

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

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

MONDAY, October 12, 2026

CALL TO ORDER (6:00pm)

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Report – Student Representative to the Board
5. Report – Lewistown Education Association (LEA)
6. Report – Committees of the Board
7. Report – Board Goals
8. Report – Strategic Plan Review
9. Report – Investments
10. Report – Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS – CONSENT AGENDA

12. Minutes of the September 14, 2026, Regular Board Meeting
13. Claims
14. Out of District Students
15. Personnel Report

ACTION ITEMS – OLD BUSINESS

None

ACTION ITEMS – NEW BUSINESS

16. First Reading of Policies
17. Annual Rental Fee for CMLRCC at the Central Montana Education Center Building
18. Canvass of Fergus High School Bond Election Results
19. RFQ for Owner’s Representative for Fergus High School Bond
20. Permission to Open Fund 250 for the Purposes of the Fergus High School Bond

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: October 12, 2026

ITEM TITLE: REPORT - STUDENT REPRESENTATIVE

PREPARED BY: Sophie Lark, Student Representative

SUMMARY:

Fergus High School Student Representative to the Board of Trustees will provide a report on upcoming activities at Fergus High School.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#5

MEETING DATE: October 12, 2026

ITEM TITLE: REPORT – LEWISTOWN EDUCATION ASSOCIATION

PREPARED BY: Luke Brandon, LEA President

SUMMARY:

The Lewistown Education Association (LEA) would like to update the Board of Trustees on the activities and happenings for their organization.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#6

MEETING DATE: October 12, 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
#7

MEETING DATE: October 12, 2026

ITEM TITLE: REPORT – BOARD GOALS

PREPARED BY: Brad Moore - Superintendent

SUMMARY:

Trustees will present their board goals for the year.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#8

MEETING DATE: October 12, 2026

ITEM TITLE: REPORT – STRATEGIC PLAN REVIEW

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees will review our current Strategic Plan.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

Lewistown Public Schools

Home of the GOLDEN EAGLES



Trustee – Community Integrated Strategic Action Plan



Connections to Community Needs

January-June 2025

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INTRODUCTION

Preface

On February 3, 2025, the Lewistown board of trustees, school administration, and members of the school community engaged in a community cross-over activity with the purpose of updating the District's Strategic Plan to meet adopted standards of school accreditation established during the 68th Legislative Session. Specifically, under ARM 10.55.601 to:

“(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an **integrated strategic action plan** [ISAP] and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.”

Additionally, and under ARM 10.55.722, the board of trustees shall implement a comprehensive family and community engagement plan aligned to the district integrated strategic action plan. The initial ISAP assurances were to be made publicly available at the end of March 2024 and were to be based on a comprehensive needs assessment with stakeholder input. Assurances also include integration of a graduate profile (ARM 10.55.602, 22), family and community engagement plan (10.55.702), professional development plan (10.55.714), and academic programming models (10.55.901, 10.55.902, and 10.55.904) which includes how the education program enables students to recognize the unique cultural heritage of American Indians, and several other required assurances.

The community cross-over activity took place over **three** planning sessions and provided trustees and members of the school community with a process allowing trustees and school leadership to connect with the identified needs of the school district. Community members participated in a formal process where they were asked to think about needs, concerns, issues of the school district as related to the District's programs. Members were specifically to identify the District's strengths, to identify areas of needed improvement, and to establish goals based on areas identified as needing improvement in addition to the required Board of Public Education (BPE) and Office of Public Instruction (OPI) required assurances. The outcomes of this community input session serve as the foundation for development of strategic action steps in support of identified goals prioritized by participants. Strategic actions support both the District's Vision and Mission for the students served by the Lewistown School District and supported by the school community.

A special **THANK YOU** is extended to all of the following members of the Lewistown School Community who participated in the strategic planning process and all of the District's school administration team.

Dani Arnold
Paul Bartos
Kris Birdwell
Whitney Brady
Jenni Bristol
Cooper Casey
Colin Comes
Lee Crouse
Katrina Davies
Reid Ruff

Shoei Davis
Jeff Friesen
Julia Grubb
Mike Hamling
Kevin Hodge
Lisa Koch
Roy Koch
Alex Koch
Melody Lark
Matthew Lewis

Jennifer Maxwell
Rosanna Mecklenburg
Jessica Miller
Ron Miller
Kaitlyn Moodie
Brad Moore*
Ashley Morris
Janelle Painter
Jaymie Phillips
Jake Rhoades

Rebekah Rhoades
Brett Shelagowski
Scot Solberg
Logan Turner
Eric VanderBeek
Teresa Vaughn
Matthew Ventresca
Nora Weichel
Danny Wirtzberger

• **BOLD Print--Board of Trustees**

* **Superintendent of Schools**

The Lewistown School District has a rich history dating back to October 1882 when its first public school opened. The city of Lewistown, Montana, is located in Fergus County and is located in the center of state, southeast of Great Falls (106 miles) and northwest of Billings (125 miles), and has an estimated population of 6,204 based on the United States Census Bureau (July 1, 2024). The Lewistown School District is served by a seven person Board of Trustees who provide oversight for all facets of district operations in cooperation with the superintendent of schools and business manager.

Lewistown School District serves students enrolled in grades K-12 with grade configurations of K-6, 7-8, and 9-12. Utilizing Average Number Belonging (ANB) for the past six fiscal years, the district's enrollment has dropped by 33 students (see **Table 1**, page 5). This represents a 2.69 percent decrease in enrollment and on face values appears insignificant but when combined with the number of families electing to homeschool their children (around 200 students), this equates to a significant loss in revenue for the District, K-12.

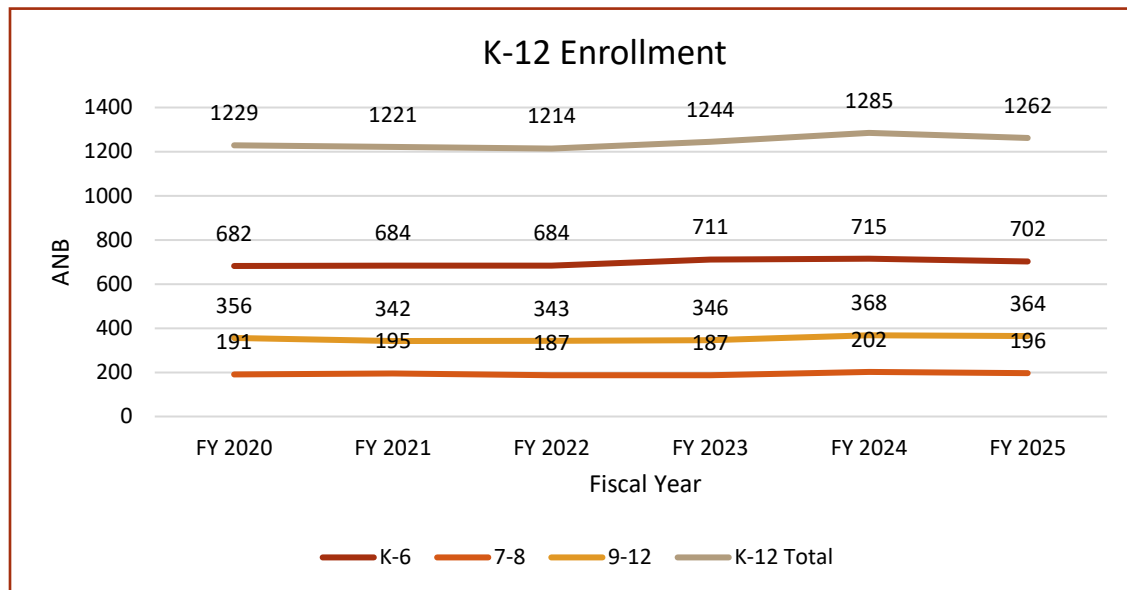
Forecasts are important as the Average Number Belonging (ANB), a student count used for school funding is one of two basic entitlements used in the school budgeting process on an annual basis. The second major component of direct state aid is the calculated basic entitlements. Without an upward shift in student enrollment K-12, the District's budget authority will remain relatively flat without increases in ANB or substantial changes in the budget formula as it currently exists in Montana Code Annotated.

