveness, and special teams impact created a season built on big moments, resilience, and a clear identity on all three phases of the game.

The **2025-26 Fergus Boys Basketball** season was the 11th season under head coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 11-9 and finished second in the northeast "A". The Golden Eagles had a roller coaster of a season, highlighted by defeating Glendive on the road, in what would be Glendive's only conference loss on the season, and a 40 point win over Havre the last week of the regular season. The Golden Eagles opened the Eastern "A" Divisional with a four point loss to East Helena in a game that came down to their final possession. The next day a poor first half was too much for the Golden Eagles to overcome and their season ended with an 8 point loss to Havre. Senior Kason Brown was selected first team all-conference. Sophomore Madden Norslien and senior McKay Shobe were chosen 2nd team all-conference. 11 of the 13 letter winners were selected Academic All-State along with both managers who lettered. The Golden Eagles were led by letter winners seniors Kason Brown, Rhett Comes, McKay Shobe, and Tanner Vanek, juniors Tripp Wirtzberger, Tyler Langbehn, Emmett Netburn, and Conner Miller who missed most of the year with an injury, and sophomores Madden Norslien, Chaz Walsh, Grayson Trout, Quinn Phillips, and Abram Plagenz. 28 athletes participated in the program. Autumn Goodan, Sydney Ferdinand, Levin Hagen, & Bodie Slaybaugh served as team managers, with Gooden and Ferdinand lettering. The JV team finished 15-3 while the freshman team went 11-6.

Varsity record was 11-9, JV Record 15-3, Freshman record 11-6

The **2025-2026 Fergus Girls Basketball** season was the 2nd under Coach Tom Webb. Coach Webb was assisted by Jimmy Graham and Jaymie Phillips. The Class A Eastern Division proved to be the toughest in the state once again with Eastern A teams taking the top 3 spots at the State Class A Tournament. The Fergus girls went 11-10 overall and finished second in the NW A Conference, but weren't able to beat the top 3 teams from the Eastern A, going 0-6 vs them. The Golden Eagles had some big wins, including a double digit comeback at home vs Miles City and big wins vs Sidney, Glendive, and at the Frenchtown tipoff. The downer of the season was certainly all of the injuries. We started the season with two seniors, losing one of them to a torn ACL in the first game of the season and losing the other one to a torn ACL in the last regular season game. There were also two other girls who tore their ACL's, one who tore her labrum, and two who had less serious knee injuries. The bright side to that was the experience that the other girls were forced into. Fergus will return all 12 girls who went to the divisional tournament. Award winners this year were junior Riley Roche who was 1st team all state and 1st team all conference, junior Peyton French who was 2nd team all conference, and senior Kealey Ackaret who was honorable mention all conference. In total 21 girls participated in the program.

The **2025 Fergus High School Golf Team** ended the season with 16 girls and 22 boys. The first practice was Thursday August, 14th and the State tournament ended on Saturday October, 4th. We attended 14 tournaments in all: 5 were JV and 9 were Varsity which included the Divisional and State tournaments in Billings and Sidney, respectively.

In the Divisional Tournament at Lake Hills Golf Course in Billings, MT the boys' team placed 6th with only Kason Brown earning All-Conference honors by placing T5 overall. The girls' team placed 3rd and had two All-Conference players: Autumn Goodan and Kami Moline, both tied for 11th place overall. Kason and the girls' team competed at the state tournament which was held in Sidney, MT. Kason shot 86/83 to tie for 27th overall, while Autumn shot 84/94 to place 7th and garner All-State status, Lexi Vanek shot 105/104 to place 32nd, Kami Moline shot 102/116 to place T43, Chloe Gremaux shot 120/113 to place T48, and Ali Kolar shot 119/119 to place 50th. Holly Myers traveled as the alternate but did not see competition. The six girls and six boys that played in the Divisional tournament, will earn their Letters.

Coaching was done by Brett Thackeray (thirteenth year with the team, eleventh year as a head coach) and Sherry Breidenbach (fourth year with the team, third year as a head coach). Dana Goodan (second year with the team) volunteered to help assist with coaching the team.

The **2025-2026 Fergus High School Softball** was another successful year in our program. The team won the NE "A" Conference title with a 7-1 record and completed the year with a solid 16-8 record and a 5th place showing at State. The girls continuously got better in understanding the game and mentally learning to compete, and consistently challenging themselves. We were given a couple blows this season as two girls couldn't play due to basketball injuries, but the girls that could, battled and made positional adjustments to excel with what we had. I was also extremely proud at how these girls handled the competition. We had 3 AA games on our schedule, which was the most any Fergus softball team had. 4 of our 8 losses were to 2 of the top 4 teams at State and 2 of our AA losses were to 2 top 4 teams at State in AA. Overall, I was ecstatic over the season. At State, we actually defeated the eventual State Champion in Laurel. We had 7 girls make All-Conference: Sr. Averí Sparks, Sr. Anna Elam, Sr. Kiera Southard, and So. Britta Sparks made 1st Team, Sr. Josi Maier and Jr. Emma Solberg made 2nd Team, and Sr. Shyanne Ricks made Honorable Mention. We had 3 All-State selections in Kiera Southard, Anna Elam, and Averí Sparks. 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 4 state appearances and 4 top 5 finishes over that span. The cupboard isn't bare for the future as we will get a couple injured girls back and this year's JV team finished with a 14-3 record, with wins against Varsity 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 Jeremy Long, and volunteer coach McKenzie Salka

The small but mighty **Fergus 2025 -2026 Speech, Drama & Debate Team** finished the regular season on January 31st with six competitors, including one senior, four juniors and one freshman. We had members competing in all three event categories - two in Debate (Public Forum), three in Drama (Humorous Solo and Humorous Theatre) and one in Speech (Informative and Humorous Interp). Two of our competitors were dual-entered, meaning they competed in two different events. Assistant Coach Lora Poser-Brown and Volunteer Coach Austin Schilling helped prepare team members for competition on the homefront, along with Head Coach Kristin Rutten who also traveled with the team to all events.

All six team members placed at Divisionals in Billings in all of their events and earned a trip to state in Corvallis, where every member finished in the top 10. Prior to that, the team competed in six regular season meets with members earning several individual medals, including 6 first place honors and multiple top 8 finishes. Four competitors also continued beyond the regular season to attempt to qualify for the National Speech & Debate competition to be held in Richmond, Virginia, this June. While we didn't quite accomplish that goal, one competitor, junior Amarah Manning, achieved "alternate" status in both of her events. She and several returning members intend to pursue that goal again next year.

In addition to competition and practices, the team also held two social events during the season, including a locker poster decorating party and a board game night. More than half of our team members participated in the FHS activities fundraiser by selling tickets for the cash calendar. Two other freshman members started the season with us but dropped out over the holidays because of scheduling conflicts. At least one of those members plans to rejoin us next fall. Several team members visited the junior high in April to encourage the incoming freshman class to consider joining the team. Team members also held two fundraising events this spring to help fund National competition, should we qualify in the future. This included lunch time candy sales at the high school as well as putting on a "performance camp" for students in grades 1-6. The latter included 22 participants and was well received by those involved. The team plans to repeat that event next year. To date, the team has raised \$677 toward National competition expenses.

Complete meet statistics and other general team information can be found on the team website at <https://sites.google.com/lewistown.k12.mt.us/fhs-sdd/home>.

Submitted by Kristin Rutten, Head Coach

The **2025–2026 Fergus High School Tennis** team, led by co-head coaches Sherry Breidenbach and Melanie Smith, included 29 student-athletes: 7 seniors, 5 juniors, 13 sophomores, and 4 freshmen.

On the Saturday before the Divisional Tournament, the team hosted its annual Family Fun Day and Servathon Fundraiser. Players collected pledges and completed 100 serves each. Following the Servathon, players teamed up with a family member for a doubles tournament. This year, 17 doubles teams participated. The event was well attended, enjoyed by all, and raised approximately \$1,000 for the program.

The team had a strong postseason, with eight players qualifying for the State Tournament—nearly doubling last year's total. State qualifiers included Keegan Durbin, who placed 4th in Boys Singles; Charley Brooks, who placed 3rd in Girls Singles; Livi Breidenbach and Maya Dengel, who captured the Girls Doubles Divisional Championship; Lyndsey Reynoso and Cody Heitzman, who finished 2nd in Girls Doubles; and Lane Reesor and Quinn Phillips, who placed 2nd in Boys Doubles.

