

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LINCOLN BOARD ROOM**

215 7<sup>th</sup> Avenue South  
Lewistown, Montana 59457

**MONDAY, July 10, 2023**

**REGULAR BOARD MEETING**

**PAGE 1**

Meeting ID

[meet.google.com/ccw-gomy-dip](https://meet.google.com/ccw-gomy-dip)

Phone Numbers

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

PIN: 421 669 826#

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

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Discussion—2022-2023 Annual Report
5. Report—Committees of the Board
6. Discussion – Bond Update
7. Report—Investment
8. Report—End of Year Transfers and Recap
9. Report—Superintendent

**PUBLIC PARTICIPATION**

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

**ACTION ITEMS**

**MINUTES**

11. Minutes of the June 12, 2023 Regular Board Meeting

**APPROVAL OF CLAIMS**

12. Claims

**INDIVIDUAL ITEMS**

13. Approve Changes for the 2023-2024 Elementary and Jr. High School Student Handbooks
14. Approve Second Reading Board Policy 2050 – Student Instruction
15. Approve Second Reading Board Policy 2167 – Correspondence Courses
16. Approve Second Reading Board Policy 2168 – Online and Distance Learning
17. Approve Second Reading Board Policy 2170 – Digital Academy
18. Approve Second Reading Board Policy 2170P – Digital Academy
19. Approve Second Reading Board Policy 3100 – Early Enrollment for Exceptional Circumstances

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20. Approve Second Reading Board Policy 3121 – Enrollment and Attendance Records
21. Approve Second Reading Board Policy 3121P – Enrollment and Attendance Records  
Average Number Belonging
22. Approve Second Reading Board Policy 3413 – Student Immunization
23. Approve Second Reading Board Policy 3417 – Communicable Diseases
24. Approve Second Reading Board Policy 5230 – Prevention of Disease Transmission
25. Approve Second Reading Board Policy 5130 – Staff Health
26. Approve Second Reading Board Policy 5223 – Personal Conduct
27. Approve Second Reading Board Policy 5321 – Leaves of Absence
28. Approve Second Reading Board Policy 1310 – District Policies and Procedures
29. Approve Second Reading Board Policy 2221 – School Emergencies
30. Approve Second Reading Board Policy 2221P - School Closure
31. Approve Second Reading Board Policy 4330 – Community Use of Facilities
32. Approve Second Reading Board Policy 8301 – Direct Safety
33. Approve First Reading of NEW Board Policy 5322 – Military Leave
34. Approve Extension of Winifred Bus Routes into the Lewistown School District
35. Approve Extension of Roy Bus Routes into the Lewistown School District
36. Approve and Review ESSER Re-Opening Plan
37. Approve Change of Bus Stop at Hilger
38. Approve Recommendation of 8<sup>th</sup> Grade Sports Participation at Fergus High School
39. Approve Personnel Report

**ADJOURNMENT**

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

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

## **PUBLIC PARTICIPATION**

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

- a. Speaker must first be recognized by the Chair and identify him/herself.
- b. Comments may not infringe on the rights to privacy of another.
- c. Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- d. There will be a limit of one presentation per person.
- e. 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.
- f. 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.
- g. The Board will accept comments from the public on each agenda item as it is discussed.

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

LEWISTOWN PUBLIC SCHOOLS

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

4

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

ITEM TITLE: DISCUSSION—2022-2023 ANNUAL REPORT

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

The Lewistown Public Schools 2022-2023 Annual Report is attached for the Board of Trustees to review. This report will be placed on the next agenda as an action item for approval.

**SUGGESTED ACTION:** Informational

☒ Additional Information Attached

NOTES:

# **Lewistown Public Schools**



**2022-2023  
Annual Report**

# ***ANNUAL REPORT***

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

## **REPORT / ASSIGNMENT**

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

**GARFIELD  
ELEMENTARY  
SCHOOL**

**Matt Lewis**

# Garfield Elementary Annual Report 2022-2023

## Goal Area 1: Measurable Student Achievement

### Multi-Tiered Systems of Support (MTSS)

This year the team consisted of Marne Dohrmann, Maria Derheim, Emily Louis, Rachael Swimley, Pam Roberts, Jack Baldwin, Shalon Wilson, Leah Strouf, Audrey Boling, and myself. Miss Derheim and Miss Swimley co-chaired this committee and need to be commended for their leadership. The use of our “Tier Tracker,” which is an excel spreadsheet that allows us to track all student data and interventions, essentially going paperless. This information was used by all of the staff at some point during the school year. The MTSS team used this information for student placement into intervention groups along with teacher input. It was very useful in streamlining our data collection and it acted as a fidelity check for all staff members. In addition, we added a tab that outlined the next steps for the teacher in order to help students in the area of need. This documentation really helped when we followed up with the teacher regarding progress of the interventions in place. This process also allows us to transfer student data to Highland Park very easily.

We continued to use the Dibels 8<sup>th</sup> edition Reading Assessment. At the Kindergarten and 1<sup>st</sup> grade level this assessment measures, non-sense word fluency, word segmentation, letter sound recognition, letter identification, sight words and a fluency assessment at the end of 1<sup>st</sup> grade. As we began the school year our benchmark scores were a little low with a large portion of our students falling into the intensive academic category. One factors that we took into consideration when we began to look at our fall benchmark scores: We had students take the assessment the 3<sup>rd</sup> week of school, which is earlier than we have in the past. This has a greater impact on our Kindergarten students for sure.

This year we continued our ABC club and backwards ABC club to challenge students to know their ABCs. While this seems like a given, they would know them, we were shocked to see at the end of the 1<sup>st</sup> semester only 59% of our students could say the ABCs. The students definitely rose to the challenge because at the end of the year we had 92% of the students reciting it with no assistance at all. In the end, we also had 30+ students who could recite the ABCs backwards. It is important to note that when we assessed student this was not timed, which is different from our Dibels assessments which is a one minute timed assessment.



## **Curriculum**

This was a big year with the adoption of new math and language arts materials being purchased. Staff worked hard to plan the year integration of the new materials into the lessons. The Wonders materials has some great tools to assess students to help identify gaps in student learning. As we continue updating and revising our language arts pacing guides these assessments will really help with being able to consistently gauge not only student progress but gaps in our instructional planning at each grade level. The Bridges material also had some great tools teachers used this year to assist our students grow in their number sense knowledge. The math corner activities really were a nice addition to all of our classrooms. This portion of the Bridges program took calendar activities and worked on patterns, number sense, shapes, predictions, and so much more. It was great to watch students really think critically about their predictions and share their math reasoning skills.

We will continue to emphasize the importance of students practicing phonemic awareness skills to ensure we build the foundation for fluent readers. We are using the Haggerty Phonemic Awareness program to assist with this focus. This program focuses on 8 phonemic awareness skills: Rhyming, Onset Fluency, Blending, Isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, and substituting phonemes. These daily activities engage students as a class and individually. The program allows students to hear their teachers' model the activities then replicate the rhyming, blending, segmenting, substitution, or addition/subtraction of phonemes in words.

## **Interventions**

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

## **KinderSteps**

This was the 4th year for our KinderSteps program. This program was designed to assist students who are age eligible for kindergarten but not quite ready for school on a social/emotional and academic level. This year we had 12 students enrolled in the class, which was a lot of fun to watch.

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

Ms. Dohrmann and I have visited about HB 352 and its impact on the program. Looking at the legislation, this program will become a classroom based intervention program as defined by the legislation. While our criteria will change slightly with the Board of Public Education providing school districts with an assessment that will predict or gauge student reading proficiency by 3rd grade. This will help us really streamline the identification of students eligible for the program and guide the program in its early literacy instruction. We have worked to revise our program description already to ensure that it is in line with the intent of the law to help us maintain a program that will help kids be proficient readers by 3rd grade.

## Dibels 8<sup>th</sup> Edition Benchmark Assessments

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

### Kindergarten Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	89	90	86
Mean (Standard Deviation)	18.3(14.8)	36.4(18.4)	48.9(18.2)
	28% Core	51% Core	66% Core
	21% Strategic	14% Strategic	14% Strategic
	51% Intensive	34% Intensive	20% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	89	90	86
Mean (Standard Deviation)	8.9 (11.7)	33.9 (17.7)	48.1(21.1)
	25% Core^	41% Core^	53% Core^
	25% Core	28% Core	17% Core
	2% Strategic	2% Strategic	3% Strategic
	48% Intensive	29% Intensive	26% Intensive

Non-Sense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	89	90	86
Mean (Standard Deviation)	5.3(14.9)	19 (15)	34.3 (23.1)
	6% Core^	16% Core^	17% Core^
	13% Core	18% Core	38% Core
	13% Strategic	19% Strategic	9% Strategic
	67% Intensive	48% Intensive	35% Intensive
Non-Sense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	89	90	86
Mean (Standard Deviation)	0.8 (4.6)	3.2 (4.9)	8.6 (8.5)
		17% Core^	27% Core^
	10% Core	17% Core	23% Core
	90% Strategic	18% Strategic	20% Strategic
		49% Intensive	30% Intensive

Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	89	90	89
Mean (Standard Deviation)	1.2 (7.9)	5.4 (8.7)	12.6 (10.7)
		16% Core^	23% Core^
	18% Core	37% Core	37% Core
	82% Strategic	24% Strategic	15% Strategic
		23% Intensive	24% Intensive
Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	89	90	86
Mean (Standard Deviation)	292 (47)	367.7 (29.3)	430.8 (39.1)
	17% Core^	21% Core^	24% Core^
	13% Core	27% Core	40% Core
	20% Strategic	13% Strategic	18% Strategic
	49% Intensive	39% Intensive	28% Intensive

### First Grade Early Reading Benchmarks

Measure	Beginning	Middle	End
LNF – Letter naming Fluency	Goal: 42	Goal: 57	Goal: 59
Students tested	90	90	88
Mean	41.5 (16.1)	60 (16.5)	67.3 (15.3)
	52% Core	67% Core	75% Core
	24% Strategic	14% Strategic	14% Strategic
	23% Intensive	19% Intensive	11% Intensive
PSF – Phoneme Segmentation	Goal: 31	Goal: 43	Goal: 45
Students Tested	90	90	88
Mean	43.8(16.4)	54.5 (16.5)	60 (15.3)
	44% Core	51% Core	60% Core
	41% Core	28% Core	27% Core
	7% Strategic	12% Strategic	8% Strategic
	8% Intensive	9% Intensive	5% Intensive

NWF – Nonsense Word Fluency-CLS	Goal: 30	Goal: 52	Goal: 55
Students Tested	90	90	89
Mean	33.5(22.7)	54.7 (26.4)	68.9 (36.3)
	23% Core	16% Core	21% Core
	28% Core	31% Core	39% Core
	8% Strategic	26% Strategic	20% Strategic
	41% intensive	28% Intensive	19% Intensive
NWF – Nonsense Word Fluency - WRC	Goal: 5	Goal: 14	Goal: 15
Students Tested	90	90	89
Mean	7.3 (8)	14.8 (9.6)	19.7 (12.9)
	14% Core	12% Core	19% Core
	38% Core	33% Core	42% Core
	28% Strategic	31% Strategic	22% Strategic
	20% Intensive	23% Intensive	17% Intensive
WRF – Word Reading Fluency	Goal: 12	Goal: 17	Goal: 25
Students Tested	90	90	89
Mean	12.1 (11.2)	20.4 (17.6)	31 (21.1)
	12% Core	16% Core	17% Core
	22% Core	30% Core	29% Core
	32% Strategic	13% Strategic	35% Strategic
	33% intensive	41% intensive	19% Intensive

ORF – Oral Reading Fluency	Goal: 10	Goal: 21	Goal:39
Students Tested	90	90	89
Mean	12.3 (19)	22.6 (25.6)	51.7 (35.1)
	11% Core	12% Core	19% Core
	23% Core	19% Core	35% Core
	22% Strategic	33% Strategic	21% Strategic
	43% Intensive	36% Intensive	25% Intensive
Measure	Beginning	Middle	End
ORF – Oral Reading Fluency - Accuracy	Goal: 67	Goal: 87	Goal: 91
Students Tested	90	90	89
Mean	42.3 (31.8)	60.2(27.5)	85.2 (17.8)
	28% Core	2% Core	49% Core
	22% Strategic	43% Strategic	12% Strategic
	50% Intensive	37% Intensive	38% Intensive
Composite	Goal: 330	Goal: 389	Goal: 441
Students Tested	90	90	89
Mean	332.9 (23)	393.2 (29)	456.9 (37.8)
	13% Core^	13% Core^	20% Core^
	31% Core	27% Core	38% Core
	28% Strategic	40% Strategic	29% Strategic
	28% Intensive	20% Intensive	12% intensive



The assessment scores you see above are based on one minute timed sessions with individual students. Mrs. Boling and Miss Aly take one week in the fall, winter and spring to complete these assessments for our school and test each student individually. In most cases there is growth from fall to spring but there are also opportunities to get better. In looking at the Oral Reading Fluency for 1<sup>st</sup> grade and Word Reading Fluency at Kindergarten, we may need to look at how we can help students improve in these areas. Possibly creating a few 1<sup>st</sup> grade Read Naturally groups could improve fluency.

At the end, I looked at the end of the year composite scores for each grade level. This is an overall look at how students did on all of the assessments combined. There were a couple of interesting numbers that stuck out when really examining how our students did overall. When looking at the Kindergarten Composite score you will see we had 54 out of the 86 students tested score in the core or above core category, meaning these students are proficient in those areas. I also looked at the student in the intensive category which is where we had 24 student this spring. A little closer look at this number revealed of those 24 kids 4 of those kids are on IEPs and 10 of those students are in KinderSteps and 3 are being retained. So this breaks down to having 7 general ed student who fall into the intensive category out 86 kids tests, which is about 8% of the grade level. I looked at the same numbers for 1<sup>st</sup> grade and found some similar information. We had 52 students score in the core or above core categories. Out of the 12% or 11 students in the intensive category in the 1<sup>st</sup> grade composite score it turns out that 5 out of the 11 are already on IEPs. This would mean that 6 general ed students are at the intensive category out of 89 students assessed, which is about 7% of the grade level.

## **Goal Area 2: Facilities**

Utilizing space at Garfield is never a problem. We have done our best to ensure students have appropriate learning spaces. We have adjusted some of our intervention groups to better use the space we have. We have paraprofessionals now doing more push in services in the classroom and pulling small groups of students. This not only helps with our space issue but also assists the classroom teacher, freeing them up to help other students.

We did get all of our cameras operational this year. In looking at how our hallway cameras were set up we are in need of one more camera in our 1<sup>st</sup> grade hallway to have better coverage of our exterior doors. The addition of one more outside camera, would give us a better picture of our upper playground and improve our ability to ensure student safety.

In addition, Garfield purchased handheld radios for the staff. This has really helped in communicating with each other during the school day. It has been so nice to be able to radio the playground when we are in need of assistance or looking for a student. A great example of how this has helped our staff, we had a student get his arm stuck between two boards on the wooden play set on the lower half of our playground. The duty staff simply radioed for help and I was able to be outside in a matter of minutes to assist getting the student unstuck. They come in very handy at the end of the day when we are loading buses, to ensure students are where they need to be or if we have a parent show up at the last minute to pick up their student.

Garfield also installed a doorbell/intercom system on the front door of the school. This has allowed us to secure the front door of the school during school hours. Any person visiting the school must ring the doorbell in order to gain access to the building. This was a staff decision and a priority to ensure the safety and security of our staff and students. This has been a very welcome addition to our school and parents that I have talked to were very appreciative of this doorbell/intercom system. Mr. Bradley and Mr. Chris have done a good job trying to keep our building looking its best. They both have worked well with the other staff members and have great interactions with our students. While Mr. Bradley left in the middle of the year, Mr. Chris has done his best to step in and get things done. Mr. Chris has been also driving bus so next year when he is just focused on the upkeep of Garfield great things will happen.

### **Goal Area 3: Community/Parent Engagement**

Community and parent engagement and involvement has begun to pick up. We began to see more classroom visitors and helpers for class parties and presentations and hope to expand this opportunity even more next year.

This is the sixth year we began our year with “meet and greets” spending the first three days with parents and students talking about what the year will hold for everyone. This has proven to be a great way to get the parents into the building at the beginning of the year. Our meetings were Wednesday, from 12pm to 6pm, Thursday and Friday from 8am to 4pm. Our staff has felt these meetings are very beneficial not only for the families but for our students as well. It is a great way to get families into the building and help make students comfortable as we begin the school year. We were able to invite families and our community members to the high school for our Kindergarten and 1<sup>st</sup> grade music programs. Our music programs put on by Ms. Wright were well done. She has done a good job engaging kids and getting them to enjoy music. This year we did separate our programs out, having kindergarten and 1<sup>st</sup> grade perform separately. Our Care’s Room and KinderSteps class also had a separate program that was a lot of fun for students, parents, and staff. This is the third year we have done our kindergarten screening after school has let out. We have seen a couple of really cool things happen with this change. The biggest being we get to have the screening at Garfield and give students and parents a chance to see our school. This is also nice because we are not pulling teachers out of their classrooms and don’t have to worry about guest teachers. We have also been able to include our transportation, food service, PTO and Head Start in this process.

### **Goal Area 4: Technology**

We continue to look for ways to integrate technology into our instructional and professional development practices. The Chromebook carts we have are well used and staff began to integrate more class wide activities. Giving students a simple foundation regarding technology is very important for preparing our students for further educational opportunities. The adoption of our new reading and math material has given staff and students a greater opportunity to utilize those resources. This year we also place 6 more Chromebooks in each classroom to assist in expanding technology opportunities.

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

This has been another great year with staff members. As a whole both the kindergarten and 1<sup>st</sup> grade teams began to really work together and move our school in a very positive direction. We continue to work on communication down both hallways and I think it continues to improve. We have done little things like staff potlucks, dress up day, staff birthday celebrations, and a variety of appreciation days to help with overall morale.

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able to see all of the wonderful things our teachers are doing. This year I evaluated 6 non-tenure teachers and 3 tenured teachers. During our goals meeting we were able to sit down with each individual and get a sense of what they would like me to look for during my observations. This allowed for a more focused observation on the things the teacher felt they needed to work on. Using our data and meeting with teachers this year has also been a great tool for making sure we continue to have high quality instruction. This has given me an area to focus on as I observe and evaluate staff throughout the school year.