Factors that may have a moderate impact on ANB and overall school population over the next 20 years as reported on in the 2024 Lewistown Land Use Plan (adopted October 7, 2024) include employment boosts from VACOM, a German industrial technology company specializing in the manufacture of vacuum products.¹ Estimated employment growth is 500 new jobs with many of those being filled by locals as well as new workers and families moving to the community. **Figure 1** on page 5 presents an overview of low to high population projections associated with VACOM.² Additionally, the United States Airforce's Sentinel project is scheduled to bring an estimated 3,000 temporary employees to the Lewistown area in an effort to update aging nuclear missile silos and infrastructure. The project to update silos is several years out with a tentative start date of 2030.

¹ 2024 Lewistown Plan, City of Lewistown MT, October 7, 2024. (herein after 2024 LP)

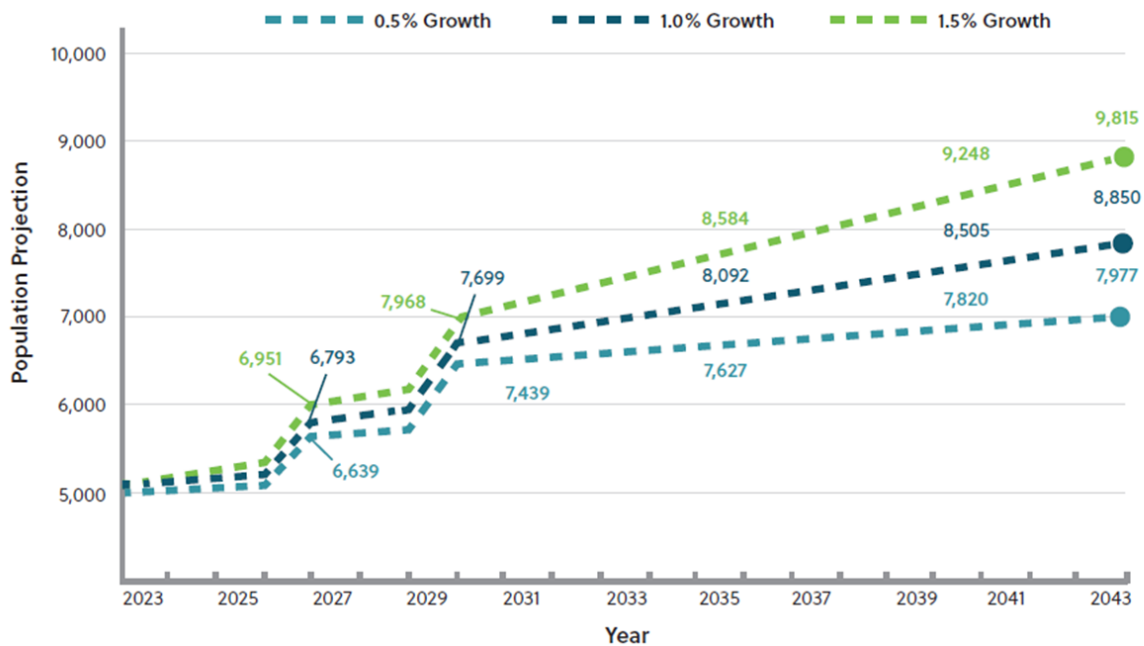
² 2024 LP at p. 31.

Table I: K-12 Enrollment FY-2020 – FY 2025



The Average Number Belonging (ANB), based on potential economic growth, over the next 20 years should experience a slight increase (Table I). Recapture of homeschool students would also provide additional ANB to the district, and both factors would add to current ANB resulting in a corresponding increase in the district's budget authority.

Figure 1: Lewistown Population Projections 2023-2043



Source: Figure 1 2024 Lewistown Plan

The snapshot provided on enrollment, community population totals and the economy are variables that the District does not control, but these variables have considerations for budgeting and school operations. Consequently, engaging the community in a process of goal identification places the trustees and school administration in a position to be responsive to community concerns and manage school operations and resources to promote continuous school improvement for students and staff.

Professional Standards for Educational Leaders

The role of the educational leaders and trustees has changed as well as the demands of school governance at all levels. The 2015 Standards provide a clear emphasis on student learning and help guide the work of school leadership daily. The revised Standards encompass 10 Domains (below) and contain 83 actions or performance areas for school leaders to manage with support by elected school boards. The 2015 Standard Domains are:³

1. **Mission, Vision, and Core Values**-effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms**-effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
3. **Equity and Cultural Relevance**-effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. **Curriculum, Instructions, and Assessment**-effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. **Community of Care and Support for Students**-effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel**-effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. **Professional Community for Teachers and Staff**-effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
8. **Meaningful Engagement of Families and Community**-effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

³ Source: National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.

9. **Operations and Management**—effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. **School Improvement**—effective educational leaders function as agents of continuous improvement to promote each student’s academic success and well-being.

Best Practice for Effective School Governance:

Consistent with the revised educational standards are school board best practices aligned to each student’s achievement and well-being. Trustees in cooperation with the superintendent are both accountable for student achievement and through strong collaboration within and between the school community, improved academic achievement is possible. Best practices result in governing boards engaging in:⁴

- ▶ **Board Governance that is strongly tied to Student Achievement**—high achieving boards have student achievement aligned to district priorities and goals and efforts to these ends are not negotiable.
- ▶ **Board Governance that is strongly tied to building positive Community Relations**—high levels of collaboration exist with the community and is developed through factual and consistent messaging, and a recognition of the diversity that exist within a community.
- ▶ **Board Governance that is proactive in Urban [Rural] Districts**—superintendents and boards must be very proactive with the school community/public on any strategy to be implemented in order to gain the support of the community.
- ▶ **Board Governance that is informed and organized when Navigating Politics**—boards must understand and be unified when confronted with various political hurdles and maintain an objectivity while adhering to student goals and priorities.
- ▶ **Board Governance that is focused on policy and long-range planning**—boards work collectively with an understanding of the trustees’ roles with a focus on student achievement. Working as a collective group focuses decision-making while seeking common ground versus a group of individuals working independently.

Awareness of standards and best practices in school governance are central to setting goals aligned with the 21st century workplace and economy and help guide decision-making by trustees and school leaders. What follows is the work of the strategic planning participants and is aimed at providing direction for the Board of Trustees, School Leadership, and the School Community for the next three years, and meeting the accreditation standards set by the Board of Public Education and administered by the Office of Public Instruction.

⁴ Source: Hanover Research (2014). Effective Board and Superintendent Collaboration. Adapted from Iowa Association of School Boards. 2014.

Lewistown Public School District

Lewistown Public Schools Mission Statement

"Excellence Today, Success Tomorrow."

Lewistown Public Schools Vision Statement

The vision of Lewistown Public Schools is to empower every student to achieve success, embrace lifelong learning , and contribute to a thriving community. Our commitment is to ensure a safe, supportive, and innovative learning environment that cultivates knowledge and a growth mindset. Through strong partnerships we will inspire students, parents, staff, and community to strive for excellence in an ever-changing world.

Core Values: Lewistown's core values and beliefs are presented below.

1. **High Standards** - Lewistown Public Schools upholds high standards and expectations for the board of trustees, staff, and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered** - The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being, and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices** - Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability** - Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration, and the board of trustees.

5. **Community Support** - Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, board of trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools, and we strive to earn and maintain that trust.
6. **Communication** - Lewistown Public Schools values ongoing effective and open communication with parents, students, staff, administration, the board of trustees and the community.

Strategic Policies and Parameters

SPP-1: LPS will recruit, employ, and retain the highest quality school personnel in all areas of operation and management.

SPP-2: LPS will maintain the highest academic and professional standards ensuring effective instructional practice and real-world applications empowering individual student capacity for life-long success in an evolving world.

SPP-3: LPS will build and maintain a positive learning and teaching environment that is responsive to the academic, social, emotional, and physical needs of all members of the school community.