The girls team earned the Divisional Championship title and our boys team placed 2nd, highlighting an outstanding season. The Class A State Tournament was hosted by Hardin High School in Hardin, Montana, where our athletes competed well against top competition from across the state. A notable achievement was Livi Breidenbach and Maya Dengel earning a state tournament victory on Thursday.

Looking ahead, our goal remains to build a program that provides opportunities for all students who wish to participate while also supporting those who aspire to compete and excel at a higher level.

Fergus Track & Field 2026 Season Review

The 2026 Fergus Track & Field season was defined by unprecedented growth, a fierce competitive spirit, and a culture of mutual support. This spring, participation surged once again: the girls' roster grew to 24 competitors (up 5 from last season), while the boys' team skyrocketed to 48 athletes (an increase of 21).

From day one, our coaching staff made it a priority to build meaningful relationships with each athlete, establishing a deep foundation of trust and understanding. The team immediately bought in, bringing an infectious enthusiasm, a relentless work ethic, and total dedication to every single practice. The standard they set during the pre-season laid the groundwork for everything we would accomplish in the months to come.

As the regular season unfolded, it became obvious that both squads were built to compete at the highest level. Numerous athletes secured State-qualifying marks early in the year, fully invested in stacking up as many team points as possible at every invite. We were incredibly fortunate to lose very few meets to the volatile Montana spring weather, and a well-balanced mix of varsity and JV showcases ensured that every single athlete on the roster had the opportunity to compete and improve.

Thanks to the acquisition of new timing and event technology, we successfully hosted two home meets in Lewistown this year. Highlighting our home schedule was the Fergus Booster Meet, which drew over 900 competitors from 25 different schools across Montana. It was a massive, highly successful showcase for our kids, our program, and the entire Central Montana community.

Championship Season: Divisionals & State

We took a contingent of 40 athletes to the Eastern A Divisional meet in East Helena, where the Golden Eagles put on a clinic. The boys' team captured a stellar 2nd-place finish, while the girls took 5th. Combined, Fergus scored more total points than any other school at the meet. Even more rewarding than the numbers was seeing the sea of Fergus jerseys at every event, and the sheer volume of support and enthusiasm the athletes showed for one another. We qualified 15 boys and 5 girls for the State meet, with several others finishing just outside the top 10. It was the largest State roster we have taken in quite some time.

At the MHSAA Class A State Meet in Laurel, our athletes continued to shine against elite competition. The Lady Eagles put together fantastic performances on Day 1, though an unfortunate injury hampered our

momentum on Day 2. I was incredibly proud of the grit and resilience our girls showed as they fought through that adversity to finish the meet strong.

Meanwhile, the boys' team placed 5th overall, finishing a mere three points shy of 3rd place in a razor-thin battle for a team trophy. Both of our boys' relay teams earned phenomenal 2nd-place finishes, and six boys total stepped onto the podium to claim individual All-State honors.

Rewriting the Record Books

This season has been one of the most thoroughly enjoyable coaching experiences of my career. Our athletes didn't just compete at a high level as individuals and teammates—they were exemplary ambassadors for Fergus High School and the Lewistown community.

Their hard work culminated in three historic school records being shattered:

- **Boys 4x100m Relay:** Madden Norslien, McKay Shobe, Zedek Lisle, and Chaz Walsh clocked a blistering **42.56 seconds**, eclipsing the old school record of 43.24.
- **Boys 4x400m Relay:** Madden Norslien, Landen Williams, Triston Gallagher, and McKay Shobe ran a phenomenal **3:23.54**, shattering the previous record of 3:27.62.
- **Long Jump:** Chaz Walsh soared past the previous school record of 22' 0.25", setting the new historical benchmark with a massive leap of **22' 4"**.

A handful of other athletes finished just fractions of a second or inches away from breaking historical marks of their own, achieving feats that haven't been seen in Lewistown in decades.

Looking Ahead & Gratitude

We want to extend our deepest gratitude to our graduating seniors: Blythe Armstrong, Grace Hicks, Molly Sura, Sydney Wichman, McKay Shobe, Tanner Vanek, and Gavin Thomas. These seniors were fiercely committed athletes who achieved incredible success while serving as the culture-setters and leaders of this program. They represented our school beautifully.

With a massive portion of our roster returning next spring, the future of Golden Eagles Track & Field is incredibly bright, and I anticipate next year could be just as successful.

Finally, I want to thank the Fergus High administration, our staff, and the parent volunteers for their immense help and support throughout the season. It truly takes a village to build a championship-caliber program and run massive home track meets. The level of support we felt this year was outstanding. We look forward to continuing to provide a highly competitive, growth-oriented, and enjoyable educational experience for our student-athletes.

Go Golden Eagles!

Orin Johnson

Head Track Coach

Fergus High School

The **2025 Volleyball Season** started on Friday, August 15th. The first three days, we ran 3-3.5 hour tryout practices. We had 34 girls come out. After the conclusion of tryouts, we ended up cutting 9 girls so we had a total of 25 girls for the 2025 season.

The C-squad team consisted of 10 girls (some of whom played up on JV as well). They had a great season and made tons of growth. Their season record was 9-4 and their conference record was 5-3.

The JV team consisted of 12 girls (some of whom came up from C-Squad and some played up on Varsity). They too had a terrific season and it was fun to watch them step up and try new things. Their season record was 9-4 and their conference record was 5-3.

The Varsity team consisted of 11 girls (one freshman made the post-season tournament team, giving us 12 girls for Divisionals). These ladies had to adapt to a new coaching staff and game philosophy. Girls were put in different positions and roles and most stepped up to challenge. Our conference record was 5-3, with one of those wins being a Homecoming win against Miles City, which was pretty exciting. Our overall record was 13-8.

At the beginning of the season we attended the Class A Tip-Off Tourney. We went 7-11 there but learned so much. I also gained valuable information about rotations and positions that made us successful. The following weekend took us to Havre to play some of the western Montana teams. We played 5 matches there and our only loss was to Townsend. We also attended the Blocktober Tourney in Butte. During pool play we went 5-2, securing a 3rd place finish in our pool. We struggled and fell apart during bracket play, losing both matches and being eliminated.

Divisionals were held in East Helena. We matched up with Laurel for the first game . . . even though we had beat them during the season, Laurel bested us in 3 sets. That then put us in a loser-out situation against Hardin. We easily took away a win against them and kept our Divisionals alive. Our third match (also a loser-out), was against Miles City. We came out the first set and totally annihilated them (25-15). However, we could not maintain that level of intensity and Miles City came back and took the next 3 sets (17-25, 16-25, 15-25). That loss eliminated us and our chances of going to state.

Even though we ended the season not the way we expected to, I feel that the coaches and players all learned SO much this season. We lose 6 seniors which will be hard to replace, but we have some younger girls who are ready to step up and continue striving to make Fergus Volleyball great again!

Head Coach: Gina Crawford (Varsity)

Assistant Coach: Tasha Lahr (JV)

Assistant Coach: Kylee Lucas (C-Squad)

The **2025-2026 Wrestling Team** was coached by Brendon DeCock and assisted by Robert Wallace, Brady Fiscus, Caleb Werner and Cooper Birdwell.

We started the year off with about 25-27 kids. Naturally we lost a few as the season went on and ended the year with 21 wrestlers and 3 managers. The school board approved 8th grade participation in high school wrestling only at the September board meeting. We also added Denton to the co-op, making Hobson, Moore and Denton a co-op with Fergus wrestling. The co-op continues to be a positive experience for everyone involved. There are times that it creates logistical challenges but I would not change it. We continue to mainly use the practice space at the Eagles which is sometimes challenging because we cannot get into the Eagles early mornings. So for any morning practice we have, we have to go to the high school which is good, but sometimes space or size of the room can be an issue. Our team chemistry was pretty good. I was hyperaware with adding the 8th graders and how they and the rest of

the team would mesh. Overall it was a great experience for everyone involved. We did have the injury bug go through our team a little bit and cause a couple season ending injuries. Overall we took 19 kids to divisionals and qualified 11 for the state tournament. We placed 4 of our kids at the state tournament.