**HIGHLAND  
PARK  
ELEMENTARY  
SCHOOL**

**Matt Ventresca**



## Highland Park Elementary School

1312 7<sup>th</sup> Avenue North

Lewistown, Montana 59457

Phone: (406)535-2555 • Fax: (406)535-4617



Matthew Ventresca, Principal

Jenni Bristol, Secretary

# 2022-2023 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

*EXCELLENCE TODAY, SUCCESS TOMORROW!!!*

### Enrollment:

The following table represents the ending enrollment numbers for 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> Grade at Highland Park for the 2022-2023 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park since we moved Highland Park to 2<sup>nd</sup>-4<sup>th</sup> grade.

Highland Park Elementary	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
2 <sup>nd</sup> Grade	123	97	97	104	103	98	91
3 <sup>rd</sup> Grade	91	94	107	99	94	98	97
4 <sup>th</sup> Grade	100	111	93	100	94	99	92
Total	315	302	297	303	291	295	280
Change (+ / -)	+13	+5	-6	+12	-4	+15	N/A due to move

**Attendance:**

Highland Park's average daily attendance for the 2022-2023 school year was 93.36%. This is a 1.19% INCREASE from last years' attendance rate of 92.17%. This is the largest attendance increase since tracking this statistic.

<b>Highland Park Elementary</b>	<b>2022-23 HP</b>	<b>2021-22 HP</b>	<b>2020-21 HP</b>	<b>2019-20 HP</b>	<b>2018-19 HP</b>	<b>2017-18 HP</b>	<b>2016-17 *HP Move*</b>
Student Count	315	302	297	303	291	295	280
Membership Days	52910	50496	50630	51226	50515	49972	47433
Absent Days	3511	3953	3045	2272	2627	2528	2358
Average Daily Membership (ADM)	298.94	286.90	282.84	291.06	282.19	279.18	264.99
Average Daily Attendance (ADA)	279.08	264.44	265.77	278.05	267.48	264.95	251.75
<b>Attendance Rate (%)</b>	<b>93.36%</b>	<b>92.17%</b>	<b>93.98%</b>	<b>95.56%</b>	<b>94.80%</b>	<b>94.94%</b>	<b>95.03%</b>
Change (+ or -)	+1.19%	-1.81%	-1.58%	+7.6%	-1.4%	-.09%	+ .26%

**Goal Area 1: Measurable Student Achievement****Strategic Objectives 1, 2, and 4:****Multi-Tiered Systems of Support (MTSS)**

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

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

Using the most current best practices, Highland Park Elementary's MTSS team is trained to positively impact academics and behavior at three key tiers: Tier 1 (whole school); Tier 2 (individual child or group of at-risk children); and Tier 3 (children with complex needs and behaviors that severely impact the child, school and/or community functioning). The MTSS team representatives are at least two members of each grade level, all Special Education teachers, Title I 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 and the MTSS Team to choose the proper Tier placement and develop the most effective instruction/interventions to help each student be as successful as possible.

### **Montana Behavioral Initiative (MBI)**

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

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

## **Student Achievement Data**

### **NWEA MAP Testing**

Measure of Adequate Progress (MAP) testing was continued for all students in 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> 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 Common Core 2010 V4**

<b>2nd Spring MAP Reading</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2022-2023</b>	89% 102 students	6% 7 students	4% 5 students	195.8
<b>2021-2022</b> <b>**1<sup>st</sup> year using this assessment for 2<sup>nd</sup>**</b>	83% 72 students	13% 11 students	5% 4 students	191.8



**2<sup>nd</sup> MAP Reading 2-5 Common Core 2010 V4** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **185** or higher by the end of 2<sup>nd</sup> grade.

### 3rd Grade Spring MAP Reading 2-5 Common Core 2010 V4

3rd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	86% 74 students	12% 10 students	2% 2 students	204.5
2021-2022	80% 72 students	16% 14 students	3% 3 students	204.2
2020-2021	81% 79 students	14% 14 students	5% 5 students	202.3
<b>**2019-2020 Winter score used due to Closures**</b>	89% 80 Students	11% 10 students	0% 0 students	202.5
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	
2013-2014	84% 68 students	10% 8 students	6% 5 students	

**3<sup>rd</sup> MAP Reading 2-5 Common Core 2010 V4** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **197** or higher by the end of 3<sup>rd</sup> grade.

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

4th Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
<b>2022-2023</b>	72% 63 students	18% 16 students	9% 8 students	208.6
<b>2021-2022</b>	79% 86 students	10% 11 students	11% 12 students	209
<b>2020-2021</b>	78% 66 students	12% 10 students	11% 9 students	209.5
<b>**2019-2020 Winter score used due to Closures**</b>	70% 69 students	23% 23 students	6% 6 students	206.6
<b>2018-2019</b>	80% 70 students	11% 10 students	8% 7 students	209.8
<b>2017-2018</b>	69% 61 students	21% 19 students	10% 9 students	208.5
<b>2016-2017</b>	71% 61 students	17% 15 students	12% 10 students	209
<b>2015-2016</b>	86% 84 students	7% 7 students	7% 7 students	
<b>2014-2015</b>	82% 62 students	9% 7 students	9% 7 students	
<b>2013-2014</b>	70% 53 students	16% 12 students	14% 11 students	

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

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

2nd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	67% 76 students	21% 24 students	12% 14 students	191
2021-2022 **1 <sup>st</sup> year using this assessment for 2 <sup>nd</sup> **	76% 65 students	21% 18 students	5% 4 students	192.7

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

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

3rd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	86% 74 students	7% 6 students	7% 6 students	207.3
2021-2022	65% 58 students	21% 19 students	13% 12 students	201.3
2020-2021	70% 69 students	22% 22 students	7% 7 students	202.4
**2019-2020 Winter score used due to Closures**	60% 55 students	29% 26 students	11% 10 students	198.3
2018-2019	68% 62 students	21% 19 students	11% 10 students	203.7
2017-2018	54% 49 students	30% 27 students	16% 14 students	200.4
2016-2017	53% 47 students	37% 33 students	10% 9 students	201.8

<b>2015-2016</b>	71% 60 students	13% 11 students	15% 13 students	
<b>2014-2015</b>	71% 67 students	20% 19 students	9% 9 students	
<b>2013-2014</b>	78% 63 students	21% 17 students	1% 1 student	

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

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

<b>4th Spring MAP Math</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>	<b>Mean RIT Score</b>
<b>2022-2023</b>	56% 51 students	18% 16 students	26% 23 students	208
<b>2021-2022</b>	59% 64 students	25% 27 students	17% 18 students	208.7
<b>2020-2021</b>	63% 53 students	26% 22 students	11% 9 students	209.2
<b>**2019-2020 Winter score used due to Closures**</b>	56% 55 students	31% 30 students	13% 13 students	206.5
<b>2018-2019</b>	52% 47 students	32% 29 students	16% 14 students	209
<b>2017-2018</b>	60% 53 students	26% 23 students	15% 13 students	212.7
<b>2016-2017</b>	57% 50 students	25% 22 students	17% 15 students	211.8
<b>2015-2016</b>	76% 73 students	16% 16 students	7% 7 students	
<b>2014-2015</b>	68% 52 students	22% 17 students	10% 8 students	

<b>2013-2014</b>	59% 45 students	25% 19 students	15% 11 students	
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**4<sup>th</sup> MAP Math 2-5 Common Core 2010 V2** uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **210** or higher by the end of 4<sup>th</sup> grade.

## Reading Fluency

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

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

### 2<sup>nd</sup> Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

2 <sup>nd</sup> Grade Spring ORF	Benchmark	Strategic	Intensive
<b>2022-2023 Dibels ORF</b>	54%	19%	27%
<b>2021-2022 Dibels ORF</b>	52%	17%	28%
<b>2020-2021 *New Assessment – Dibels ORF*</b>	59%	12%	29%
<b>**2019-2020 FastBridge CBMR Winter - Covid**</b>	49%	21%	30%
<b>2018-2019 FastBridge CBMR</b>	73% 68 students	6% 6 students	20% 19 students

<b>2017-2018</b> <b>*New Assessment –</b> <b>FastBridge CBMR*</b>	64% 58 students	17% 15 students	19% 17 students
<b>2016-2017</b> <b>AIMSweb RCBM</b>	65.4% 55 students	28.5% 24 students	6% 5 students
<b>2015-2016</b> <b>AIMSweb RCBM</b>	77% 72 students	18% 17 students	5% 5 students
<b>2014-2015</b> <b>AIMSweb RCBM</b>	69.4% 57 students	20.6% 17 students	9.7% 8 students
<b>2013-2014</b> <b>AIMSweb RCBM</b>	73% 68 students	25.7% 24 students	1% 1 student

ORF benchmark goal for 2<sup>nd</sup> grade is established at **94** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was 104. AIMSweb RCBM benchmark was **92**.