SPP-4: LPS will work to maintain high quality school facilities that support effective learning and a safe school climate and strategically support the mission and vision of the district.

SPP-5: LPS will work to create positive, collaborative, and beneficial relationships that welcome families and engage the school community.

Board Policy

In support of the Lewistown Public School's *Integrated Strategic Action Plan (ISAP)*, the Lewistown Board of Trustees has adopted and maintains policies and regulations that serve to define and guide overall organization management of the district with an emphasis on student learning ensuring that each student is prepared for an evolving world. Board Policies can be accessed on the District's website at:

Link: <https://www.lewistown.k12.mt.us/board/school-board-policies>

Board policy areas include:

Board of Trustees.....	1000 Series
Instruction.....	2000 Series
Students.....	3000 Series
Community Relations.....	4000 Series
Personnel.....	5000 Series
Administration.....	6000 Series
Financial Management.....	7000 Series
Non-Instructional Operations.....	8000 Series

As noted, policy strives to support and promote educational opportunities specific to students. The 3000 policies establish attendance guidelines, expectations for student conduct and discipline, effective use of district resources, and compliance with State and Federal code and regulations (i.e., FERPA, IDEA, Section 504, Title IX).

All members of the school community should familiarize themselves with the 3000 policy series. Common policy questions often arise around:

- Board Policy 3110--Entrance, Placement, and Transfer was revised on March 10, 2025, and addresses admittance of a student to Lewistown Public Schools.
- Board Policy 3310—Student Discipline and Board Policy 3310—Discipline of Students with Disabilities, address code of conduct violations for which disciplinary consequence would result in the potential removal from the student's placement.

Student learning conditions and staff work conditions are optimized when all members of the learning community sustain a collective responsibility and commitment to the Mission and Vision of the school district and this is realized through adherence to policy and understanding of board adopted policy.

Graduate Profile

*In times of change , learners inherit the earth, while the learned find themselves
beautifully equipped to deal with a world that no longer exists. –Eric Hoffer*

As defined, "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate." Creation of a graduate profile allows us to consider what isn't yet for our students, but to consider the competencies they must possess as they transition from grade-to-grade, from middle school to high school, and from high school to experiences and opportunities not yet realized. The graduate profile is an opportunity to align the school's Mission and Vision with the competencies required in a world that is constantly changing.

Schroll (2023) states that the process for a graduate profile involves teachers, parents, and district staff collectively considering the following key questions:⁵

- What 21st-century skills and mindsets do students need to thrive in their adult lives in today's tech-focused and rapidly changing world?
- What skills do students need to embody in connecting and collaborating as community members and global citizens?
- What goals and vision for learning does the broader community have for graduating students?

Lewistown Public Schools Profile of a Graduate

The following Profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Competency 1: **Critical Thinker**

Qualifiers C-1:

- Informed/Knowledgeable
- Problem Solver
- Curious, Creative, and Discerning
- Growth Mindset, Ever-Learning
- Technological and Media Literate
- Common Sense

Competency 2: **Community Engagement and Stewardship**

Qualifiers C-2:

- Takes an active role in the community
- Uses gifts and talents to enhance and contribute to their group and/or community
- Makes the Lewistown community a better place for all
- Takes an active leadership role in modeling good citizenship

⁵ Schroll, L. (2023). *Designing a Graduate Profile for - Future Proof Students (+ 6 Steps to Lead)*. Available at: <https://www.projectoty.com/graduate-profile/>

Competency 3: Responsibility and Accountability**Qualifiers C-3:**

- Self-disciplined
- Strong Work Ethic
- Productive
- Goal Setting
- Work/Life Balance
- Personal Ownership and Follow Through

Competency 4: College and Career Learner**Qualifiers C-4:**

- Foundational knowledge in desired pursuit/career
- Innovator and Creative Thinker
- Personal and Professional Life Skills
- Resilient/Confident
- Intrinsically Motivated

Competency 5: Effective Communicator**Qualifiers C-5:**

- Confident and Clear
- Respectful
- Collaborative
- Adaptability
- Conflict Resolution
- Effective Written, Verbal, and Non-verbal Skills

The following graphic designed by the Lewistown Public Schools captures the competencies and attributes desired for graduates and their future beyond high school.

LEWISTOWN PUBLIC SCHOOLS

Profile of a Graduate



The above profile identifies the competencies and characteristics the Lewistown School Community believes graduates need to thrive upon graduation.

Community Cross-Over – Organizational Assessment

Perceptions of the school community are extremely valid in identifying strengths and areas of concern of the district and provide a basis for considering areas of improvement for the benefit of the school community. Thematic strengths identified by the participants included having an excellent staff, small class sizes, a variety of academic course offerings, strong programs (MTSS, SOAR, and Ag-Ed), strong community support, an administration that embraces innovative ideas, completed bond work for K-8 schools, and great school attendance K-12. Areas of concern identified include district facility needs, student enrollment numbers (ANB), fiscal support for new levies/bonds and taxable valuation, academic performance, and access to mental health resources. A complete list of strengths, areas of concern, and potential regional impacts (+/-) are located in Appendix A.

District Needs-District Goals



The connection exercises focused on bringing to the forefront the thoughts, concerns, and needs of the school community utilizing a cross-section of the community—parents, students, teachers, business owners, senior citizens, and others. The following five (5) goal areas were initially identified with input from participants (N=36) and represent areas needing action and improvement.

The process used a thematic approach to filter and develop the five goals listed below and aligned to areas of concern identified by community participants. These five goals represent top priorities identified by participants and the rank order initially assigned was completed by the District's administrative team to reflect priorities from their working perspectives as school leaders.

Priority	District Needs – District Goal Areas
1	Strategic Goal: Recruitment and Retention Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff. Considerations include starting wages for both certified and classified staff and ongoing recruitment need linked to turnover and the succession of experienced personnel.

2	Strategic Goal: Facility Planning and Funding Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies. • Considerations tied to the goal include building maintenance, outdated facilities (i.e., HS roof, locker rooms), and • Funding needs associated with community support and trust, and bonding and levy capacities tied to tax base.
3	Strategic Goal: Programs and Curriculum Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile. • Considerations include understanding of the kindergarten readiness of incoming students and the ongoing learning, developmental, and pedagogical needs of each K-12 student necessary to achieve content proficiencies based on effective instruction and use of assessments.
4	Strategic Goal: Student Enrollment Develop and manage relationships with early childhood programs (feeder programs) and homeschools to better promote learning opportunities while facilitating enrollment in LPS. • A primary consideration is the increase in the number of homeschool students (220 students) resulting in a significant loss in district budget authority.
5	Strategic Goal: Student Support Services Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible. • Consideration is focused on access to available support services (i.e., mental health) especially for our most at-risk students.

The essence of the strategic planning process was to have Trustees select members from the community, individuals that brought to the table perspectives about the school system that may be the same or different from other members of the school community. The process allowed school leadership to connect with other identified needs of the school community and establish some baselines for future discussion about needs, concerns, and issues of the school district. The aforementioned areas were prioritized and identified areas of need will require further development into actionable goals that the Board and school leadership can begin to discuss and address with the school community. These goals are in addition to accreditation goals sets during the 2022-2023 school year through the Community Needs Assessment (CNA) and in some instances are aligned with goals identified during this planning process (i.e., staffing). **Accreditation goals set in the prior year are as follows:**

District 2022-2023 Accreditation Goals Academic

The community needs assessment (CNA) survey was established around 24 categories and comprised 132 questions. The following elementary and high school goals were established based on the CNA and target student academic performance.

Elementary Goal #1 - Increase our percentage of Tier 1 Students to 80% across our K-8 Grade levels by the end of the 2024-25 school year.

Elementary Goal #2 - Improve our After-School Program that involves at least 80% of our Tier 2 and Tier 3 Students at least 2 times per week to move at least 10% of our Tier 2 students to Tier 1 and to move at least 10% our Tier 3 students to Tier 2.

High School Goal #1 - Professional Development on evidence-based strategies, Differentiated Instruction and Experiential Learning. FHS will use all of their PIR and MTSS professional Development funding and opportunities to focus on at least 3 strategies during the 2024-25 school year.