We had 6 Seniors

- Colt McCord - 5th divisional
- Wyatt Gar - 6th divisional
- Aiden Snyder
- Jack Pallett - 2nd divisional and 5th state
- Camryn Fiscus - 1st divisional and 7th state
- Grace Hicks - 1st divisional and 7th state

We had 5 juniors

- Tucker Stewart
- Mason Austin
- Colt Patterson - 6th divisional
- Kalli Ruckman - manager
- Carlynn Garoutte - manager

We had 4 sophomores

- Hunter Wichman
- Becca Hicks - 7th divisional
- Ady Morris - 3rd divisional
- Brinli Murphy - manager

We had 4 freshmen

- Octavian Davis
- Rowan Orms
- Amy Sallee - 8th divisional

We had 7 8th graders

- Teller Stevenson
- Andrew Ruckman - 7th divisional
- Jacob Wittmier
- Caylen Hedrick - 8th
- Brayden Romo
- Armani Stevenson - 1st divisional and 5th state
- Mercedes Barber - 3rd divisional

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!

Best regards,

Derek Lear
Activities Director

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2025-2026 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2025-2026 school year was yet again another year of change, challenges, and successes. Bills signed into law during the Spring of 2025 Legislative Session have started to be implemented and have added 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
- Near Completion of the Elementary Bond Construction
- Implementation of the 2025 Legislative Action
 - Implementation of the STARS Act
 - Increased Transportation Reimbursement
 - Increased State Major Maintenance Funding
 - Changes to Out of District Tuition Billing
- Year 1 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:

- **Purchasing Review:** It has been many years since our purchasing process has been

reviewed. It is our continual 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. The Activities Director, high school Principals and I met at the end of the year to start developing an Activities Manual.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our accounting software contains a wealth of information that can 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 have taken several trainings to improve our use of the software, but we will continually need to learn more. We successfully upgraded to the Visions Cloud this Spring, allowing us to have a web-based version of the software and access from anywhere. Training for Administrators and Secretaries will take place in the Fall. In addition, our Time Clock software may need to be moved to an offsite server in the future and we currently pay for a version that will require us to upgrade with an annual fee in the future.
- **Budget Training (ongoing):** It has been several years since training was provided to the Principals and Classified Administrators on budget reporting. The adoption of the new web-based version of our software will help to improve this process, as it is more user-friendly. 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 and is a challenging process due to the complexities of the knowledge required for our positions.
- **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. The Superintendent and I have been discussing ways to improve this process.
- **Elementary 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 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.

- **2025 Legislative Changes:** There were several bills signed into law during the 2025 Legislative Session that have and will impact the Business Office, but I have highlighted the major ones below:
 - o **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 continue to consider how to communicate these changes to the public, especially when requesting levies, bonds, etc from voters.
 - o **HB252 (STARS Act)** – This school year the Board was again able to successfully negotiate with the LEA to meet the base pay requirements of the teacher incentive portion of this bill. In addition to the base teacher pay, this bill also added funding for high cost housing (FY26), resource sharing (FY27), countywide mills in the General Fund BASE budget (FY27) and future ready (FY28).
 - o **HB168** – This bill provided 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.
 - o **HB483** – Provided higher reimbursement rates for Transportation. Rates have not increased in over 20 years, so this is a monumental change that was implemented in FY26.
 - o **HB515** – Will increase the State Major Maintenance funding without increasing the local levy match requirement.

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, but this is a continual process. The focus at this point is to evaluate the effectiveness of new processes implemented and continually look for other ways to improve.

Current objectives in this area include:

- Training for Administrators and Staff on the Purchasing Process
- Use of Accounting Software to Streamline Processes
- Use of Other Technology (Google Suite, TalentEd, etc) to Streamline Payroll/HR 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 Directors in order to increase their comfort in reading and understanding their budgets and expenditures. Our updated software will allow these individuals to more easily view reports for their budgets. 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 even more 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, a decennial study is being completed to review 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 and County 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, 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. Because University of Providence has requested to no longer use the Central Montana Education Center building after 12/31/2026, the federal government granted permission to revise the use of the building. As a result, the Central Montana Learning Resource Center Cooperative, Lewistown Public Schools Administrative staff and the Central MT CTE Public Charter school will utilize the building. Lewistown Public Schools will also continue to allow various entities to use the training room in the building to benefit the community and surrounding areas.

OBJECTIVE 5

Not a function of the Business Office.

As in previous years, the Business Office continues to 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 strive to do our best and have the most dependable, hard-working and competent employees working in our department. I am thankful for all the sacrifices they make and the dedication they have to Lewistown Public Schools. I look forward to working through these goals and challenges with them in the coming year.

MAINTENANCE

Wyatt Conard

Facilities & maintenance Annual Report

Year 2025-2026

The 25-26 school year has been a busy and good first year for me. Starting in early September I can't tell a lot about what happen last summer. I know the fire suppression systems we're being worked on at Highland Park, Garfield, and the Jr. High. All the fire suppression systems have been completed. With the work being done over the summer I know it made it difficult for the summer cleaning and refinishing to be done. Several of the schools weren't able the get halls refinished before school started. Without any contractors around for summer 2026 the schools should be in top condition for the start of school.

In early fall the school district held a surplus sale that went well. Lots of items moved within the district to staff that needed the different items. The public was able to purchase items as well. Once the sale was over Maintenance spent the next several months disposing of the extra unnecessary items. Several dumpsters and metal bins were filled and the storage garages are cleaned up and a lot more organized.

A project that had been discussed for some time I was told is the training room Ice machine and Sink in the gym. We completed the project in late January. Maintenance busted and removed a large section the concrete so Judith Mountain plumbing could hook in the sewer. Maintenance poured the concrete back in once all the plumbing was complete. Talking to everyone this has been a great upgrade for the district with all the events that happen at the gym.

After having issues with several of the main heat pumps at the high school we had Trane from Great Falls come and look at the units. They spent several days looking for leaks in the refrigerant systems and found stress cracks and micro cracks in the copper pipes and made repairs. They cleaned up a lot of the internal electrical in the units. After years of various repairs and different upgrades some parts weren't needed or had been bypassed. The heat pumps are in better condition and more functional they have been in some time.

The fire alarm system at the high school got repaired after it not functioning in the gym area of the school for the past year. The system needs an upgrade Summit fire said the main panel is failing that is what caused the lack of notification in the gym. Summit added a sub panel to work around the dead area of the board but said more areas could fail over time. Once the bond is voted on we'll know which way to proceed with the upgrade whether its in the bond or needs to be building reserves.

The admin building got an upgrade with new carpet for the ramps and the boardroom. The boardroom received a new paint job as well. It made space look considerably better.

Garfield had the roof looked at for the leaks that were happening. The assessment made the conclusion that the roof drains were the cause and a company came and tightened up the drains and seals. At this point we believe the leaks are stopped. A sink that overflowed when torrential rain would happen was determined to be a roof drain that is incorrectly plumbed. A plan has been made to have it rerouted to a roof drain line in the tunnel. The project hasn't been completed yet.

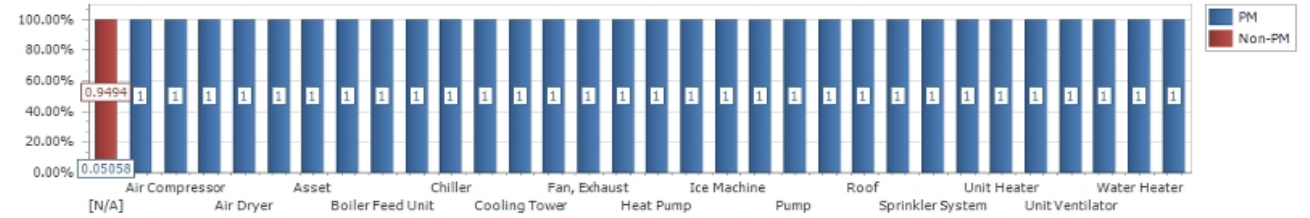
Water meters for the sprinkler systems were installed at the High school and Lewis and Clark to help save on water costs

A new building automation program was installed at the JR high for the ventilation system and boiler. The old system was old and outdated and couldn't be updated. If something had happened to the computer running the old system we would have lost the ability to control or look at Things. The new system is cloud based and can be logged into from anywhere to check on the building.

The year overall was good. From a custodial side we are pretty well staffed at the moment. We still have 2 openings to fill. Maintenance was often times pulled away to help cover custodial at the various schools when we had openings or were short staffed. When the delivery driver was out for the last 2 months and Maintenance had to cover the route that did lead a drop in how quickly we were able to complete projects and preventive maintenance, but emergencies were covered as fast as we could.

For the Year 840 work orders were completed. 343 of those were preventive maintenance.