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

<b>3rd Grade Spring ORF</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>2022-2023</b> <b>Dibels ORF</b>	56%	23%	21%
<b>2021-2022</b> <b>Dibels ORF</b>	70%	15%	16%
<b>2020-2021</b> <b>*New Assessment –</b> <b>Dibels ORF*</b>	58%	23%	18%
<b>**2019-2020</b> <b>FastBridge CBMR</b> <b>Winter - Covid**</b>	70%	16%	14%
<b>2018-2019</b> <b>FastBridge CBMR</b>	72% 65 students	7% 6 students	22% 20 students
<b>2017-2018</b> <b>*New Assessment –</b> <b>FastBridge CBMR*</b>	66% 60 students	9% 8 students	25% 23 students
<b>2016-2017</b> <b>AIMSweb RCBM</b>	71.2% 62 students	16% 14 students	12.5% 11 students
<b>2015-2016</b> <b>AIMSweb RCBM</b>	69.4% 57 students	19.4% 16 students	11% 9 students

<b>2014-2015 AIMSweb RCBM</b>	69% 65 students	23.3% 22 students	7.3% 7 students
<b>2013-2014 AIMSweb RCBM</b>	62.4% 50 students	28.8% 8 students	8.7% 7 students

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

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

<b>4th Grade CBMR</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>2022-2023</b>	56%	24%	20%
<b>2021-2022 Dibels ORF</b>	57%	27%	16%
<b>2020-2021 *New Assessment – Dibels ORF*</b>	70%	12%	19%
<b>**2019-2020 FastBridge CBMR Winter - Covid**</b>	62%	6%	31%
<b>2018-2019 FastBridge CBMR</b>	60% 52 students	11% 10 students	29% 25 students
<b>2017-2018 *New Assessment – FastBridge CBMR*</b>	73% 65 students	7% 6 students	21% 19 students
<b>2016-2017 AIMSweb RCBM</b>	57% 49 students	24% 21 students	19% 16 students
<b>2015-2016 AIMSweb RCBM</b>	64.4% 60 students	18.2% 17 students	17.1% 16 students
<b>2014-2015 AIMSweb RCBM</b>	54.1% 39 students	31.8% 23 students	13.8% 10 students
<b>2013-2014 AIMSweb RCBM</b>	64% 48 students	25% 19 students	11% 8 students

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

### Montana Smarter Balanced Assessment (SBAC)

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

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

### 3<sup>rd</sup> Grade Montana Smarter Balanced Summative Percentages

3 <sup>rd</sup> Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	17%	43%	31%	8%
2021-2022	12%	31%	37%	19%
2020-2021	16%	31%	39%	14%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	17%	42%	27%	14%
2017-2018	8%	32%	43%	17%
2016-2017	16%	31%	28%	25%
2015-2016	18.1%	37.3%	27.7%	16.9%
2014-2015	16%	41%	31%	12%
2012-2013 MontCAS Math	4%	55%	24%	17%

3 <sup>rd</sup> Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	17%	28%	38%	16%
2021-2022	24%	25%	33%	19%
2020-2021	18%	27%	33%	22%
2019-2020	N/A	N/A	N/A	N/A



<b>**None Covid**</b>				
<b>2018-2019</b>	20%	28%	32%	19%
<b>2017-2018</b>	14%	38%	33%	15%
<b>2016-2017</b>	13%	31%	36%	19%
<b>2015-2016</b>	20.5%	38.6%	31.3%	9.6%
<b>2014-2015</b>	13%	38%	34%	15%
<b>2012-2013 MontCAS Rdg</b>	31%	62%	7%	0%

Our 3<sup>rd</sup> Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math scores have seen an increase and ELA have fluctuated but stayed pretty consistent. To help improve scores, K-8 has adopted a new math text for general education and special education. ELA has adopted a new text for grades K-6. We are hoping to start seeing scores increasing with our new texts and interventions for both math and ELA.

#### **4<sup>th</sup> Grade Montana Smarter Balanced Summative Percentages**

<b>4<sup>th</sup> Grade Summative MATH</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>2022-2023</b>	9%	24%	34%	34%
<b>2021-2022</b>	7%	23%	41%	29%
<b>2020-2021</b>	9%	31%	38%	21%
<b>2019-2020 **None Covid**</b>	N/A	N/A	N/A	N/A
<b>2018-2019</b>	5%	17%	58%	20%
<b>2017-2018</b>	10%	32%	41%	18%
<b>2016-2017</b>	5%	27%	55%	14%
<b>2015-2016</b>	14.7%	28.4%	49.5%	7.4%
<b>2014-2015</b>	22%	33%	34%	11%
<b>2012-2013 MontCAS Math</b>	31%	38%	16%	15%

<b>4<sup>th</sup> Grade Summative ELA/LITERACY</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficient</b>	<b>Novice</b>
<b>2022-2023</b>	18%	24%	24%	35%
<b>2021-2022</b>	19%	31%	21%	30%
<b>2020-2021</b>	21%	29%	29%	21%
<b>2019-2020</b> <b>**None Covid**</b>	N/A	N/A	N/A	N/A
<b>2018-2019</b>	19%	33%	27%	21%
<b>2017-2018</b>	29%	27%	21%	23%
<b>2016-2017</b>	15%	30%	25%	30%
<b>2015-2016</b>	27.4%	25.3%	29.5%	17.9%
<b>2014-2015</b>	21%	22%	40%	17%
<b>2012-2013</b> <b>MontCAS Math</b>	40%	47%	9%	4%

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

## LONGITUDINAL DATA

Below is longitudinal data following the Class of 2031 (2022-2023 4<sup>th</sup> graders), Class of 2030 (2021-2022 4<sup>th</sup> graders), Class of 2029 (2020-2021 4<sup>th</sup> graders), Class of 2028 (2019-2020 4<sup>th</sup> graders), Class of 2027 (2018-2019 4<sup>th</sup> graders), 2026 (2017-2018 4<sup>th</sup> graders) and the Class of 2025 (2016-2017 4<sup>th</sup> graders) from MAP, Reading Fluency, and SBAC assessments that become common and taken every year beginning in 2<sup>nd</sup> or 3<sup>rd</sup> grade through their final year at Highland Park in 4<sup>th</sup> grade.

### Class of 2031 MAP Reading and Math Longitudinal Data

<b>Class of 2031 (4<sup>th</sup>) MAP Longitudinal</b>	<b>Benchmark MAP Rdg</b>	<b>Strategic MAP Rdg</b>	<b>Intensive MAP Rdg</b>		<b>Benchmark MAP Math</b>	<b>Strategic MAP Math</b>	<b>Intensive MAP Math</b>
<b>2021-2022 3rd Grade</b>	80% 72 students	16% 14 students	3% 3 students		65% 58 students	21% 19 students	13% 12 students
<b>2022-2023 4<sup>th</sup> Grade</b>	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 <sup>th</sup> ) 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 <sup>th</sup> Grade	79% 86 students	10% 11 students	11% 12 students		59% 64 students	25% 27 students	17% 18 students

### Class of 2029 MAP Reading and Math Longitudinal Data

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

### Class of 2028 MAP Reading and Math Longitudinal Data

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

### Class of 2027 MAP Reading and Math Longitudinal Data

Class of 2027 (4 <sup>th</sup> ) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math

<b>2017-2018 3<sup>rd</sup> Grade</b>	78% 71 students	15% 14 students	7% 6 students		54% 49 students	30% 27 students	16% 14 students
<b>2018-2019 4<sup>th</sup> Grade</b>	80% 70 students	11% 10 students	8% 7 students		52% 47 students	32% 29 students	16% 14 students

### Class of 2026 MAP Reading and Math Longitudinal Data

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

### Class of 2025 MAP Reading and Math Longitudinal Data

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

### Class of 2031 Fluency Longitudinal Data (Dibels ORF & FastBridge CBMR)

<b>Class of 2031 (4<sup>th</sup>) Dibels ORF</b>	<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
<b>**2020-2021 2nd Grade Dibels ORF</b>	59%	12%	29%
<b>2021-2022 3<sup>rd</sup> Grade Dibels ORF</b>	70%	15%	16%
<b>2022-2023 4<sup>th</sup> Grade Dibels ORF</b>	56%	24%	20%

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

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

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

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

### Class of 2028 Fluency Longitudinal Data (FastBridge CBMR)

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

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

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

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

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

### Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM )

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

### Class of 2031 SBAC Longitudinal Data

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

### Class of 2030 SBAC Longitudinal Data

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

### Class of 2029 SBAC Longitudinal Data

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

### Class of 2028 SBAC Longitudinal Data

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

### Class of 2027 SBAC Longitudinal Data

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

### Class of 2026 SBAC Longitudinal Data

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

### Class of 2025 SBAC Longitudinal Data

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

## Goal Area 2: Facilities

### Strategic Objectives 1-2

#### District Facility Plan

Our Elementary Bond passed fall of 2021. This will help with Safety/Security and lack of space issues. Reroofing will begin this summer and the major renovation will begin next spring for 2024. By moving the entrance of Highland Park to the north side of the building and moving 4<sup>th</sup> grade to Lewis & Clark Elementary, we have a good start in addressing the Safety/Security and lack of space issues. Moving 4<sup>th</sup> grade to Lewis & Clark will open up four classrooms so that Highland Park Title and Special Education teachers will have their own regular sized classrooms and more flexibility if there is an enrollment increase in coming years. Moving



the entrance of Highland Park to the northside of the building will help the school be more safe by taking the entrance off a busy street and will help create more office space for support staff. I have also been working with Jason Fry on other facility needs that can be addressed outside of the Bond using ESSER funding and/or Building Reserve funds. We are replacing fluorescent lighting fixtures with LED, removing most of our carpet areas, replacing it with tile, and adding security cameras.