High School Goal #2 - Within the MTSS Framework, increase the number of students in Tier 1 to at least 80% and move a minimum of 10% of these Tier 2 students to Tier 1 and at least 10% of the Tier 3 students to Tier 2 within the 2024-25 school year.

RECOMMENDATIONS For Goal Development:

Goals developed by the participants result in a process that may utilize both short- and long-term goal formation to accomplish each prioritized goal. Appendices B and C provide **sample processes** for developing a general or more global plan (Step 1) to accomplish each goal, and a process (Step 2) for development of one or more comprehensive strategic action plans aligned with a specific district goal. Step 2 may result in short- or long-term strategic actions plans.

As an example, one goal area focused on programs and curriculum, and this will result in a comprehensive review/audit of content curriculum/programs and a plan to move student performance to a proficient level. This goal can be linked to the accreditation goal for reading. Reviews/audits are more time intensive process and would result in a long-term plan, and eventually, a second and new strategic action plan based on findings (i.e., A new plan exploring the purchase of a new reading series, how to fund curriculum purchase, staff training, program evaluation of new curriculum).

A. Step 1: Development of a general plan for accomplishing each goal. Appendix B provides a sample general plan for initial development of the first two prioritized goals listed, addressing curriculum and communication. Step 1 requires development of each element in the table.

- **Our Reality:** A simple statement that acknowledges your current reality in comparison to standards. As an example, current Reading and Math data has greater than 50% of students not performing at a proficient level based on state test data.
- **Key Activities:** A list of what items need to be evaluated and used to develop recommendations/actions need to address the goal. Key Activities are not static and may be added to as teams begin working on goals.
- **Team Responsible:** Identify potential number of teams and who could work on goal. In certain instances, only one person may be needed to complete a key activity.
- **Target Date/Timeline:** Establish tentative timelines for key activity completion. Again, these may be adjusted as needed.
- **Evaluation Measurement:** What needs to be accomplished—a comprehensive audit, a new policy developed, a recommendation for professional development, et cetera.

B. Step 2: Development of a specific action plan for accomplishing the primary goal or elements within the goal. Appendix C provides a **sample** plan for program evaluation of the K-8 reading program. This is an initial step that looks only at what is happening in the K-8 reading program and outlines an auditing process leading to specific recommendations and decisions involving the trustees and school leadership. Categories developed vary slightly, but the process is much the same as in Step 1.

On a final note, samples developed are samples and are not intended to reflect actual direction or actions the District or Teams will or should take in developing district-level strategic action plans. They are provided as a means of setting structural format for processes that can be used and managed for each S.M.A.R.T. goal. (Specific, Measurable, Achievable, Relevant, and Time-bound)

Appendix A
Identified District Strengths, Areas of Need or Concerns, and Regional Impacts

Appendix A

Identified District Strengths and Areas of Need or Concerns

Strengths	Weaknesses/Areas of Concern
➤ Good mix of veteran/new staff ➤ Dedicated Educators ➤ Excellent staff (personally and professionally) ➤ Teachers and Staff ➤ Stable working and learning environment for staff and students ➤ Dual enrollment course offerings & online offerings ➤ Dual Credits ➤ Wide variety of academic/extra-curricular opportunities for students (for a small class "A" school) ➤ Opportunities for student (early literacy, to extra- and co-curricular activities) ➤ Variety of learning & extra-curricular opportunities (CTE, AP, Dual Credit, clubs, electives, field trips) ➤ Quality curriculum ➤ Class sizes ➤ Community support for work experiences and internships ➤ Community Support ➤ Community pride (very supportive) ➤ Family centered community ➤ Administration embraces innovative teacher ideas ➤ Complete Bond work K-8 ➤ MTSS (Multi-Tiered System of Support) ➤ SOAR Program ➤ Vo-Ag Education ➤ School attendance rate	✓ Facility at FHS (i.e., roof, locker rooms, etc.) ✓ Building Maintenance ✓ Aging infrastructure district wide ✓ Outdated facilities ✓ High School Facility ✓ Staffing needs (bus drivers, paras) ✓ LPS starting wages & classified wages ✓ Aging population ✓ Decreasing enrollment ✓ 220 homeschool students ✓ Increase in homeschool numbers ✓ Lack of community support for bonds and levies ✓ Lack of trust amongst taxpayers ✓ Lack of tax base ✓ Funding needs ✓ Kindergarten readiness ✓ Priority of sports over academics ✓ Assessment scores/student proficiency ✓ Access to a broader range of services for children/families (i.e., mental health) ✓ Access to mental health resources especially for economically disadvantaged students

Regional Impacts (+ or -):

- | | |
|---|---|
| <ul style="list-style-type: none"> + Vacom + New CTE Academy + Potential Growth | <ul style="list-style-type: none"> - Decrease in enrollment #s (ANB) - Declining enrollment - Levies not passed - Building deterioration - Reduced student opportunities - High cost of living (i.e., housing, childcare, etc...) - Lack of funding |
|---|---|
-
- + or -: Legislative Decisions**
 - + or -: Population Growth (Increase class sizes, potential housing needs for staff, increase in ANB funding)**
 - + or -: Changes in Federal oversight and funding**
 - + or -: Alternatives to LPS/Traditional school: homeschool, online school, charter schools or kids choosing nearby community schools**

Appendix B

General Strategic Action Plan – Sample Goal Template

Lewistown School District Strategic Action Plan-Overview of Top Five Priorities **(SAMPLE)**
 “LEARN TODAY...LEAD TOMMORROW.”

District Goal	Our Reality	Key Activities	Team Responsible	Target Date/Timeline	Evaluation - Measurement
Strategic Goal: Recruitment and Retention --Identify and implement employment conditions critical to the recruitment and retention of a community of professional certified and classified staff.					
Strategic Goal: Facility Planning and Funding --Develop a short- and long-range facility plan addressing aging infrastructure needs of the district with community input that establishes trust and support for bonds and levies.					
Strategic Goal: Programs and Curriculum --Align, focus, and implement systems of rigorous curriculum that support readiness at all grade levels and the competencies and characteristics identified in the District's graduate profile.	1. Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data require auditing to close achievement gaps for all students and to create post-secondary pathways.	1. Inventory all K-12 curriculum development and implementation dates. 2. Inventory key K-12 resources (i.e., reading series, math series, etc.) to determine adoption dates and areas needing updates. 3. Establish Reading and Math program evaluation teams to determine effectiveness of Math and Reading programs. 4. In conjunction with 3 above, determine what data will be disaggregated/analyzed in program evaluations. 5. Assess career awareness embeddedness across all curricula and use of interest inventories, career fairs, etc. Identify past professional development offered by the District and ensuing years planned PD. Examine cost and benefit and planned budget.	Note: More than one team should be established to address key activities. In some cases, a person may serve on more than one team due to time available, experience and education mastery. Explore options for release time to complete work. As elementary feeds HS, high school membership should be considered.	1. Curriculum Inventory: Date TBD 2. Inventory of Curriculum Resources: Date TBD 3-4. Math-Reading program evaluation may take up to 1 year depending on the time available. DATE:TBD 5. Career Awareness Assessment: Date TBD 6. PD Assessment: Date TBD	1. Inventory Rpt. 2. Inventory Rpt. 3--4. Program evaluation reports with team recommendations 5. Career Assessment Rpt. 5 Preliminary Assessment of past PD. 3-4 above may direct future PD needs.
Strategic Goal: Student Enrollment --Develop and manage relationships with early childhood programs (feeder programs) and homeschooled to better promote learning opportunities while facilitating enrollment in LPS.					
Strategic Goal: Student Support Services --Cultivate student support services, both in- and out-of-school, which support the academic, social, emotional, and physical needs to the optimal degree possible.					
Future Objective/Goal		In Progress		Completed	