PM vs Non-PM Comp. WOs



Category	Active WOs	Comp WOs	Active PM WOs	Comp PM WOs	Active Non-PM WOs	Comp Non-PM WOs	WO Cost	WO Hours	Avg Cost	Avg Hours
[N/A]	14	514	2	26	12	488	\$0.00	.00	\$0.00	.00
Air	0	2	0	2	0	0	\$0.00	.00	\$0.00	.00
Air Compressor	0	2	0	2	0	0	\$0.00	.00	\$0.00	.00
Air Conditioner	0	1	0	1	0	0	\$0.00	.00	\$0.00	.00
Air Dryer	0	6	0	6	0	0	\$0.00	.00	\$0.00	.00
Air Handling Unit	0	4	0	4	0	0	\$0.00	.00	\$0.00	.00
Asset	2	15	2	15	0	0	\$0.00	.00	\$0.00	.00
Boiler	1	22	1	22	0	0	\$0.00	.00	\$0.00	.00
Boiler Feed Unit	0	5	0	5	0	0	\$0.00	.00	\$0.00	.00
Cabinet Heater	1	2	1	2	0	0	\$0.00	.00	\$0.00	.00
Chiller	0	8	0	8	0	0	\$0.00	.00	\$0.00	.00
Compressor	2	4	2	4	0	0	\$0.00	.00	\$0.00	.00
Cooling Tower	0	4	0	4	0	0	\$0.00	.00	\$0.00	.00
Fan	0	18	0	18	0	0	\$0.00	.00	\$0.00	.00
Fan, Exhaust	2	26	2	26	0	0	\$0.00	.00	\$0.00	.00

Category Comparison

Date Printed: 07/07/2026

Page 2 of 2

Category	Active WOs	Comp WOs	Active PM WOs	Comp PM WOs	Active Non-PM WOs	Comp Non-PM WOs	WO Cost	WO Hours	Avg Cost	Avg Hours
Heat Exchanger	0	1	0	1	0	0	\$0.00	.00	\$0.00	.00
Heat Pump	0	45	0	45	0	0	\$0.00	.00	\$0.00	.00
HVAC	2	40	2	40	0	0	\$0.00	.00	\$0.00	.00
Ice Machine	0	2	0	2	0	0	\$0.00	.00	\$0.00	.00
Make Up Air Unit	0	4	0	4	0	0	\$0.00	.00	\$0.00	.00
Pump	0	4	0	4	0	0	\$0.00	.00	\$0.00	.00
Pump, Circulator	0	22	0	22	0	0	\$0.00	.00	\$0.00	.00
Roof	0	10	0	10	0	0	\$0.00	.00	\$0.00	.00
Split System	0	1	0	1	0	0	\$0.00	.00	\$0.00	.00
Sprinkler System	0	8	0	8	0	0	\$0.00	.00	\$0.00	.00
Tank	0	2	0	2	0	0	\$0.00	.00	\$0.00	.00
Unit Heater	2	5	2	5	0	0	\$0.00	.00	\$0.00	.00
Unit Heater, Gas	0	1	0	1	0	0	\$0.00	.00	\$0.00	.00
Unit Ventilator	4	9	4	9	0	0	\$0.00	.00	\$0.00	.00
Water Cooler	0	8	0	8	0	0	\$0.00	.00	\$0.00	.00
Water Heater	1	23	1	23	0	0	\$0.00	.00	\$0.00	.00
Water Softener	0	2	0	2	0	0	\$0.00	.00	\$0.00	.00

Report Parameters

Filter:

Search:

Advanced Filters: [Originated] Between '07/01/2025' And '06/30/2026'

Goals for 2026-2027

- Paint High School parking lot
- Replace Garfield Kitchen sink with Stainless steel counter from old kitchen
- Remove sheetrock and add FRP to kinderstep bathrooms for better smell
- Fix staff bathroom drain line at Highland park
- Repair or replace Garfield fence
- Meat shop drain line and plumbing
- Start installing ADA door knobs at High School

SCHOOL FOOD SERVICE

Amie Friesen

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



ANNUAL REPORT 2025-2026

The 2025-2026 school year went smoothly with minimal complications for the LPS Food Service Department. This was our second year in the new Central Kitchen. We are so grateful for the space and ease of production it has provided. 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 increased by 2404 meals. We served a total of 30943 breakfasts to LPS students this year. We implemented a new breakfast menu and numbers show that the results were favorable. Although we experienced a decrease in enrollment, our breakfast numbers still went up. 59% of the students participating in breakfast qualified for free meals. This shows that despite struggles to employ a full staff, and rising food costs, it is imperative that our breakfast program continue to provide for students lacking in resources at home. We are continually working 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.
- A healthy breakfast 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 5408 student lunches. Although any loss in participation is discouraging, we served a total of 93537 meals, placing the decrease within an acceptable range of fluctuation. We also experienced a decrease in enrollment this year which clearly contributed to the number of student meals we served.
- Part way into the school year, LPS created a survey for students, parents, staff, and the public to fill out. It's important to our program that we stay in touch with the needs of our district by receiving feedback. The information we gathered prompted an increase in portion sized for several different entrees. Although our portion sizes fulfilled all OPI requirements for students, we wanted to actively respond to community requests.
- 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 4823 amounting to \$22,427 of support to the district from Food Service. 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 902 earned meals this year!

Ala Carte

- Statistics show that our ala carte choices have proven successful with a total profit of \$25,477 from sales at both breakfast and lunch in our secondary schools. This is an increase of \$2,587 from last year. Many students had to pay full price for meals, and 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 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 \$7429. 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. The dollar amount of our production in catering increased by \$2916 from last year. We try to keep our profit margins as low as possible, and with such a margin, it's easy to see that we stay very busy in the Central Kitchen.
- 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 continued exploring the opportunity to acquire local beef through rancher donations. The Producer Partnership is a meat processing plant that will process any beef we purchase or receive as a donation at no cost. This year we received one beef donation that the Producer Partnership processed. The cost of beef was so high this year, that it was difficult to purchase local beef and doubly difficult to elicit donations
- Our expectation was that we would receive multiple donations, but every bit of assistance is appreciated. We look forward to growing this program in our district next year!

EQUIPMENT

- The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. Fortunately, much of our equipment has been replaced in the last couple of years and there was no need for any large purchases.

MAINTENANCE

- With the assistance of our maintenance department we are generally able to keep abreast of minor equipment repairs, however, some projects require expertise that is beyond our staff. Because of this, it was decided to implement a cycle for having the hoods above our prep areas cleaned biennially, and an annual inspection of our dishwasher. These inspections showed our equipment to be well cared for. Some minimal repairs will be required for our dishwasher that our maintenance department determined they could perform.

FACILITY

- Our Central Kitchen continues to operate at an efficient pace while producing quality products. Our efforts have greatly benefited from the layout in our new facility. Equipment and storage areas are arranged for maximum efficiency, and we have experienced a notable decrease in injuries. We have cooler and freezer space that allows for items to be stored in a way that “first in first out” rotations are easier, and stacks are shorter. The planning that went into the layout of the kitchen also provides for better time management.

TECHNOLOGY

- The technology department at LPS did an excellent job of meeting the needs we had throughout the year. They installed a phone in the LC kitchen which helped with communications in tight production situations. A phone in each kitchen is also imperative to assure staff can be contacted in case of an emergency.

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.
- 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 morning staff at the Central Kitchen, but we're in need of 2 afternoon Kitchen Aides. Additionally, there are 5 serving positions open in the schools. 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

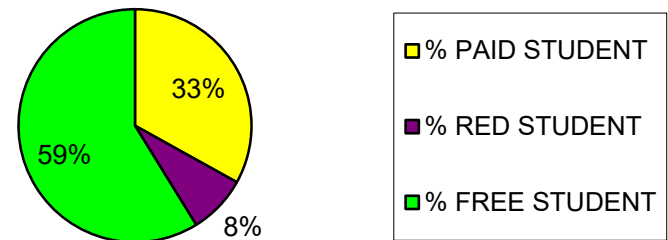
2025-2026

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	1007	0	0	0	0	2717	262	3986	0	2	2	3988	28
October	1419	0	0	0	0	2179	259	3857	0	4	4	3861	21
November	1062	0	0	0	0	1559	192	2813	0	4	4	2817	16
December	830	0	0	0	0	1345	174	2349	1	2	3	2352	15
January	1202	0	0	0	0	1915	326	3443	1	3	4	3447	20
February	1077	0	0	0	0	1921	304	3302	1	1	2	3304	18
March	1367	0	0	0	0	2404	365	4136	0	2	2	4138	21
April	1156	0	0	0	0	2101	343	3600	0	1	1	3601	18
May/June	1006	0	0	0	0	2081	293	3380	1	0	1	3381	19
TOTALS	10126	0	0	0	0	18222	2518	30866	4	19	23	30889	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1196	142	12%	25%	7%	68%
October	1155	184	16%	37%	7%	56%
November	1149	176	15%	38%	7%	55%
December	1143	157	14%	35%	7%	57%
January	1140	172	15%	35%	9%	56%
February	1139	183	16%	33%	9%	58%
March	1135	197	17%	33%	9%	58%
April	1132	200	18%	32%	10%	58%
May/June	1134	178	16%	30%	9%	62%
AVERAGES	1147	177	15%	33%	8%	59%