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

### **Strategic Objectives 1, 2, & 4**

#### **Parent/Community Involvement at Highland Park**

##### **Parent Meetings**

Highland Park held numerous parent meetings this year to help keep parents informed. This 2022-2023 school year grades K-4 hosted their Parent Meet and Greets. Teachers scheduled times for each parent and student to come in to meet with the teacher individually prior to the 1<sup>st</sup> day of school. The 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade teachers felt this was great way to start the year so we will be continuing these Parent Meet & Greets. We also held separate parent meetings for our Showdown Ski Trip and 4<sup>th</sup> Grade Science Fair.

##### **3<sup>rd</sup> and 4<sup>th</sup> Grade Ski Days**

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

##### **Grade Level Music Programs**

First, we must say thank you again to Mrs. Grensten for making music so much fun for our kids this challenging year. Also, a big thank you to Mrs. Kepler who was the long term substitute while Mrs. Grensten was on Maternity Leave. Mrs. Grensten put on a variety of music programs with Mrs. Kepler doing the Winter Program. We were able to have all our concerts in person this year. The programs were energetic and engaging for all involved. The FCPA and our Highland Park gym were packed for each of the programs.

##### **Highland Park Talent Show**

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

##### **Fundraising Efforts**

Our school/district did run a few fundraisers. We changed our PTO fall fundraiser this year. The PTO with help from the schools brought the Carnival back. We turned this into our fall fundraiser and it was extremely successful. We ran a few fundraisers to help local staff and students who had medical issues by allowing students to wear hats and staff to wear jeans and/or hats and pay a dollar each day. This fundraiser netted hundreds of dollars for these families to help cover medical costs.

##### **I Love to Read Month**

Highland Park Elementary Staff and students had a great time during February and "I Love to Read" month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. This year, each grade level competed against each other to win weekly chip bags for the class in each grade level that earned the most AR points.

### **Talking Zoo**

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

### **Science Fair**

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

### **Highland Park Picnic**

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

### **Field Trips**

We were able to get back to our regular field trips this year. We did our annual 3<sup>rd</sup>/4<sup>th</sup> grade ski days in February and March. Then in April, our 2<sup>nd</sup> graders were able to go to Farm Safety Days at the fairgrounds. We ended the year with our 2<sup>nd</sup> graders going to Great Falls to see the Children's Museum. 3<sup>rd</sup> grade took their students on the annual Zoo Montana field trip. 4<sup>th</sup> grade went to First People's Buffalo Jump near Ulm, MT to wrap up their Montana History unit.

## **Monthly Communication to Parents**

### **Highland Park Refrigerator Reminder**

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



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

## **OCTOBER**

### **Refrigerator Reminders**

- **PTO Fall Carnival** ~ The Lewistown K-8 PTO Fall Carnival is Saturday, October 8<sup>th</sup> from 4-7pm at the Trade Center.
- **After School Learning Center (ASLC)** –ASLC runs every Tuesday and Thursday for 3<sup>RD</sup> & 4<sup>TH</sup> grade from 3:10-4pm. This will start Tues., Oct. 11<sup>th</sup>. The ASLC will provide a quiet, structured place to work on assignments after school and also provide a snack. Please contact your child's teacher or the office to get the form if you are interested.
- **Flu Shots** – We will be hosting a Flu Shot Clinic at HP on Oct. 12<sup>th</sup>. Information to sign your child up will be coming soon.

- **Fire Prevention Week** – Oct. 10<sup>th</sup>–Oct. 14<sup>th</sup> is Fire Prevention Week. HP will be doing activities with the Lewistown Fire Dept. on Friday, Oct. 14<sup>th</sup>.
- **PTO Meeting** – Oct. 17<sup>th</sup> is our next PTO Meeting. It is 6:30pm at the Civic Center. Hope to see you there.
- **Bus Safety Week** – Oct. 17<sup>th</sup>–Oct. 21<sup>st</sup> is School Bus Safety Week. We will have an assembly on Oct. 19<sup>th</sup> reviewing bus safety.
- **Fall Vacation** – Oct. 20<sup>th</sup> & 21<sup>st</sup> there is NO SCHOOL due to Teacher Conventions.
- **Red Ribbon Week** – Students will be involved in a variety of Red Ribbon Week activities and dress up days focusing on being drug free Oct. 24<sup>th</sup>–28<sup>th</sup>. More info. will be sent as this week approaches.
- **1<sup>st</sup> Quarter** – The 1<sup>st</sup> quarter ends on Friday, Oct. 28<sup>th</sup>. Be on the lookout for Parent Teacher Conference info. later in Oct. Conferences will be Nov. 2<sup>nd</sup> 2–7pm and Nov. 3<sup>rd</sup> 8am–12pm
- **Halloween** – Our annual HP Halloween Parade is Monday, Oct. 31<sup>st</sup> starting about 8:45. Have students come to school in costume (**NO blood, swords/weapons**). Please send a change of clothes as we will change after parade. Your teacher will be notifying you of your child's specific party time.
- **4<sup>th</sup> Grade Recorder Concert** – As if the Halloween Parade isn't scary enough, this concert will be Oct. 31<sup>st</sup> directly after the Parade, about 9:15.
- **Name On Clothing** – As the weather changes and students are wearing more clothing, PLEASE put their name on their coats, hats, gloves, boots, and pants. This really helps us find any lost items. Thank you!



### **Highland Park Elementary on Social Media**

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

## **Goal Area 4: Technology**

### **Strategic Objectives 1-5**

#### **Technology Upgrades**

With the help of ESSER funds from Covid-19, we were able to install security cameras at Highland Park. We added two cameras over the summer and these cameras have been extremely helpful. We used them to catch people involved in an act of vandalism to the school this year. They also were used for behavioral support with quite a few student behavioral issues where student stories did not match or there was a case of theft.

#### **Technology in the Classroom**

##### **Technology Plan**

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

##### **Classroom Parent Engagement Apps.**

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

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

### **Strategic Objectives 1-2**

#### **Evaluation Process**

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

#### **Professional Development**

##### **Social Emotional Learning (SEL)**

A big part of our focus this school year was on SEL. We continued using a web-based program called schooltoostv.com. It consists of a daily one-minute video based on an SEL topic. In the past teachers were required to share this video at some point during the day. To help make sure these videos were being shown, I made the videos a part of our daily morning announcements by using Google Meet to video broadcast our daily announcements with students and show this video to the whole school. Along with this, I continued a group called SOAR CAFÉ made up of 2<sup>nd</sup> grade Tier 3 behavior students. We meet daily Monday-Thursday from 8:35-8:50 to discuss SEL and start their day off right.

##### **Curriculum Adoption – ELA & Math**

We adopted new ELA and Math curriculum resources last year. This 2022-2023 school year was the first year implementing these new curriculum resources. Highland Park staff chose to implement both ELA and Math resources right from the start of the year. Although it was difficult to begin two new curriculum resources with your two main subjects, the Highland Park staff did a tremendous job taking on this responsibility. All grade levels at Highland Park will be meeting in August to discuss the implementation of these resources and how to do it more effectively next year and to create an updated Pacing Guide.

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

### **Strategic Objectives 1-4**

Our district administrative team worked with our business manager, Rebekah Rhoades, most of the year on balancing our budget for the upcoming 2023-2024 school year. The ESSER money released by the federal government helped our district by finding creative ways to not impact our taxpayers and meet our budgetary and facility needs. Our district administrative team and Board decided to run a levy for the elementary district this spring. Unfortunately, the levy was not passed by the voters. Going into next year will look at trying to better promote a school levy if the Board approves to run one again. We will also look at other cost saving measures we can implement.

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

**LEWIS & CLARK  
ELEMENTARY  
SCHOOL**

**Danny Wirtzberger**



**Danny Wirtzberger, Principal**  
**2022-2023 Annual Report**

**Motto:** *"Achieve, Believe and Care!"*

**Lewis and Clark Vision Statement:**

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



## Attendance:

Our average daily attendance for the school year showed an increase from the previous year, with students attending 93.19% of the days. The attendance rate equates to an average of 13 students absent a day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. Our MTSS training has taught us that rewarding students for positive behavior is most effective. We still have our “10 for 20” SOAR tickets. These tickets are earned by being in school for 20 consecutive days!

## Enrollment:

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

	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10
5 <sup>th</sup>	116	91	103	91	90	94	105	76	81	98	84	98	96	92
6 <sup>th</sup>	96	101	87	94	85	106	79	86	96	81	94	99	91	90
Total	212	192	190	185	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	+20	+2	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10	+5	

## **Response to Intervention (Rtl):**

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

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

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



## Montana Behavior Initiative (MBI):

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

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

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

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

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend the center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their schoolwork and each week the center served 20-30 students.

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

## **Title 1:**

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

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

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

## **School Safety:**

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

## Student Achievement:

At our end of the year assembly, we recognized 47 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in reading or math on the winter Measure of Academic Progress (MAP) test. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6<sup>th</sup> grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized 5 students for perfect attendance and twelve students for outstanding attendance this school year.