Appendix C

Specific Strategic Action Plan - Goal Template

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Reading Team Members		Team Leader		
LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality: Student achievement is tied to rigorous curriculum, PD training for teachers and curricular implementation with fidelity. Existing curricula and student assessment data in READING requires program evaluation/auditing to close achievement gaps for all students.				
Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.				
Select Reading Program Evaluation Team	1. Identify Reading Team: possible team (1, 3, 5, 7 teachers and one teacher hold a reading specialist or MA in reading) 2. Review program evaluation steps: Resource: <u>Effective Program Evaluation</u> by Dunsworth & Billings	Dist. Superintendent—oversight of Team Reading Team	1. Reading Team established by Date . 2. Program review of evaluation/audit process/steps by end of Date .	1. Reading team is formed, trained, and moving forward with program evaluation.
Reading Team develops Reading Program Evaluation Plan.	1. Determine critical research questions. 2. Identify data needed and collection methods. 3. Establish a timeline for plan completion—work backwards from May 2025 4. Assign team responsibilities 5. Identify resources-what resources do you need to complete review (i.e., release time-Subs, resource materials) *See Dunsworth & Billings template.	Reading Team (Note: resource needs will likely need input from superintendent for release time, cost items)	1. Evaluation plan developed by end of Date .	1. Reading Plan developed and reviewed with Superintendent for implementation.
Reading Teams collects data needed to answer research questions.	1. Data Collection: typically, from 4 broad categories (Dunsworth & Billings): a. Student learning data-SBAC, STARS, summative assessments b. Teacher data-experience, training, PD c. Demographic data-socioeconomic, gender, attendance, preschool prep d. Perception data-students, parent, teachers	Reading Team	1. Data collection completed by Date ..	1. Data collected from all sources for analysis by the Reading Team.
The Reading Team analyzes Reading Data to determine program strengths/weaknesses.	1. Reading team evaluates date to look at trends, what the data reveals (subgroups, curriculum gaps), and what does it mean and how it can be reported.	Reading Team	1. Analysis completed by Date .	1. Summary of strengths and weakness with decision on how to report out.

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Our Goal/Purpose: Evaluate K-8 reading program to determine the degree to which K-3 program (Learning to Read) and 4-8 program (Reading to Learn) is resulting in students reading at expected grade levels.

LT-Smart Goal # 1	Strategies and Action Steps	Who Is Responsible	Target Date or Timeline	Evidence of Effectiveness
The Reading Team engages reporting stage to make recommendations about program effectiveness or in-effectiveness.	1. Develop final report inclusive of: i. Abstract with key findings ii. Purpose and research questions iii. Team member listing iv. Brief description of data collected v. Summary of data analysis vi. Answers to research questions/findings vii. Statement of overall program effectiveness as related to program, instruction, curriculum, etc. viii. Recommendations from the team to Supt/Board/School Community Resource: <u>Effective Program</u> by Dunsworth & Billings	Reading Team	1. Reading Team report developed by DATE.	1. Final Report ready for presentation to Superintendent, Board, Teachers, community.
Reading Team reports out to the Board and Administration for final decision making and next steps.	1. Board and administration consider decisions to modify, supplement, discard, update reading program *See Dunsworth & Billings template.	Board & Administration	1. Board and Administration consider findings and recommendations and develop final decisions concerning Reading Program: May 2026.	1. Board – Administrative action regarding next steps.
Next Steps: May result in a revision to this plan to include: a. Explore new reading curriculum and training. b. Possibly teachers just need training on an existing program. c. Existing program may have gaps that can be filled by purchase of supplement resources versus buying a new reading series.				

LPS District Long-Term Strategic Plan K-12 Reading-SAMPLE

Define Purpose/Goal	Select Program Evaluation Team	Determine Program Evaluation Research Questions	Identify Data Collection Methods	Establish Timelines	Assign Responsibilities	Identify Resources

Template Resource: Effective Program Evaluation, Dunsworth and Billings (2012)

Appendix D

District Accreditation OPI ISAP Checklist

District Accreditation OPI ISAP Checklist

Part 1, sections A-K of the ISAP process were completed by the school District this past year and the District does not have to re-submit areas unless seeking an improvement or required by a corrective plan.

2023-2024 Assurances - Part 1		
Standard	ARM	Value
A. Integrated Strategic Action Plan - Process (CNA)	10.55.601(3)	4
B. Integrated Strategic Action Plan - Content (Goals)	10.55.601	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	10.55.601	4
D. District Assurances	10.55.603 , 10.55.701 , 10.55.706 , 10.55.714 , 10.55.716 , 10.55.717 , 10.55.718 , 10.55.719 , 10.55.720 , 10.55.721 , 10.55.723 , 10.55.724 , 10.55.801 , 10.55.802 , 10.55.803 , 10.55.804 , 10.55.805 , 10.55.806 , 10.55.905 , 10.55.906 , 10.55.908 , 10.55.910 , 10.55.911 , 10.55.1001 , 10.55.1003	8
E. Assignment and Licensure of Staff	10.55.702 , 10.55.703 , 10.55.704 , 10.55.705 , 10.55.707 , 10.55.708 , 10.55.709 , 10.55.710 , 10.55.716	4
F. Teacher Load and Class Size	10.55.712 , 10.55.713	4
G. Professional Development Schedule	10.55.714	4
H. Family and Community Engagement	10.55.722	4
I. Basic Education Program Offerings (High School and Middle School only)	10.55.902 , 10.55.904	4
J. Indian Education for All	10.55.901 , 10.55.902 , 10.55.904	4
K. Indian Education for All	10.55.901 , 10.55.902 , 10.55.904	4

OPI Link to full Accreditation Guide for FY 25: [FY2025 Criteria Ref. Guide.pdf \(mt.gov\)](#)

Part 2, sections L-R of the ISAP process must be completed this school year, 2024-2025, and each area will be evaluated and scored. Scores from sections A-K will be combined with scores from sections L-R resulting in a final accreditation status determination based on meeting of the assurance standards and performance standards. The ISAP process will be continuous with updates to the process every three years. OPI will establish a 3-year cycle for districts, likely to be based on MASS regions.

2024-2025 Assurances - Part 2		
Standard	ARM	Value
L. Integrated Strategic Action Plan - Graduate Profile	10.55.601(4a))	4
M. Proficiency-Based Learning Model - Curriculum	10.55.603(1, 4c, d)	4
N. Proficiency-Based Learning Model - Assessment	10.55.603(5)	4
O. Educator Effectiveness - Professional Development Plan	10.55.714(1&3)	4
P. Educator Effectiveness - Mentorship & Induction	10.55.723	4
Q. Educator Effectiveness - Evaluation	10.55.724(1&2)	4
R. Educational Opportunity - School Climate	10.55.801	4

Thank you for participating in the Lewistown Strategic Planning Process!

DTF Educational Consulting

Helena, Montana

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#9

MEETING DATE: October 12, 2026

ITEM TITLE: REPORT – INVESTMENT

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

Interest earned for August 2026 was as follows:

Elementary - \$15,566.96

High School - \$14,514.94

Interest earned for September 2026 was not available to be reported.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#10

MEETING DATE: October 12, 2026

ITEM TITLE: REPORT – SUPERINTENDENT

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

Student Count data will be shared at the Board Meeting

MCEL/Legal Training- October 14-16

Board Tours- Plan for this year?

Student Enrollment (unofficial)

FY27

HS- 349

7-8- 169

PK-6-- 607

Total FY 27 1125 (Down 13 from Fall FY26)

Bridged Board Meeting- November 2- Helena (Final Board Meeting as Board Member)

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#11

MEETING DATE: October 12, 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

12. Minutes of the September 14, 2026, Regular Board Meeting
13. Claims
14. Out of District Students
15. Personnel Report

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#12

MEETING DATE: October 12, 2026

ITEM TITLE: MINUTES

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

The following minutes are attached for your approval:

- Minutes of the September 14, 2026 Regular Board Meeting

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, September 14, 2026

REGULAR BOARD MEETING

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

1. ROLL CALL

TRUSTEES PRESENT:

Whitney Brady, Karly DeMars, Sam Helmer, Mariah Shammel, Carson Sweeney,
Jeff Southworth, Eric VanderBeek

TRUSTEES ABSENT:

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

3. MOTION TO SET THE AGENDA – Approved Unanimously (Brady/Helmer)

4. PRESENTATION – VANESSA MOEN, INJURY PREVENTION PROGRAM

Vanessa Moen, Physical Therapist, shared information regarding the FIFA 11+ Injury Prevention Program that she will be facilitating for all coaches and athletes competing in high school sports for the 2026-2027 school year.