Student Breakfast Participation



Participation at individual schools:

Garfield	14%
Highland	27%
Lewis & Clark	21%
Junior High	11%
Fergus High	10%

*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

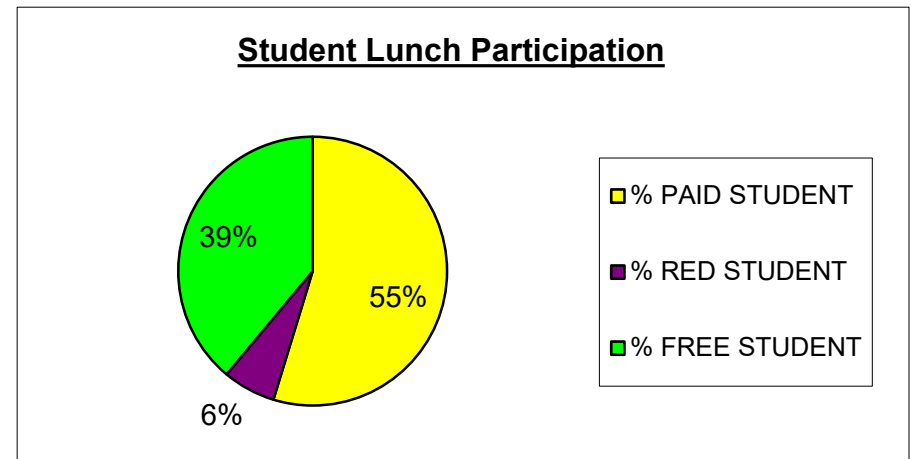
LUNCH PARTICIPATION DATA

2025-2026

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	7008	99	44	26	169	6623	962	14762	688	258	946	15708	28
October	6260	93	26	18	137	4432	608	11437	607	217	824	12261	21
November	5124	71	6	13	90	3338	479	9031	546	168	714	9745	16
December	4556	44	0	5	49	3012	461	8078	428	185	613	8691	15
January	5839	7	0	2	9	4024	735	10607	547	207	754	11361	20
February	5193	88	2	3	93	3535	656	9477	484	185	669	10146	18
March	5890	115	0	4	119	4229	728	10966	566	243	809	11775	21
April	5012	78	2	1	81	3679	645	9417	477	189	666	10083	18
May/June	5109	66	0	1	67	3689	598	9463	469	131	600	10063	19
TOTALS	49991	661	80	73	814	36561	5872	93238	4812	1783	6595	99833	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1196	527	44%	48%	7%	45%
October	1155	545	47%	56%	6%	39%
November	1149	564	49%	58%	5%	37%
December	1143	539	47%	57%	6%	37%
January	1140	530	47%	55%	7%	38%
February	1139	527	46%	56%	7%	37%
March	1135	522	46%	55%	7%	39%
April	1132	523	46%	54%	7%	39%
May/June	1134	498	44%	55%	6%	39%
AVERAGES	1147	531	46%	55%	6%	39%



Participation at individual schools:

Garfield	49%
Highland	68%
Lewis & Clark	63%
Junior High	50%
Fergus High	20%

*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
2025-26**

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 ten years. These numbers reflect identified children directly served by District Special Education teachers and/or related service providers. You will notice an increase in numbers for the 2025-26 school year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
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
2025-26	127	44	171

Many issues related to special education and services for students with exceptional needs have a significant impact on the entire educational system within Lewistown Public Schools. These impacts extend beyond special education programs and influence staffing, budgeting, instructional practices, facility planning, and district-wide decision-making. One recent example is the passage of legislation requiring school districts to provide educational services to eligible students with disabilities until age 22 if they have not earned a regular high school diploma. This change, along with evolving student needs and increasing compliance expectations, requires thoughtful planning and collaboration across the district.

The following priority topics represent the most pressing areas of focus for the upcoming school year. Addressing these priorities will strengthen compliance with federal and state regulations, improve educational outcomes for students with disabilities, support staff in delivering high-quality services, and ensure Lewistown Public Schools continues to provide equitable educational opportunities for all students.

Goal Area 1: Measurable Student Achievement

Strategic Objective – Multi-Tiered Systems of Support (MTSS)

Central Montana Learning Resource Center Cooperative (CMLRCC) staff continued to provide ongoing consultation and technical assistance to MTSS teams throughout Lewistown Public Schools. This collaborative work focused on strengthening district-wide systems of academic and behavioral intervention, using data to inform instructional decisions, and ensuring students received timely, evidence-based supports. These efforts increased opportunities for students to achieve grade-level academic expectations while reducing barriers to learning.

Strategic Objective – Intervention Programs

CMLRCC specialists remained integral members of interdisciplinary teams by providing comprehensive evaluation services, consultation, and intervention planning for students with autism, speech and language impairments, occupational therapy needs, physical therapy needs, and intensive social, emotional, and behavioral needs. Occupational therapists from CMLRCC and Rock Creek Teletherapy, speech-language pathologists, physical therapists, and district special education teachers collaboratively developed individualized IEP goals and coordinated interventions that were reinforced across therapy sessions and classroom settings. This collaborative service delivery model increased the intensity and consistency of student supports while promoting skill generalization across educational environments.

CMLRCC also continued to provide district expertise in autism identification and evaluation through administration of the ADOS-2, enhancing the district's capacity to complete comprehensive evaluations and ensure students receive appropriate educational programming and services.

Strategic Objective – Graduation and Transition Services

Fergus High School continued to strengthen transition services for students with disabilities through its partnership with Vocational Rehabilitation and Blind Services. Eligible students accessed Pre-Employment Transition Services (Pre-ETS), providing vocational assessments, workplace readiness training, career exploration, and work-based learning experiences through consistent funding throughout the school year.

The district expanded opportunities for students through individualized transition planning, flexible programming, and meaningful employment experiences within the Lewistown community. Implementation of a job readiness curriculum further prepared students with

essential employability skills, increasing independence and supporting successful transitions to post-secondary education, employment, and adult living.

Strategic Objective – Differentiated Instruction

CMLRCC staff continued to collaborate with special and general education teachers to ensure students with disabilities received individualized instruction aligned with their educational needs. District educators and CMLRCC specialists worked together to design, implement, monitor, and refine service delivery models for students with complex and unique disability-related needs. This collaborative approach strengthened instructional practices, increased access to the general education curriculum, and promoted meaningful progress toward individualized educational goals.

Goal Area 2: Facilities

Strategic Objective – Planning

Facility planning remained an important area of focus as the district worked to provide learning environments that effectively support students with disabilities. While space constraints continued to present challenges at Fergus High School, significant improvements were made at the elementary level. Increased classroom capacity and the addition of dedicated spaces for specialized instruction have enhanced the district's ability to deliver individualized services and interventions.

The availability of appropriate instructional spaces has improved service delivery by allowing specialists to provide therapy, assessments, and targeted interventions in environments that support both individual and small-group instruction. As student enrollment and educational programming continue to evolve, ongoing facility planning will remain essential to ensuring that all students have access to safe, functional, and inclusive learning environments that meet their educational needs.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parent Communication and Community Outreach

The Central Montana Learning Resource Center Cooperative (CMLRCC) continued to strengthen communication and collaboration with families, district staff, and the community by providing timely and accessible information regarding special education services and supports. Monthly virtual case manager meetings and newsletters were utilized to share updates on best practices, regulatory changes, professional resources, and program information, ensuring staff remained informed and equipped to support students and families.

The CMLRCC Director maintained and regularly updated the CMLRCC website to serve as a comprehensive resource for educators, parents, and community members seeking information about cooperative services, special education processes, and available supports. To further

increase community awareness, the Director participated in local radio programming to educate the public about the district's Child Find responsibilities, explain the referral and evaluation process, and encourage families of children who may have disabilities to seek available screening and evaluation services.