### Dibels Oral Reading Fluency (CBM)

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

	<b>Intensive (At Risk)</b>	<b>Strategic (Some Risk)</b>	<b>Benchmark</b>
<b>5<sup>th</sup> Grade</b>			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
2014-2015	8%	16%	76%
2015-2016	11%	19%	70%
2016-2017	11%	21%	68%
2017-2018	23%	19%	58%
2018-2019	21%	11%	67%
2019-2020 (Winter)	15%	16%	68%
2020-2021	25%	11%	64%
2021-2022	18%	3%	77%
2022-2023	25%	14%	62%
<b>6<sup>th</sup> Grade</b>			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	10%	22%	68%
2016-2017	11%	18%	71%
2017-2018	32%	12%	56%
2018-2019	24%	16%	60%
2019-2020 (Winter)	15%	12%	72%
2020-2021	26%	16%	59%
2021-2022	18%	15%	66%
2022-2023	24%	9%	67%

## SuccessMaker Math Computation and Concepts & Applications

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

	<b>Intensive (At Risk)</b>	<b>Strategic (Some Risk)</b>	<b>Benchmark</b>
<b>5<sup>th</sup> Grade Math Computation</b>			
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%
<b>5<sup>th</sup> Grade Math Concepts and Applications</b>			
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%
<b>6<sup>th</sup> Grade Math Computation</b>			
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%
<b>6<sup>th</sup> Grade Math Concepts and Applications</b>			
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%
<b>5<sup>th</sup> Grade Math CAP (Overall Performance)</b>			
2017-2018	5%	10%	85%
2018-2019	22%	4%	74%
2019-2020 (Winter)	21%	12%	66%
<b>6<sup>th</sup> Grade Math CAP (Overall Performance)</b>			
2017-2018	0%	11%	89%
2018-2019	21%	15%	64%
2019-2020 (Winter)	22%	2%	76%
<b>5<sup>th</sup> Grade Math:</b>			
Level Average:	2021 5.54	2022 5.35	2023 5.01
Gain:	0.77	0.75	0.65
<b>6<sup>th</sup> Grade Math:</b>			
Level Average:	5.98	6.16	6.26
Gain:	0.57	0.73	0.77

## MAP Testing

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

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

### 2022-2023

#### Math

	SPRING 2022-2023 ACHIEVEMENT				
Grade	Median Percentile	Achievement Percentiles			
Grade 5	48th	19%	19%	30%	18%
Grade 6	59th	14%	15%	21%	21%

#### Reading


	SPRING 2022-2023 ACHIEVEMENT				
Grade	Median Percentile	Achievement Percentiles			
Grade 5	52nd	15%	25%	24%	23%
Grade 6	61st	13%	9%	25%	31%

## Smarter Balanced Testing


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

Here are the results of the first report of the 2023 Smarter Balanced Tests.

### 2023 Smarter Balanced 5<sup>th</sup> Grade ELA/Literacy Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		113	2496 ± 8	<div><div></div><div></div><div></div><div></div></div> <div><div>Percent</div><div>Count</div></div> <div><div>22%</div><div>29%</div><div>34%</div><div>15%</div></div> <div><div>25</div><div>33</div><div>38</div><div>17</div></div>	49%
 <a href="#">Lewis &amp; Clark Sc...</a>		113	2496 ± 8	<div><div></div><div></div><div></div><div></div></div> <div><div>Percent</div><div>Count</div></div> <div><div>22%</div><div>29%</div><div>34%</div><div>15%</div></div> <div><div>25</div><div>33</div><div>38</div><div>17</div></div>	49%

### 2023 Smarter Balanced 5<sup>th</sup> Grade Mathematics Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		113	2490 ± 8	<div><div></div><div></div><div></div><div></div></div> <div>Percent Count</div> <div>27% 31</div> <div>38% 43</div> <div>21% 24</div> <div>13% 15</div>	35%
 <a href="#">Lewis &amp; Clark Sc...</a>		113	2490 ± 8	<div><div></div><div></div><div></div><div></div></div> <div>Percent Count</div> <div>27% 31</div> <div>38% 43</div> <div>21% 24</div> <div>13% 15</div>	35%

## 2019 Smarter Balanced 6<sup>th</sup> Grade ELA/Literacy Results

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		99	2537 ± 9	 Percent Count: 20% 20, 27% 27, 29% 29, 23% 23	53%
<a href="#">Lewis &amp; Clark Sc...</a>		99	2537 ± 9	 Percent Count: 20% 20, 27% 27, 29% 29, 23% 23	53%

## 2019 Smarter Balanced 6<sup>th</sup> Grade Mathematics Results

School	Total	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		91	2541 ± 10	 Percent Count: 23% 21, 30% 27, 22% 20, 25% 23	47%
<a href="#">Lewis &amp; Clark Sc...</a>		91	2541 ± 10	 Percent Count: 23% 21, 30% 27, 22% 20, 25% 23	47%

## **Student Activities:**

### **Band and Choir**

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

### **Athletics**

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

### **After School Learning Center**

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

### **Service Council**

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



### **Fish, Wildlife, and Parks Program**

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

### **Spelling Bee**

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

### **Lewis & Clark Art Club**

A new addition to Lewis & Clark this year is our LC Art Club. About 45 students were able to participate in our after school Art Club on six different projects. The program was started and led by one of our Paraprofessionals, Mrs. Helen Smithson. The projects were funded through our K-8 PTO. These students had a blast!

### **Snowshoeing**

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

### **I Love to Read Month**

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

### **Wax Museum**

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

### **Bucket List**

The 6<sup>th</sup> grade students and teachers put on the annual Bucket List project this year. Students created a report, brochure, and a model of the place they wanted to visit most in their life. The community was encouraged to join us here at Lewis & Clark for the Bucket List. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent!

### **Talent Show**

Lewis & Clark Elementary held its 13<sup>th</sup> Annual Talent Show this year. There were 18 acts and 30 students involved! Students performed in several different types of acts such as singing, dance, stand up comedy, playing guitar, playing ukulele, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

## **Parental Involvement:**

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

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

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

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

# **LEWISTOWN JUNIOR HIGH SCHOOL**

**Jeff Friesen**

# **Lewistown Junior High School**

## **Annual Report**

**2022-23**

Jeff Friesen, Principal



Our mission at the junior high continues to be to take elementary students and turn them into high schoolers. This school year was a series of ups and downs....and with a highly emotional year for students, comes a lot of energy! That emotional energy was on full display at different times throughout the school year. Students displayed energy, enthusiasm and best of all - resiliency. We ended on a high note with the Awards Ceremony and Talent show and students left hopeful and ready for a summer break. In the MyVoice survey this year, students gave high marks for the question, "If I have a problem, I have a teacher that I can talk to." This is high praise for our JH staff being relatable and approachable. We are staffed with personnel who have strong work ethics, compassionate attitudes and a mindset to continually improve. This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2022-23 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 Friday, Nov. 11. We had a great turnout at our assembly from area veterans. Our featured speaker this year was US Navy Veteran Thomas Webb. Mr. Webb spent 4 years in active duty during the Gulf War from 1991-1995. We were proud to honor all of our veterans during this assembly that has become a part of the local tradition. It is our way of recognizing those that have given so much to our nation while teaching our students the importance of the sacrifices they have made.

## **ACTIVITIES**

### **STUDENT ACTIVITIES**

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

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

**Drama Club-** Several students continued meeting in the library led by Mrs. Weinheimer in the library. Participants met during lunch. A 20 minute production titled “The Big Bad Musical” (without music) was performed after school at the end of the school year.

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

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

**Student Council-** This year’s student council officers were: President - Tripp Wirtzberger, Vice President - Preston McGowan, Treasurer - Amarah Manning, and Secretary- Anna Parks. Mr. Rhoades was the advisor for student council. Each year the student council puts on dances, organizes spirit days and, of course, organizes Homecoming activities.

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

### **Recognition of Talent**

**Scholastic Awards Ceremony-**We again ended the year by recognizing those students who have done well in meeting or exceeding the standards of our school. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. As a capstone, each year two students are selected for the Daughters of the American Revolution (DAR) award. These two 8<sup>th</sup> 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 Tyler Langbehn and Olivia Zieglowsky.

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

**Spelling Bee** - Our school Spelling Bee was won by 8th grader Ruthie Duggins. We sent 5 students to the County Spelling Bee and our very own James Maxwell (8th grade) qualified for the State Spelling Bee by winning the Fergus County Bee.

## **Staffing**

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

### **Certified Staff**

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Jake Rhoades.....	8 <sup>th</sup> Grade Social Studies
Jenifer Blazicevich.....	7 <sup>th</sup> Grade Special Education
*Jill Schwede.....	STAR Room Teacher
Matt Donaldson.....	7 <sup>th</sup> Grade Math
*Emily Standley.....	8 <sup>th</sup> Grade English
Jocelyn Krogstad.....	Family and Consumer Science
Katie Wirtzberger.....	Art/Yearbook
Dylan Buehler.....	8 <sup>th</sup> Grade Science
*LeeAnne Weinheimer.....	Librarian
Karin Webb.....	8 <sup>th</sup> Grade Special Education
Steve Ziegrowsky.....	Counselor
Jeff Friesen.....	Principal
Nicole Wichman.....	7 <sup>th</sup> Grade English
Brett Shelagowski.....	7 <sup>th</sup> Grade Science
Lauren Wright.....	Choral (0.5 FTE)
Chase Auger.....	Band (0.5 FTE)
Katherine Spraggins.....	8 <sup>th</sup> Grade Math
Brooke Zeiler.....	7 <sup>th</sup> Grade Social Studies

### **Classified Staff**

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Sara Peterson.....	Secretary
Misti Birdwell.....	Paraprofessional
Bob Agostinelli.....	Paraprofessional
Shannon Maxwell.....	Paraprofessional (one-on-one)
Tasha Lahr.....	STAR Room Paraprofessional
Cynthia Battrick.....	STAR Room Paraprofessional
Steve Kelly .....	Custodial
James Wright.....	Custodial
Beth Davis.....	Kitchen Staff
*Paloma Zacarius.....	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: Nicole Wichman, Karin Webb, Katie Wirtzberger, Katherine Spraggins and Steve Zieglowsky.