5. REPORT – STUDENT REPRESENTATIVE TO THE BOARD

Sophie Lark, Student Representative, reported on the happenings at Fergus High School. She expressed her support of the new “no cell phone” policy.

6. REPORT – LEWISTOWN EDUCATION ASSOCIATION

Chase Auger, LEA President, introduced himself as the new President of the organization. He also shared the events taking place in their organization.

7. REPORT—COMMITTEES OF THE BOARD

There were no committee meetings. The Curriculum Committee will be meeting soon. The Vocational Advisory Committee met last week.

8. REPORT—INVESTMENT

Interest earned and distributed for July 2026 was reported at \$26,537.89 in the Elementary and \$20,525.98 in the High School. August Bond SLGS interest was reported at \$225.29 for a total of \$155,462.81 since August 2024.

9. REPORT—SUPERINTENDENT

Brad Moore, Superintendent, updated the Board on staffing throughout the District. Board Goals and Strategic Planning will be shared at the October Regular Board Meeting. University of Montana visited last week to discuss their paraprofessional program. Mr. Moore shared that Fergus High School is looking at starting a Drama Club. Mr. Lewis and Megan MacCatherine, teacher, shared information regarding their vision for the club. Mr. Moore updated the Board on upcoming meetings he will be attending. Rebekah Rhoades updated the Board on tax receipts versus revenues, reporting that the County is in agreement that the District revenues received seem lower than actual taxes received at the County. She will be researching and will notify the District of her findings.

PUBLIC PARTICIPATION

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

Tracey Karcher, Montana House of Representative Candidate, introduced herself to the Board and shared information regarding a plan she has to assist with the Administrative burden on schools, fixing a flawed funding formula and relieving the dependence on taxes. She presented a proposal she is working on called the Montana K-12 Sovereign Endowment that would replace the Over BASE Tax Levy portion of school budgets that she hopes to bring to Legislature.

Carson Sweeney thanked James Aldrich for his work to publish accurate information in the News Argus.

ACTION ITEMS

CONSENT AGENDA ITEMS – approved unanimously (Brady/Southworth)

11. APPROVE MINUTES OF THE AUGUST 20, 2026, REGULAR BOARD MEETING
APPROVE MINUTES OF THE AUGUST 26, 2026 BUDGET MEETING
12. APPROVE CLAIMS – approval of the claims referenced in the 2025-2026 Bill Schedule and submitted through September 4, 2026. The Finance Committee for July-September 2026 will be Board Chair Mariah Shammel, Whitney Brady, Jeff Southworth and Karly DeMars. The Finance Committee for October-December 2026 will be Board Chair Mariah Shammel, Whitney Brady, Sam Helmer and Karly DeMars.
13. APPROVE TRANSPORTATION
14. APPROVE PERSONNEL REPORT

INDIVIDUAL ITEMS – OLD BUSINESS

No old business.

INDIVIDUAL ITEMS – OLD BUSINESS

15. APPROVE MREA MEMBERSHIP FOR THE 2026-2027 SCHOOL YEAR – approved unanimously (Brady/DeMars)

Board Chair, Shammel, reminded the Board that the final Bond Tour is Tuesday, September 15, 2026 at Fergus High School. She thanked the Board for all of their efforts.

ADJOURNMENT

The meeting was adjourned at 6:57 p.m. (Brady/Southworth). The next regular meeting will be held at 6:00 p.m. on Monday, October 12, 2026, at the Lincoln Board Room.

MARIAH SHAMMEL
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER/CLERK

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#13

MEETING DATE: October 12, 2026

ITEM TITLE: CLAIMS

PREPARED BY: Chris Gobble, Purchasing

SUMMARY:

See attached claims paid through October 9, 2026, as approved by the Finance Committee.

Members of the Finance Committee for October – December 2026 include: Board Chair Mariah Shammel, Whitney Brady, Sam Helmer and Karly DeMars.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS**Lewistown, Montana****BOARD AGENDA ITEM****#14****MEETING DATE:** October 12, 2026**ITEM TITLE:** OUT OF DISTRICT STUDENTS**PREPARED BY:** Brad Moore, Superintendent**SUMMARY:**

The Board needs to consider approval of the following Out of District Students:

<u>Student</u>	<u>District of Residence</u>	<u>District of Choice</u>
2027-69	King Colony Elementary	Lewistown Elementary
2027-70	King Colony Elementary	Lewistown Elementary
2027-71	Stanford High School	Fergus High School

Below is a summary of Out of District Students Attending LPS for 2026-2027:

Denton Elementary	4
Denton High School	2
Grass Range Elementary	9
Grass Range High School	4
Hobson Elementary	3
Hobson High School	1
Judith Gap Elementary	3
King Colony Elementary	22
Moore Elementary	7
Moore High School	3
Roundup Elementary	1
Roy Elementary	6
Roy High School	3
Stanford High School	1
Grand Total	69

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#15

MEETING DATE: October 12, 2026

ITEM TITLE: PERSONNEL REPORT

PREPARED BY: Amanda Key, Administrative Secretary

SUMMARY:

Attached is the Personnel Report for your review.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday October 12, 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>
BRIEDENBACH, Sherry	Tennis Head Coach	FHS	Approve appointment on schedule- FHS STUDENT ACTIVITIES Stipend- \$44,500 x .145	10/13/2026	Derek Lear	
BRUSIO, Jordan	Volunteer Football Coach	FHS		10/13/2026	Derek Lear	
GREMAUX, Geri	Substitute Teacher/Para	District Wide		10/13/2026	Brad Moore	
HESS, Trent	Substitute Bus Driver	District Wide		10/13/2026	Rob Odermann	
MALLOY, Lauren	Delivery Driver	District Wide	Approve appointment on schedule - DELIVERY DRIVER, Step 0 for up to 6 hours per day for up to 139 days	10/13/2026	Amie Freisen	Replacing Fred Wood Pending Background Check
MURPHY, Tia	Junior Class Fundraiser Coordonator	FHS	Approve appointment on schedule- FHS STUDENT ACTIVITIES Stipend- \$44,500 x .020	10/13/2026	Derek Lear	Replacing Doug Braulick
POSER-BROWN, Lora	Assistant Speech and Drama Coach	FHS	Approve appointment on schedule- FHS STUDENT ACTIVITIES Stipend- \$44,500 x .075	10/13/2026	Derek Lear	
RUSSELL, Sarah	Paraprofessional	Lewis and Clark	Approve appointment on schedule - HIGH NEEDS PARAPROFESSIONAL, Step 11+ for up to 7.5 hours per day for up to 144 days	10/13/2026	Danny Wirtzberger	Replacing Alyssa Aamold. Alyssa Transferred to LJHS Opening
WICHMAN, Jackie	Head Cheer Coach	FHS	Approve appointment on schedule- FHS STUDENT ACTIVITIES Stipend- \$44,500 x .125	10/13/2026	Derek Lear	

ACTION ITEMS – OLD BUSINESS

There is no old business to discuss.

ACTION ITEMS – NEW BUSINESS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#16

MEETING DATE: October 12, 2026

ITEM TITLE: FIRST READING OF POLICIES

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board of Trustees needs to approve the attached list of policies that were reviewed by a Committee of the Board on Tuesday, July 14, 2026.