These communication and outreach efforts strengthened partnerships between schools, families, and the community while promoting early identification of students with disabilities and increasing awareness of the services available through Lewistown Public Schools and the CMLRCC.

Goal Area 4: Technology

Strategic Objective – Collaborating Beyond the Classroom

Lewistown Public Schools and the Central Montana Learning Resource Center Cooperative (CMLRCC) continued to utilize technology to enhance communication, collaboration, and the delivery of special education services. District technology resources ensured students had access to the educational services required through their Individualized Education Programs (IEPs). Throughout the school year, the majority of related services were delivered through in-person support provided by CMLRCC staff and contracted specialists, while technology remained an essential tool for consultation, collaboration, documentation, and service coordination across schools.

To strengthen the quality and compliance of special education programming, CMLRCC continued to provide each case manager with access to the Goalbook Toolkit. This resource supported the development of standards-aligned Present Levels of Academic Achievement and Functional Performance (PLAAFPs), measurable annual goals, accommodations, and specially designed instruction while promoting consistency and compliance with state and federal special education requirements.

Strategic Objective – Staff Development and Assistive Technology

CMLRCC specialists continued to build district capacity by providing training, consultation, and ongoing support in the effective use of instructional and assistive technology. Related service providers collaborated with teachers, paraprofessionals, and families to identify and implement technology solutions that increased student access, participation, communication, and independence across educational settings.

Specialized assistive technology, including eye-gaze communication systems for students with significant physical and communication needs, was incorporated into individualized programming when appropriate. CMLRCC staff also provided coaching and technical assistance to school personnel to ensure assistive technology devices were implemented effectively and consistently, promoting improved educational outcomes and greater student access to the general education curriculum.

Goal Area 5: Highly Qualified Staff

Strategic Objective – Professional Development

The Central Montana Learning Resource Center Cooperative (CMLRCC) continued to prioritize high-quality professional learning opportunities designed to strengthen the knowledge and skills of teachers, paraprofessionals, administrators, and related service providers. Professional development offerings were developed in response to identified district needs and focused on improving instructional practices, supporting students with disabilities, and maintaining compliance with state and federal special education requirements.

Crisis Prevention Institute (CPI) training was offered in person on three separate occasions to ensure all required staff had opportunities to obtain or renew certification. This training equipped staff with evidence-based strategies for de-escalation, crisis prevention, and safe intervention techniques when supporting students with intensive behavioral needs.

In addition, CMLRCC sponsored professional development focused on social-emotional and behavioral supports, providing educators with practical strategies for implementing positive behavioral interventions and supports (PBIS), strengthening classroom practices, and developing effective specially designed instruction for students with significant behavioral and emotional needs. These learning opportunities enhanced staff capacity to develop high-quality Individualized Education Programs (IEPs), implement evidence-based interventions, and improve educational outcomes for students with disabilities.

Strategic Objective – Recruitment and Retention

Recruiting and retaining highly qualified professionals remained a priority throughout the year. CMLRCC continued to actively advertise and recruit for vacant specialist positions. The cooperative collaborated with district leadership and regional colleagues to expand recruitment efforts, maintain continuity of services, and ensure students with disabilities had access to qualified personnel capable of meeting their individualized educational needs.

Goal Area 6: Fiscal Management and Responsibility

Strategic Objective – Financial Stewardship

The Central Montana Learning Resource Center Cooperative (CMLRCC) remains fiscally stable and committed to responsible stewardship of public resources. Through careful budget planning and efficient allocation of funds, the Cooperative continues to provide high-quality special education services to students who qualify under the Individuals with Disabilities Education Act (IDEA). Financial decisions are guided by the goal of maximizing student outcomes while ensuring compliance with all state and federal requirements.

Strategic Objective – Cooperative Collaboration

The Cooperative continues to strengthen partnerships with Lewistown Public Schools and surrounding rural districts to maximize limited financial and personnel resources. By sharing specialized staff, expertise, professional development opportunities, and related services, CMLRCC increases access to high-quality programming that would otherwise be difficult for individual districts to provide independently. This collaborative model promotes fiscal efficiency while ensuring students with disabilities receive the specialized supports and services they need to be successful.

Conclusion

The Central Montana Learning Resource Center Cooperative remains committed to providing equitable, high-quality special education services that support the academic, behavioral, social, and transition needs of students with disabilities. Through strong collaboration with Lewistown Public Schools, families, and community agencies, the Cooperative continues to build capacity, improve educational outcomes, and ensure compliance with state and federal special education requirements.

Thank you for your continued support of special education programs and services. Should you have any questions or require additional information regarding Lewistown Public Schools' special education programs or the services provided by the Central Montana Learning Resource Center Cooperative, please feel free to contact me at the CMLRCC office at (406) 535-9012, extension 1122.

TECHNOLOGY

Scott Baldwin

Technology Annual Report

2025-2026 Academic Year

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

June 1, 2026

Technology Director - Scott Baldwin

Over the past year, the Technology Department has completed several critical infrastructure modernization projects designed to strengthen system reliability, cybersecurity, and operational efficiency district-wide. These initiatives included comprehensive upgrades to both workstation and server operating systems, resulting in enhanced system performance, improved compatibility, and stronger security protections across the district's technology environment.

In addition, the department completed a major upgrade to the district's Barracuda firewall infrastructure. This enhancement substantially improved network security capabilities, strengthened protection against external cyber threats, and increased the overall resiliency of district systems. As technology demands continue to evolve, the department remains committed to maintaining secure, efficient, and sustainable systems that directly support the district's educational mission.

Montana Educational Technologists Association (META)

The district continues to benefit from active participation in the Montana Educational Technologists Association (META), a statewide organization composed of more than 170 educational technology professionals dedicated to advancing technology integration throughout Montana schools. Membership in META provides valuable opportunities for collaboration, professional networking, and the exchange of innovative ideas and emerging technologies that support instructional improvement.

Participation in this organization has also strengthened the district's preparedness for instructional continuity during emergencies or unforeseen school closures by facilitating ongoing discussions surrounding digital learning models and remote instructional practices.

During the past year, I proudly served as coordinator for the Central Montana region. In this leadership capacity, I contributed to the development of statewide initiatives and collaborated with educational leaders to help guide technology implementation strategies that positively impact students and staff across Montana school districts.

Mitel Phone System

The Technology Department has assumed full responsibility for the maintenance, administration, and support of the district's Mitel Phone System. This comprehensive communications platform includes district-wide desk phone infrastructure, specialized switching equipment, and a dedicated server responsible for voicemail management and

backend operations.

The system provides seamless direct-dial communication between all district extensions, significantly improving internal communication efficiency and operational responsiveness. The successful implementation and continued management of this system represent a substantial improvement to the district's communications infrastructure and overall organizational effectiveness.

District Website

The district website continues to serve as a vital communication hub for students, staff, parents, and community members by providing timely access to essential information and district resources. Key features available through the website include:

- Academic, activity, and lunch calendars
- District and school news updates
- School Board agendas and supporting documentation
- Course syllabi and instructional resources
- Technology support materials and user guides
- Student-created digital projects and showcases
- Administrative tools and online request forms

The district website remains an essential and reliable platform for communication, transparency, and community engagement.

Infinite Campus

Infinite Campus continues to function as the district's secure, web-based Student Information System, providing students, parents, teachers, and administrators with centralized access to academic and operational information. Students are issued individual accounts, while parents may access unified family accounts to monitor information for all enrolled children.

The platform supports a variety of essential district functions, including grade reporting, attendance tracking, scheduling, and online meal payments, all of which can be accessed from any internet-connected device.

As instructional technology usage continues to expand, particularly through the increased adoption of Google Classroom, the district explored solutions to streamline grading workflows between platforms. Through the diligent efforts of Kim Wiegert, the district successfully implemented software integration that enables teachers to synchronize grades directly from Google Classroom into Infinite Campus.

This enhancement has significantly improved efficiency, reduced duplicate data entry, and promoted greater consistency in digital grading practices throughout the district.

ConnectWise Automate

This year, the district renewed its contract with ConnectWise Automate, reaffirming the department's commitment to utilizing advanced IT management solutions to support district operations. ConnectWise serves as the district's centralized remote management and technical support platform, allowing staff to remotely monitor, update, troubleshoot, and manage devices across both district schools and participating Co-Op schools.

In addition to serving as the district's ticketing and support management system, ConnectWise's Virtual Administrator features have enabled the department to automate workflows and optimize the management of software resources and system maintenance tasks.