### 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 2022-23 school year will continue to be to use grade level team meetings to proactively identify attendance problems and communicate with parents on a regular basis regarding absences. Involving parents in the process, and providing them with support, has proven to be the most effective approach in addressing chronic absenteeism.

Our attendance rates were as follows:

	Enrollment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th grade	93	95.02%	90.63%	92.57%	92.33%
8th grade	93	92.45%	88.45%	90.56%	91.11%



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

	<b>First Year Recipients</b>	<b>Second Year Recipients</b>
<b>7th Grade</b>	35	--
<b>8th Grade</b>	2	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

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



### Grade Report

Grade 8

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	232.9
Standard Deviation	16.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	230.3
Students At or Above Grade-Level Mean RIT	54

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	12	14%	14	16%	21	25%	23	27%	15	18%	231-233-235	16.9

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



### Grade Report

Grade 8

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	222.2
Standard Deviation	14.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	221.7
Students At or Above Grade-Level Mean RIT	46

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	14	16%	14	16%	23	27%	23	27%	11	13%	221-222-224	14.1

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



### Grade Report

Grade 8

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	222.7
Standard Deviation	13
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218.7
Students At or Above Grade-Level Mean RIT	55

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	8	9%	15	18%	18	21%	26	31%	18	21%	221-223-224	13

# Grade 7

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



### Grade Report

Grade 7

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	95
Mean RIT Score	231.2
Standard Deviation	16.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	226.7
Students At or Above Grade-Level Mean RIT	60

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	9%	21	22%	14	15%	29	31%	22	23%	229-231-233	16.3

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



### Grade Report

Grade 7

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	95
Mean RIT Score	218.5
Standard Deviation	12.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218.4
Students At or Above Grade-Level Mean RIT	47

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	13%	23	24%	26	27%	21	22%	13	14%	217-219-220	12.3

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



### Grade Report

Grade 7

Term: Spring 2022-2023  
District: Lewistown Public Schools  
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.  
Weeks of Instruction: 32 (Spring 2023)  
Grouping: None  
Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	96
Mean RIT Score	221.1
Standard Deviation	12.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	216.5
Students At or Above Grade-Level Mean RIT	64

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	7	7%	13	14%	27	28%	20	21%	29	30%	220-221-222	12.7

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

### 2023 Smarter Balanced 7th/8th Grade ELA Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
<a href="#">Grade 8 ELA - Summative</a>	8	Spring 2023 (SBAC Summative)	87	2552 ± 10	
<a href="#">Grade 7 ELA - Summative</a>	7	Spring 2023 (SBAC Summative)	96	2542 ± 9	

### 2023 Smarter Balanced 7th/8th Grade Mathematics Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
<a href="#">Grade 8 Math - Summative</a>	8	Spring 2023 (SBAC Summative)	87	2529 ± 10	
<a href="#">Grade 7 Math - Summative</a>	7	Spring 2023 (SBAC Summative)	96	2547 ± 9	

### 2023 Smarter Balanced 8th Grade Science Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
<a href="#">Grade 8 – Science Assessment</a>	8	Spring 2023 (MSA)	87	805 ± 3	

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2022-23 school year the MTSS team continued to make an effort to listen to our students through the MyVoice Survey and by active listening sessions with random Student Feedback groups. Areas that students felt needed improvement include:

#### Short Term goals -

- Continue to consistently reward positives as defined by our SOAR expectations - Attendance, Behavior, Academics
- Continue quarterly recognition/awards ceremonies to celebrate and promote student successes
- Find ways to build student pride and promote school spirit (ie - possible leadership class)
- Activity options for students during lunch free time (ie - drama, chess club)
- Continue to use the MyVoice Survey as a means of student input
- Create a plan to have new music and STEM classrooms adequately supplied and ready to go for the 2023-24 school year

#### Long Term goals -

- Facilities - repurpose old music room (possible weightlifting room)
- Continue to refine and rethink elective classes to match student interests

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 also have provided several electronic outlets on the student website for students to have a “voice” if there is a need for more anonymity. This includes a counselor referral form, a bully reporting form and a form for school improvement ideas. A component of our Health/PE classes is the Power Up/Speak Out program. This is a very proactive approach by our counseling department and the PE department towards developing and maintaining healthy relationships among students.

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

	Major Office referrals	Minor Office referrals (teacher-documented)
7th grade	13	77
8th grade	26	135

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

Additional interventions include:

- a. After School Learning Center (ASLC) - ASLC was offered both during lunch and after school Monday thru Thursday. ASLC serves anywhere between 5 to 15 students each session. Students that needed additional help or had 5 or more missing assignments were assigned to ASLC by classroom teachers. Data was reviewed to see which students this program was being effective with and which ones needed additional assistance.
- b. Study Hall – Our study hall environment is an opportunity for students to get additional time to complete assignments and to work on organizational skills. A Tier 2

study hall was added in the second semester for 7th graders that were chronically behind with assignments.

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

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

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

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

#### Curriculum Offerings-

Offering as many electives as possible continues to be a priority at LJHS. In addition to Ag&Tech, STEM Physical, Fisheries, Graphic Design, Montana Geographical Information Systems (GIS) and Intro to Weightlifting, a Coding/Programming class was added using the “ProjectSTEM” curriculum. This gives students more class options and continues the goal of utilizing study halls to a lesser degree.

#### **District Goal Area 2: Facilities**

On a daily basis, we strive to keep the building in top condition and appearance to create a positive learning environment. Bond levy construction has been ongoing this year to add a music room and 2 STEM classrooms. The former music room downstairs will be repurposed at some point in the future as a weightlifting room. The 8th grade science room and STAR room will be repurposed into a lunch room during the summer of 2024. The 7th grade science room will become the new STAR room.

#### **District Goal Area 3: Community and Parental Engagement**

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

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

2. Parental Engagement- Below are ways we strive to include parents and keep them informed:
- A. Infinite Campus- Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.
  - B. Google Classroom- All staff maintain Google class sites to provide access to assignments when at home.
  - C. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.
  - D. Facebook- LJHS continues to provide parents information about current events and changes through our Facebook page.
  - E. Activities/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. Facebook and Remind - Parent Communication improved with the use of Facebook as a means of getting information out to parents. Facebook use by parents is vital to communicating almost everything and Remind is a texting tool that has been very helpful to students and parents alike in reminding them of upcoming events and updates.
- d. Google Classroom - Teachers have all created a site for each of their classes. This was a crucial tool when dealing with an uncertain future during the school year. Google Classroom will continue to be used in the future on a full time basis.
- e. Document sharing with Google Drive provides opportunities for students to edit their work and collaborate with a group on work. In conjunction with Google Classroom, also students can also electronically turn in assignments to their teachers.

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

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

Below are the staff changes at LJHS:

1. Certified Staff: LeeAnne Weinheimer - Library/8th grade Title, Jill Schwede - STAR room

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

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



# **FERGUS HIGH SCHOOL**

**Thom Peck**

# **Fergus High School**

## **2022-23 Annual Report**

**Chris Guglielmo, Principal**  
**Paul Bartos, Assistant Principal/A.D.**

This year, Fergus High experienced some major challenges and historic successes. Our focus still remains on continuous school improvement by putting our students and staff in a position to be their very best, each day. Every decision is predicated by the mantra, "What is best for kids." Currently, I feel the staff is very divided and the single biggest challenge for Mr. Lewis, the new FHS Principal, will be to unite the staff for the common cause of building a respectful culture that benefits all students so they can reach their full potential and being professional leaders so that all staff can be their best version of themselves. This will take time and it will demand many honest conversations, sometimes difficult conversations, that must focus on a team approach. Conversely, our students are absolutely incredible. Almost 90% of our students were involved in at least one activity and over 76% were involved in three or more activities. Our attendance rate for the entire school year was 92.08%, slightly down from previous years, our graduation our graduation rate was 96% and we had four Valedictorians with a perfect 4.0 GPA. Our Band Program is booming under the leadership of 2<sup>nd</sup> year teacher, Chase Auger and for the first time 10 years, we had 16 All-State Band or Choir students. Our Speech Team celebrated our very first in school history Extemporaneous Speech State Champion in Julia Kunau. Fergus' very first girls State Champion Wrestler ever was Becca Birdwell and the Birdwell Family is Montana's first ever brother/sister State Champion duo. For the second time ever in school history and for the first time in 22 years FHS are the 2022 State Class 'A' Football Champs and for the only the 2<sup>nd</sup> time in school history and 44 years later, Fergus in the State 'A' Basketball Champions...truly historic as both teams were undefeated! All of our students are outstanding ambassadors for Fergus High School and the Lewistown community.