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

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

Each policy shows information that is new in **highlight** and text being removed in ~~striketrough~~.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
1st READING POLICIES
October 12, 2026

1105	Membership
2050	Student Instruction
2100	School Year Calendar and Day
2151	Interscholastic Activities
3110	Entrance Placement and Transfer
3110F	Educational Authorization Affidavit
3120	Compulsory Attendance
3150	Part-Time Enrollment
3225	Sexual Harassment, Intimidation of Students
3225F	Sexual Harassment Reporting Form
3225P	Sexual Harassment Grievance Procedure
3231	Searches and Seizure
3600	Student Records
3600F	Student Records
3600P	Student Records
5012	Sexual Harassment of Employees
5012F	Sexual Harassment of Employees
5012P	Sexual Harassment of Employees
5120	Hiring Process and Criteria
5120P	Fingerprint Background and Handling Procedure
5120P1	Federal Background Check
5321	Leaves of Absence
5322	Military Leave
5324	Civic Duty Leave

NEW POLICIES

~~POLICIES BEING REMOVED~~

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#17

MEETING DATE: October 12, 2026

ITEM TITLE: ANNUAL RENTAL FEE FOR CMLRCC AT THE CENTRAL MONTANA
EDUCATION CENTER BUILDING

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The Board needs to consider the annual rental fee for the Central Montana Learning Resource Center if they were to relocate their offices from the Lincoln Building to the Central Montana Education Center Building. Chelsey Rogers, CMLRCC Director, will present information at the meeting.

☐ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#18

MEETING DATE: October 12, 2026

ITEM TITLE: CANVASS OF FERGUS HIGH SCHOOL BOND ELECTION RESULTS

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

The board needs to approve the attached Certification of Election and canvass the official election results of the Fergus High School Bond Election held on Tuesday, September 29, 2026.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

FERGUS COUNTY HIGH SCHOOL
HIGH SCHOOL DISTRICT NO. 1,
FERGUS COUNTY, MONTANA

ELECTION CERTIFICATE

High School District No. 1, Fergus County, Montana caused the County Election Administrator to conduct a mail ballot bond election on September 29, 2026, at which the following proposition was considered:

Shall the Board of Trustees (the “Board”) of High School District No. 1, Fergus County, Montana (the “District”), be authorized to sell and issue general obligation bonds of the District in one or more series in the aggregate principal amount of up to Ten Million Five Hundred Thousand and No/100 Dollars (\$10,500,000.00), bearing interest at rates to be determined at the time of the sale, payable semiannually, during a term as to each series of bonds of not more than twenty (20) years, for the purpose of providing funds to pay the costs of repairing or replacing high school facility components that are beyond their useful lives and making Fergus High School more secure, to include: adding a secure vestibule, intercom system, camera system, and exterior door access control; repairing or replacing the fire alarm system; repairing or replacing the roof; painting and sealing the building exterior; making electrical system repairs; repairing or replacing heating, ventilation, and air condition systems; replacing doors, flooring, ceiling tiles, and bathroom features; repairing exterior door thresholds, sidewalks, concrete landings, and stairs; making related repairs or replacements at the high school; and paying costs associated with the sale and issuance of the bonds?

If this bond election passes, based on the taxable value of the school district, the property taxes on a home with an assessed market value for tax purposes of \$100,000 are estimated to increase by \$30.75 in the first year, of \$300,000 are estimated to increase by \$92.24 in the first year, and of \$400,000 are estimated to increase by \$124.23 in the first year. An increase in property taxes may lead to an increase in rental costs.

The total number of registered electors who were eligible to vote in the bond election was 6,302.

The canvass of the votes establishes that 1,748 electors voted “BONDS - YES”, and that 1,288 electors voted “BONDS - NO”.

THEREFORE, BE IT CERTIFIED that the above bond proposition has been approved in accordance with the provisions of section 20-9-428, MCA, and that the Board of Trustees of High School District No. 1, Fergus County, Montana is hereby authorized to issue bonds for the purpose and in the amount specified in the ballot proposition.

DATED: October 12, 2026.

Chair of the Board of Trustees
High School District No. 1, Fergus County,
Montana

Attest:

District Clerk
High School District No. 1, Fergus County,
Montana



Canvass of Votes and Declaration of Results

TO BE FILED IN ELECTION OFFICE

1 of 1

Detail Results

Machine ID: A Machine #: 4519033255

Fergus County, MT
School Bond Election
09/29/2026

09/29/2026 20:11:21

First Ballot Date Time: 09/29/2026 16:16:50
Last Ballot Date Time: 09/29/2026 20:03:32

Total Sheets Processed: 3040
Total Ballots Cast: 3040
Blank Sheets Cast: 3

Contest	Votes
HIGH SCHOOL DIST NO. 1 BOND ELECTION	
(Vote For 1)	
BONDS - YES	1748
BONDS - NO	1288
Over Votes	1
Under Votes	3
Total	3040

CANVASS OF VOTES CAST AT THE SCHOOL DISTRICT #1 ELECTION HELD IN LEWISTOWN, FERGUS COUNTY ON THE 29th DAY OF SEPTEMBER 2026

STATE OF MONTANA)
County of Fergus)

We hereby certify that this constitutes a full, true and complete canvass of the number of votes cast, and declaration of results in each district of said Lewistown School District #1 for the issue enumerated and we hereby certify the issue passed.

Attest my hand and the seal of said County, hereto affixed this 12 day of October 2026.

Board of Canvassers:

Signature

Signature

Signature

Signature

Signature

Signature

Signature

(SEAL)

Signature of Election Administrator

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM
#19

MEETING DATE: October 12, 2026

ITEM TITLE: REQUEST FOR APPROVAL OF RFQ FOR OWNERS'S REPRESENTATIVE
FOR FERGUS HIGH SCHOOL BOND

PREPARED BY: Brad Moore, Superintendent

SUMMARY:

See attached Owner's Representative RFQ for the Fergus High School Bond.

☒ **ADDITIONAL INFORMATION ATTACHED**

NOTES:

REQUEST FOR QUALIFICATIONS - OWNERS CONSTRUCTION REPRESENTATIVE

Submittal Due Date / Delivery Requirements – October 30, 2026/Rebekah Rhoades,- Business Manager
Brad Moore- Superintendent/Procurement Officer

Clearly mark the outside of your submittal as “Response to Request for Qualifications: Owners Construction Representative, Lewistown Public Schools”.

Deliver 1 Electronic copy via email, addressed to Superintendent or Business Manager

Brad.moore@lewistown.k12.mt.us

Rrhoades@lewistown.k12.mt.us

Owner Contact: Brad Moore, Superintendent or Business Manager- Rebekah Rhoades

All official communication with Candidates and questions regarding this RFQ will be via email to the Owner Contacts listed above. No inquiries will be accepted after the submittal deadline as indicated in the project schedule.

Project Schedule

Advertisement Dates:	October 14, 17, 21
RFQ Available:	October 14, 2026
RFQ Submittal Deadline:	October 30, 2026
Interview Invitations:	October 30, 2026
Interviews:	November 4, 2026
Candidates Notified of Selection:	November 5, 2026
Candidates Board Approval:	November 9, 2026
Notice to Proceed Given to Successful Candidate	November 9, 2026

(Pending Board of Trustee Approval)

Project Background

Lewistown Public Schools seeks to immediately engage the services of a firm or individual to manage all aspects of design and construction of numerous building projects Fergus High School. These projects consist of security and safety enhancements, hvac, heating, cooling and roof replacement. The approved bond amount for the projects totals just over \$10 million, Project length is anticipated to span until Q1 2030.

RFQ Objective

The purpose of this RFQ is to select a Qualified Owner Construction Representative (Candidate) to contract with the Owner and also work closely with the Project Team to provide customary owner's construction representative services for the pre-construction, construction and post occupancy phases of the project in addition to providing customary Owner's Construction Representative / Construction Management Advisor services.

Project

The Project Team includes three main components

- 1) Owner: Lewistown Public Schools represented by the Board of Trustees and Administration and assisted by the Owner's Construction Representative.
- 2) Design Teams: Architects, Engineers and any specialized design disciplines. The Owner's Construction Representative will assist the district in the development process of SD's, DD's, and full Construction Documents.
- 3) Construction Teams: The construction team is currently in selection process for General Contractor/Construction Manager via alternative project delivery as outlined in MCA.

Selection Process Compensation

No compensation is offered for the Owner's Construction Representative Selection process.

Owners Construction Representative Compensation

Compensation for the successful candidate(s) will be negotiated on a fair basis in conformance with industry standards. The candidate's proposed method of compensation will also be factored into the final fee negotiations.