The platform's remote support capabilities have generated substantial savings in both staff time and operational

costs while improving response efficiency and service quality. The department anticipates continued expansion in the use of this platform to further strengthen technology support services.

Google Workspace for Education

Google Workspace for Education remains an integral component of the district's instructional and operational technology environment. Gmail continues to serve as the district's primary communication platform, while Google Meet remains an essential tool for virtual collaboration, conferencing, and instructional continuity.

Google Calendar integration with the district website provides streamlined public access to district events, activities, and important deadlines. Additionally, Google Docs and related productivity applications have significantly advanced the district's movement toward paperless classrooms by enabling teachers to distribute, collect, and evaluate student work digitally.

Chromebooks continue to serve as the foundation of the district's 1:1 student device initiative due to their affordability, ease of management, and effectiveness in supporting digital learning environments.

Content Filtering and Student Safety

In compliance with the Children's Internet Protection Act (CIPA), the district continues to maintain comprehensive content filtering systems designed to protect students from inappropriate or harmful online material. During the past year, the district further strengthened these protections through the implementation of advanced SSL filtering technologies.

To extend content filtering protections beyond the district network, the district entered into a partnership with Securly, a cloud-based web filtering and student safety platform. Securly provides content filtering for district-issued Chromebooks used off campus and includes additional safety monitoring features designed to identify potential indicators of self-harm, bullying, or other student safety concerns.

These alerts are monitored continuously and routed directly to designated administrators to support timely intervention and student support efforts. The implementation of these additional safety measures reflects the district's ongoing commitment to student well-being in both physical and digital learning environments.

Technology Levy

The use of ESSER funding allowed the district to preserve local financial resources while continuing to improve access to reliable and modern instructional technology tools. Looking ahead, the district plans to utilize Technology Levy funding to sustain long-term hardware replacement cycles and ensure that both students and staff continue to have access to dependable, up-to-date technology resources.

Staff Training and Professional Development

The Technology Department continues to benefit from the use of Skillsets Online, a professional development platform that provides specialized training aligned with the district's hardware, software, and technology support needs. These training opportunities have strengthened departmental expertise, expanded technical competencies, and enhanced the department's ability to support instructional and operational technology initiatives across the district.

Skillsets Online remains a valuable professional development resource that empowers staff to remain current with evolving technologies while improving the level of service and support provided to students, teachers, and administrators.

Regional Technology Coordinator - Joshua Day

The 2025–2026 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.

Technology Support Specialist - 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.

Technology Support Specialist - Ben Richards

Five years, wow, a big “thank you” to everyone for this amazing opportunity. It was a wild year once again at the Central Montana tech office. Printer replacements, panel logins, and SMART boards spreading across central Montana. We have all but only a few schools on the K12Panel at this point; Geyser and Harlowton were a few of the new additions this year.

I think only Lewistown and Hobson are left out at this point; we hope to get everyone unified in the not-too-distant future. The push for more secure schools has many of the area schools pushing for better camera systems and secure entry systems. Moore has started their big construction project as Lewistown is finishing up theirs. The addition of

these systems has given us the opportunity to embolden our own networks and expand their functionality.

We plan on getting a new Wi-Fi controller going this summer here in town. The adult ed building still looms over us as some questionable project; maybe someday we'll get more clear answers about that tentative project. There has been talk of adding SMART boards to the Lewistown teachers' classrooms across LPS. In fact, we've even gotten our first seven; one is up at the LJHS and one at FHS. We will most likely get the remainder of them set up and running during our summer hours.

On a totally different note, there has been something that has been getting worse every year I have been here, and this year it's been rampant. That is phishing attacks via email. I want to give most folks credit for being vigilant and tedious about checking their email, but there is about 15% of employees that will be easily manipulated. We are doing the best we can to alleviate those concerns and keep everyone informed and prepared for when the hackers strike, as it is only a matter of when the next will surface. Be careful out there everybody and stay safe.

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.

Technology Support Specialist - Tahan Wichman

The 2025–2026 school year continued to support students, teachers, and staff with various devices, including Chromebooks, laptops, desktops, and servers. Because some schools issued Chromebooks and laptops to students for the year, we saw an uptick in repair requests.

We completed many tasks this year. We continued upgrading machines from Windows 10 to Windows 11. Several Co-Op schools migrated to K12 Panel, and we worked on converting them; Harlowton School District and Grass Range School District are among the most recent. At Harlowton, LaDonna supplied computers for conversion to K12 Panel, and at Grass Range we began by converting the Business Lab.

At Fergus, we added a phone in the weight room and installed a system to display games in the high-school lobby. We are cleaning up the Eagles Nest (announcers' booth) in the gymnasium to improve the Pixellot camera setup, stream games to the lobby, and provide space for the radio crew. Technology in the Lincoln Building board room was consolidated and tidied for a cleaner presentation.

We also upgraded the Barracuda firewall for Lewistown. What we expected to be a simple swap required two separate school-closure days and on-call support from Barracuda, and it caused an Internet interruption across Lewistown Public Schools. The new firewall is now in place and functioning.

I'm excited to see what next year brings!

TRANSPORTATION

Rob Odermann

Annual Report
Transportation Department 2025-2026
June 4, 2026

During the 2025-2026 school year we traveled **88,668** miles in yellow buses and **68,630** miles in our activity buses. This is a total of **157,298** student transport miles. These numbers are down from 88,748 in yellow buses, and up from **65,835** in activity buses, and total of **154,583** from last year. These numbers are up for activity trips because of the open winter that we had and not having to cancel as many trips due to weather.

We provided transportation for a total of **211** out-of-town activity trips during 2025-2026, down from 224 the previous year. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels. There were 11 scheduled activity trips that were canceled due to weather or schedule changes.

This past year, the transportation department processed a combined **240** vehicle/bus requests, up from 181 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 received our new bus for route 2 at the end of January but have had it back to Missoula to get warranty work done twice and it is currently there. We used it a few weeks this year and are hoping to get the issues solved so we can put it back to use. I have started the spec process for a new bus for route six with a hopeful delivery time in January of 2027. We will surplus one bus this year and another next year and sell them rather than trade them in. We still have 13 yellow buses. We did purchase a 2019 Ford Transit van for smaller group activity trips and it has proved to be super useful and has seen a lot of use. Our activity buses are in good shape and we will do some annual maintenance on them this summer to prepare them for next school year.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses, five MCI activity buses and one small activity bus, two driver education vehicles, seven maintenance vehicles, the 2 hot lunch vans, two transportation pickups and snowplow, four tech department vehicles and four fleet vehicles. We continue to service the ten CMLRCC vehicles. Our 2018 suburban lost a transmission this week and we have a new one on order and will install it ourselves. We also were able to purchase a service truck for the shop and plan to outfit it for mobile repair for our fleet, especially activity buses that break down. We will surplus two maintenance trucks and have purchased one newer one for them. 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 a week ago that will be assigned to Route 5 which we had to cover with substitute drivers all year this year. We also hired a driver that wants to just drive activity trips which will help immensely. Going into the fall we will be looking much better staffing wise if our new hires work out. 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 will attend the annual MAPT conference and receive 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 will be held June 17th -19th. I ended up as president of MAPT again this year but will pass the gavel at the end of this conference. We have three drivers scheduled to attend the Montana DRIVE defensive driving course and two to attend the CDL school in August.

Respectfully,

Rob Odermann, Transportation Director

ACTION ITEMS – NEW BUSINESS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#13

MEETING DATE: August 20, 2026

ITEM TITLE: ELEMENTARY TRUSTEES' FINANCIAL SUMMARY FOR THE 2025-2026 FISCAL YEAR

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Each year, Montana school districts are required to report their financial activity to the State of Montana. These financial statements, known as the Trustees' Financial Summary or "TFS", are the official financial statements of the District and will be audited this fall. TFS reports are available on the District website for public review.

The Board of Trustees needs to approve the Elementary Trustees' Financial Summary for the 2025-2026 Fiscal Year.

The Fixed Assets and OPEB portion will be updated at a later date.

NOTE: Due to delays at the County, the report was not completed in time to be included in the Board packet, but will be presented at the Board Meeting. It is possible that a subsequent meeting will need to be scheduled in order to approve this report.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#14

MEETING DATE: August 20, 2026

ITEM TITLE: HIGH SCHOOL TRUSTEES' FINANCIAL SUMMARY FOR THE 2025-2026 FISCAL YEAR

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Each year, Montana school districts are required to report their financial activity to the State of Montana. These financial statements, known as the Trustees' Financial Summary or "TFS", are the official financial statements of the District and will be audited this fall. TFS reports are available on the District website for public review.