Submittal Requirements

Organize your RFQ response using the following outline. Please separate each section with dividers or tabs using appropriate section labels.

1. Cover letter / statement of interest
2. The preferred individual or firm should possess the following:
 - a. Identify the individual who will be the main point of contact.
 - b. A minimum of 10 years of field experience in a construction-related field on projects with construction costs in excess of \$5,000,000, and/or a degree in the field of engineering or architecture.

- c. Provide all team members experience and responsibilities, including their resumes.
- d. Describe your firm's past experience with providing Owner's Construction Representation, highlighting any projects with similar size, scope and delivery methods used.
- e. How does your firm provide an in-depth cost evaluation of proposals, fees, budgets and construction change orders?
- f. Ability to develop creative and cost effective solutions to problems.
- g. A working knowledge of local building systems, codes and regulatory requirements.
- h. Demonstrate ability to professionally represent the District's interests in all phases of the project(s) design, management, construction, inspection and acceptance.
- i. Show your ability/approach to overseeing project schedules.
- j. Describe your firm's knowledge with the design/bid/build and alternative delivery method.
- k. Based on the current number of projects your firm currently has under contract or in negotiation does your firm have the capacity to complete projects of this size? What percentage of your firm is currently involved in other projects?
- l. This project requires the Candidate to carry, at minimum, general liability insurance (\$1,000,000), Professional Liability Insurance (E&O) \$1,000,000 and workers compensation according to State Laws.
- m. Demonstrate ability to manage and develop a master budget and maintain it accurately throughout the project to ensure a quality project is delivered within budget.
- n. Demonstrate a working knowledge in some or all disciplines including architectural design, structural engineering, mechanical engineering, electrical engineering, civil engineering, roof design and maintenance, construction cost estimating, facility management and maintenance, information technology (word, excel, accounting). Indicate which disciplines you are knowledgeable and have expertise and/or experience.
- o. Describe understanding of Bonding, Permitting and Insurance requirements for publicly funded construction.
- p. How does your firm enforce and encourage high safety standards on occupied construction sites?
- q. Demonstrate how you have worked with other design/build teams to deliver more value to your client than they expected.
- r. Please explain your firm's role in construction administration, including the observations and reporting your firm will complete for the project on behalf of the district. Please provide a sample of an OR field report from your firm.

3. Scope of Service

The Owner's Construction Representative is expected to act on the owner's behalf in overseeing the project through completion and into occupancy. Please provide a narrative of your approach to providing these services and explicitly identify any additions or exclusions. When appropriate include the number of meetings, site visits, etc., and any other pertinent descriptions that clearly identify services included in the proposal.

4. References / Letters of recommendation from previous relevant experience with similar projects. Provide a comprehensive list of ALL school projects completed or begun within the last 10 years, with contact information, along with brief project description

5. Disclosure of any disciplinary actions on any previous projects, if any.

6. Permission for Owner to conduct a Criminal Background Check, if requested.

Expectations (but not limited to)

Review and provide a written assessment of the Owner's project budget. Develop, monitor, and update the overall project schedule. Review and provide a written assessment of the Owner's project information, including the preliminary engineering report created by others. Strong verbal and written communication skills. Successful firm will attend public meetings as needed and/or required by Owner. Provide regular updates to the Board of Trustees. Produce, update and provide the Owners a complete project file. Coordinate, with the design team, the permitting process through local and state jurisdictions. Function as communication liaison between all parties. Provide written record of all substantive project communications and actions. Provide guidance to Owner on construction related issues such as Change Orders, schedule adjustments, and other items that may develop during the course of the project. Provide project closeout coordination, including one year warranty inspection. Represent the Owner's interests in all matters pertaining to the design, permitting, bidding, inspection, and construction of the proposed facilities Both parties may agree upon other duties. Generally protect the Owner's interests during the course of the project.

Further project information / Contact with Owner

Candidates wishing to obtain further project information, tour the facilities, or otherwise enhance their understanding of the project may do so by appointment with Thom J. Peck, Superintendent at the contact information listed above.

Acceptance or Rejection of Submittals

The Owner reserves the right to accept or reject any or all responses to the Request for Qualifications. Proffering this solicitation does not obligate the Owner to retain or contract with an Owner's Construction Representative.

Public Nature of Submittals

Because they are submitted to a public entity, all RFQ submittals are public documents and may be viewed at the District Offices by anyone with an interest.

Owner's Construction Representative Selection Process

Lewistown Public School District contemplates hiring an Owners Representative over the course of these bond projects.

Proposed Process: Owner's Construction Representative Candidates will be assessed by a committee designated by the Owner on the following scale. The three candidates with the highest numeric scores will be "shortlisted" and may be invited to interview before the selection committee. Unsuccessful candidates will be notified immediately after the selection process is completed. After interviews numeric scores will rank the three candidates, and the Owner will begin contract negotiations with the preferred candidate (highest score). If negotiations are successful the other candidates will be informed immediately. If the negotiations with the preferred candidate are unsuccessful negotiations will be formally terminated by the Owner and started anew with the second ranked finalist, and thus until a suitable agreement can be reached. Candidate scores will be made public after the selection process has concluded.

Depending on the number and quality of submittals received, the Owner may choose to make the selection of the preferred Owner's Construction Representative Candidate based on the submittal information alone, and may decline to conduct the interview stage of the selection process. In this case the selection scoring will be made public as soon as the successful OCR is selected.

Candidate Assessment Scoring

Selection Criteria	Max Points Possible
1. Letter of Interest: How complete and concise was the letter of interest and the RFQ response? Was the RFQ well organized, with complete information responding to all submittal criteria?	15 points
2. Experience and Qualifications: Provided a comprehensive package which highlights the experience of key personnel who will staff the project. Previous experience as Owners Construction Representative with similar projects. Experience with governmental agencies having jurisdiction.	25 points
3. Scope of Services: Candidate has affirmed each of the owner's requirements and expectations for this project and demonstrates clear knowledge of all elements of project procurement.	25 points
4. Subjective Fit: How well does the district candidate understand the district goals and mission	25 points
5. References: Candidate has provided a comprehensive project list with contact information for projects completed over the last ten years.	10 points
Total Points:	100 points

Interviews

If deemed necessary, an interview invitation will be sent out to the three Candidates with the highest RFQ submittal scores on the date noted in the project schedule. The invitation will explain the interview requirements and provide the time and location. The purpose of the interview is to ensure a full understanding of the RFQ responses and to introduce key members of the team.

The interviews will consist of a 20 minute presentation followed by a 35 minute period for questions and answers. During the presentation, the lead consultant for the project should be identified along with members of their team. Please note team members that will not be directly working on the project day to day are not invited to the oral interviews.

The apparent winner will be determined based on their interview score along with an evaluation of materials submitted as requested, which is separate from their RFQ submittal score.

Acceptance and Rejections

The Owner reserves the right to select any or reject any and all proposals in their best interest. The Owner also reserves the right to pre-qualify any or all Candidates or reject any or all Candidates as unqualified, including without limitation the right to reject any or all nonconforming, nonresponsive, unbalanced, or conditional, qualifications. The Owner also reserves the right to re-solicit, waive all informalities not involving price, time, or changes in the work, and to negotiate contract terms with the apparent successful proposer.

The Owner is not responsible for cost incurred in preparation of this proposal. Proposals will not be returned and become the property of the Owner once submitted, which could be publically shared. By submitting a proposal all Candidates agree to the terms and conditions of this RFQ and the RFQ will become part of the awarded Candidates contract. The Owner and Owner's legal council will submit a draft agreement to the apparent winner to be used on this project. The Owner and Owner's legal council will negotiate terms with the apparent winner prior to commencement of work.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

#20

MEETING DATE: October 12, 2026

ITEM TITLE: PERMISSION TO OPEN FUND 250

PREPARED BY: Rebekah Rhoades, Business Manager

SUMMARY:

With the passage of the Bond, the Board needs to approve the opening of a Fund 250. Once closing is complete, all bond proceeds from taxes and payments made will need to be made from the Debt Service Fund (250).

☐ **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 <i>Dates Inclusive</i>	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)	