The Board of Trustees needs to approve the High School Trustees' Financial Summary for the 2025-2026 Fiscal Year.

The Fixed Assets and OPEB portion will be updated at a later date.

NOTE: Due to delays at the County, the report was not completed in time to be included in the Board packet, but will be presented at the Board Meeting. It is possible that a subsequent meeting will need to be scheduled in order to approve this report.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#15

MEETING DATE: August 20, 2026

ITEM TITLE: ELEMENTARY BUDGET FOR THE 2026-2027 FISCAL YEAR

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the Elementary Budget for the 2026-2027 School Year.

NOTE: Due to delays at the County, the budget was not completed in time to be included in the Board packet, but will be presented at the Board Meeting. It is possible that a subsequent meeting will need to be scheduled to for final budget approval.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#16

MEETING DATE: August 20, 2026

ITEM TITLE: HIGH SCHOOL BUDGET FOR THE 2026-2027 FISCAL YEAR

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The Board of Trustees needs to approve the High School Budget for the 2026-2027 School Year.

NOTE: Due to delays at the County, the budget was not completed in time to be included in the Board packet, but will be presented at the Board Meeting. It is possible that a subsequent meeting will need to be scheduled to for final budget approval.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS

2026-2027 SCHOOL CALENDAR

AUGUST 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					

SEPTEMBER 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			

OCTOBER 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

NOVEMBER 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					

DECEMBER 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		

JANUARY 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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 14

August 17-18

October 15-16

Nov 2-5

March 22-24, 30-31, & April 1-2

May 10

New Staff Orientation

All Staff Orientation/PIR

Staff Development Days

Teachers Convention (Great Falls)

Parent-Teacher Conferences

Schedules vary by school

Parent-Teacher Conferences

Schedules vary by school

Full school days for students

PIR Day

HOLIDAYS & VACATIONS

No School for Teachers or Students

September 7

November 6

November 25-27

Dec 23 - Jan 1

January 18

February 25-26

March 25-29

April 9

April 23

May 31

Labor Day

Vacation Day

Thanksgiving Vacation

Winter Break

Vacation Day

Vacation Days

Easter Break

Vacation Day

Vacation Day

Memorial Day

New Teacher Orientation

First/Last Day of School

K-8 Quarter Ends

K-8 Qtr Mid-Term

K-8 Semester Ends

Early Out (1:30 pm)

PIR Day

No School (Day Off/No School)

Paid Holiday (Day Off/No School)

K-3 First Day

FHS Quarter Ends

FHS Qtr Mid-Term

FHS Semester Ends

FHS Graduation

PT Conferences

PUPIL INSTRUCTION	First Semester				93 days	Second Semester				86 days
	FIRST QUARTER				DAYS	THIRD QUARTER				DAYS
	First Week	Aug 19	to	Aug 21	3	First Week	Jan 19	to	Jan 22	4
	Second Week	Aug 24	to	Aug 28	5	Second Week	Jan 25	to	Jan 29	5
	Third Week	Aug 31	to	Sept 4	5	Third Week	Feb 1	to	Feb 5	5
	Fourth Week	Sept 8	to	Sept 11	4	Fourth Week	Feb 8	to	Feb 12	5
	Fifth Week	Sept 14	to	Sept 18	5	Fifth Week	Feb 15	to	Feb 19	5
	Sixth Week	Sept 21	to	Sept 25	5	Sixth Week	Feb 22	to	Feb 24	3
	Seventh Week	Sept 28	to	Oct 2	5	Seventh Week	March 1	to	March 5	5
	Eighth Week	Oct 5	to	Oct 9	5	Eighth Week	March 8	to	March 12	5
	Ninth Week	Oct 12	to	Oct 14	3	Ninth Week	March 15	to	March 19	5
	Tenth Week	Oct 19	to	Oct 23	5					42
					45					
	SECOND QUARTER				DAYS	FOURTH QUARTER				DAYS
	First Week	Oct 26	to	Oct 30	5	First Week	March 22	to	March 24	3
	Second Week	Nov 2	to	Nov 5	4	Second Week	March 30	to	April 2	4
	Third Week	Nov 9	to	Nov 13	5	Third Week	April 5	to	April 8	4
	Fourth Week	Nov 16	to	Nov 20	5	Fourth Week	April 12	to	April 16	5
	Fifth Week	Nov 23	to	Nov 24	2	Fifth Week	April 19	to	April 22	4
	Sixth Week	Nov 30	to	Dec 4	5	Sixth Week	April 26	to	April 30	5
	Seventh Week	Dec 7	to	Dec 11	5	Seventh Week	May 3	to	May 7	5
	Eighth Week	Dec 14	to	Dec 18	5	Eighth Week	May 11	to	May 14	4
	Ninth Week	Dec 21	to	Dec 22	2	Ninth Week	May 17	to	May 21	5
	Tenth Week	Jan 4	to	Jan 8	5	Tenth Week	May 24	to	May 28	5
	Eleventh Week	Jan 11	to	Jan 15	5					44
					48					Total Days 179

PUPIL INSTRUCTION-RELATED DAYS (PIR)	August 14	New Staff Orientation	
	August 17-18	All Staff Orientation/PIR	2.0
	October 15-16	Staff Development Days <i>Teachers Convention</i>	2.0
	Nov. 2-5	Parent-Teacher Conferences <i>Schedules vary by school</i>	1.5
	March 22-24, 30-31, & April 1-2	Parent-Teacher Conferences <i>Schedules vary by school</i> <i>Full school days for students</i>	.5
	May 10	PIR Day	1.0
		Floating PIR Day	1.0
			8.0
HOLIDAYS & VACATIONS	Dates Inclusive		
	September 7	Labor Day	
	November 25-27	Thanksgiving Vacation	
	Dec 23-Jan 1	Winter Break	
	January 18	Vacation Day	
	February 25-26	Vacation Days	
	March 25-29	Easter Vacation	
	April 9	Vacation Day	
	April 23	Vacation Day	
	May 31	Memorial Day	
	July 5	Vacation Day (12-mo employees)	

PUPIL INSTRUCTION

First Semester				83 days	Second Semester				96 days
FIRST QUARTER				DAYS	THIRD QUARTER				DAYS
First Week	Aug 19	to	Aug 21	3	First Week	Jan 4	to	Jan 8	5
Second Week	Aug 24	to	Aug 28	5	Second Week	Jan 11	to	Jan 15	5
Third Week	Aug 31	to	Sept 4	5	Third Week	Jan 19	to	Jan 22	4
Fourth Week	Sept 8	to	Sept 11	4	Fourth Week	Jan 25	to	Jan 29	5
Fifth Week	Sept 14	to	Sept 18	5	Fifth Week	Feb 1	to	Feb 5	5
Sixth Week	Sept 21	to	Sept 25	5	Sixth Week	Feb 8	to	Feb 12	5
Seventh Week	Sept 28	to	Oct 2	5	Seventh Week	Feb 15	to	Feb 19	5
Eighth Week	Oct 5	to	Oct 9	5	Eighth Week	Feb 22	to	Feb 24	3
Ninth Week	Oct 12	to	Oct 14	3	Ninth Week	March 1	to	March 5	5
				40	Tenth Week	March 8	to	March 12	5
									47
SECOND QUARTER				DAYS	FOURTH QUARTER				DAYS
First Week	Oct 19	to	Oct 23	5	First Week	March 15	to	March 19	5
Second Week	Oct 26	to	Oct 30	5	Second Week	March 22	to	March 24	3
Third Week	Nov 2	to	Nov 5	4	Third Week	March 30	to	April 2	4
Fourth Week	Nov 9	to	Nov 13	5	Fourth Week	April 5	to	April 8	4
Fifth Week	Nov 16	to	Nov 20	5	Fifth Week	April 12	to	April 16	5
Sixth Week	Nov 23	to	Nov 24	2	Sixth Week	April 19	to	April 22	4
Seventh Week	Nov 30	to	Dec 4	5	Seventh Week	April 26	to	April 30	5
Eighth Week	Dec 7	to	Dec 11	5	Eighth Week	May 3	to	May 7	5
Ninth Week	Dec 14	to	Dec 18	5	Ninth Week	May 11	to	May 14	4
Tenth Week	Dec 21	to	Dec 22	2	Tenth Week	May 17	to	May 21	5
				43	Eleventh Week	May 24	to	May 28	5
									49