### **Fergus High Enrollment:**

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring
337/333	306/304	330/330	330/332	357/352

The increase in enrollment is reflective elementary enrollment jumps reaching the high school but I think it is also reflective of how well LPS handled the Pandemic, Fergus High's National Distinguished School Award from last year, the success in our Music and Activities programs and the major increase in AP/Dual Credit Offerings (16) that we now are able to do.

### **Professional Development:**

This year FHS professional development focused on self-care, positive student/teacher and teacher/teacher relationships, department meetings, and curriculum evaluation, especially in English/Language Arts and Math. The MTSS Building Team always plays an integral part of in our Professional Development. It is our goal to emphasize Teaching Strategies next year and get back to the pre-Pandemic days. The use of department meetings continues to assure cohesive instruction and goals as students transition through departments.

### **Course Offerings:**

During the 2022-23 school year the following dual enrollment courses were offered:

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Advanced Physics
- Welding - Welding 110 - Welding Theory
- Advanced US History
- EMT National Certification
- Advanced Spanish

Seven Advanced Placement courses were offered with a total of 95 students enrolled.

**Advanced Placement results won't be available until July.** The following AP classes were offered this year:

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

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

We also offered an Integrated Science course to help prepare the lower Tier 2 and upper Tier 3 students for Title classes in Earth Science and Biology. Through this remediation

efforts we hope to see an improvement in future assessment data for the Tier 2 & 3 students.

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

The Business Department has continued a number of traditional classes with Accounting, Personal Finance, Annual, and Business Math and has added two online computer classes. Applied Digital Skills is a free program from Google that provides online lessons for students to learn practical applications while working at their own pace. In addition to Applied Digital Skills, Fergus High offers online Computer Science and Coding classes. This was also the second year Fergus High School has been selected as a rural school to be sponsored by Amazon for these classes. Enrollment in both these online programs have increased slightly over the past two years and is showing a significant growth for the 2023-24 school year. Beginning in 2025, a Financial Literacy class will be required for graduation. This requirement will increase our student enrollment in Personal Finance, Economics and Ag Management to fulfill the graduation requirement.

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

This was the fifth year that FHS offered the HiSET Option Program to seniors who, because of life circumstances, would come up short on credits for graduation. This year three students participated in the program and were able to successfully complete the requirements to graduate with their peers. To prepare the students for the five exams we utilized the Essential Education program to prepare students for the five HiSET exams. Essential Education is one of only two programs approved by ETS (HiSET organization). This program has been a success as long as our strict application process is followed, allowing only those students who have a strong desire to take advantage of this opportunity to graduate. In order to graduate with a diploma from the HiSET Option program, students must meet a higher score on each of the five HiSET exams. We believe that has been very beneficial for those students who otherwise, probably would not

graduate and Fergus High is not big enough to have a separate Alternative School to meet these students' needs.

Beginning in 2021, we increased our counseling from 1.3 to 2.0 FTE in order to help increase our focus on the three content areas of school counseling; academic, career, and social/emotional development. One important role of school counselors is to teach the Signs of Suicide (SOS) program in November and December. *"S.O.S. is an Evidenced Based Program that teaches middle school and high school students how to identify peers and/or themselves that may be showing signs of suicide and help and resources that are available."* (Montana OPI website) The counselors were available after each classroom session and met independently with students who needed one-on-one counseling instead of the group presentation. The increase in counselor FTE also provided more time to work with students on academic and career pathways. Mrs. Vaughn and Mrs. Crouse have developed great relationships with both students and staff and we firmly believe this change is invaluable resource at FHS.

### **Parental Engagement:**

Last year, we instituted a new format for parent/teacher conferences. Instead of the open schedule where any parent could come in and wait for an opening with a teacher, we created three meeting rooms for a team of teachers and scheduled meetings with the parents of students who were struggling. These meetings were scheduled with a personal phone call to parents. There were 18 thirty-minute time slots for each meeting room. For the spring conferences we had four meeting rooms with 8 time slots for each. These have proven to be very effective and teachers were able to meet with almost 90% of the families that they really needed to meet with.

Another addition in the Fall was to have teachers conduct individual conferences with each of their students over the two weeks before conferences. These individual meetings addressed student successes and areas in need of improvement. After meeting with their teachers, the students were asked to share with their parents the notes from the individual meeting. We believe this also helped develop stronger student-teacher relationships

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

**ACTIVITIES**



**FERGUS HIGH  
SCHOOL**

**Paul Bartos**

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

2022-2023  
Year End Report

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

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

Some of the many HIGHLIGHTS for the 2022-2023 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 2022-2023 school year we had a grand total of 128 individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-7; Football-13; Cross Country-12; Wrestling-6; Volleyball-6; Boys Basketball-11 Cheerleading-9; Track and Field-20; Tennis-17; Softball-15; and Golf -12.

The Fergus High School **Band** program began a week early for a week-long marching band camp to prepare for homecoming festivities. The bands marched down Main Street for the homecoming parade, accompanied by the eighth grade. Later that evening, the Screamin’ Eagle Marching Band gave a homecoming halftime performance of Michael Jackson tunes during the football game. The band gave the same performance at MSU’s annual “Showcase of Bands” on the Bobcat football stadium, Fergus’s first ever year participating in the event along with 7 other high school marching bands. A portion of the pep band also traveled to Sidney to cheer for Fergus at the Divisional Volleyball tournament.

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. The band played for the 3 girls' games and the 3 boys' games, getting to witness the second consecutive year that the boys won the divisional championship. State tournaments were held in Bozeman, where the band was also in attendance to see the boys win the Class A State Championship.

On the concert side of the program, the bands combined for the winter concert to perform various holiday pieces. For the March and May performances, the symphonic band and younger concert band split to perform their own individual pieces. In addition to these regular performances, the symphonic band attended Eastern A Band Festival in Miles City. Eleven students represented Fergus High in the Eastern A Honor Band.

For District 8 Music Festival in April, the symphonic band again received "straight superior" ratings, and the concert band received 2 "excellent" ratings. Thirteen solos and small ensembles performed for adjudicators, as well as the FHS percussion ensemble and jazz band. Both percussion and jazz, as well as 13 students received superior ratings to perform at State Music Festival. Eight Students received a "superior" rating at State Festival.

The Fergus High bands ended their year by performing at the graduation ceremony with "Pomp & Circumstance" as well as the chosen senior song "Baba Yetu." Mr. Auger wishes the 10 graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

The 2022 Fergus High School Golf team ended the season with 11 girls and 16 boys. The first practice was Thursday August, 11th and the State tournament ended on Saturday October, 1st. We attended 15 tournaments in all: 2 were JV only, 2 were JV and Varsity combined, and 11 were Varsity only which included the Divisional and State Tournaments in Billings and Hamilton, respectively.

The girls' team placed 5th at the Divisional Tournament in Billings, Montana, at Lake Hills Golf Course with one earning All-Conference Honors. Three of the 5 qualified as individuals to play in the State Tournament. They competed as individuals at the State Tournament which was held in Hamilton, Montana. All five girls that played in the Divisional Tournament, plus our alternate, will earn their Letters.

The boys' team placed 2nd at the Divisional Tournament in Billings, Montana, at Lake Hills Golf Course with four All-Conference Honors. They competed in the State Tournament in Hamilton and placed tied for 6th as a team. None of the boys earned All-State recognition. All five boys that played in the Divisional Tournament, plus our alternate and the top three JV boys, will earn their Letters.

Coaching was done by Brett Thackeray (eleventh year with the team, ninth year as head coach) and Sherry Breidenbach (first year as assistant coach).



Our 2022/23 *Speech/Drama/Debate* season was a long and wonderful ride. There were many surprising twists and turns as we traveled farther and wider than we normally do. Our Eastern team was able to cross the mountains several times and visit our Western brethren. We attended meets at Lockwood, Custer Co, East Helena, Frenchtown, Laurel, and Whitefish. Divisional was held at Park, and State at Sidney. We even did our first National Qualifier with interested members of the team in Belgrade.

The Team had many seniors this year. We graduated more than half the team. We were blessed to have Logan Baldwin, Zeke Bauman, Catherine deGuzman, Jasper Fairchild, Gracie Howells, Leah “Wybie” Naber y Rosario, and Joe Workman on the team for their final year at Fergus. Joining them from the Junior class was Julia Kunau. Sophomores this year included Rachel Comer, Sofie Ramirez Galdamez, and Olivia Tucker. Freshmen this year were Malikai Aminkeng and Olotauatia Setu.

The team was Captained this season by Catherine deGuzman. Her Lieutenant was Julia Kunau. Both are outstanding examples of the dedication and challenge of competitive public speaking.

Our team was small but as fierce as ever. We had many individual high placers throughout the season. Our Pantomime Jasper Fairchild constantly dominated her event. Together with her partner Logan Baldwin they also challenged the competitors in Dramatic Theatre weekend after weekend.

Our debate team was equally dominant. Our three Lincoln Douglas debaters Gracie Howells, Julia Kunau and Rachel Comer, all brought their fierce intelligence and conviction to competition. Julia Kunau and Rachel Comer took the top slots at Divisional, a team first for Coach Stahl. Julia went on to take 1st Place at State as well.

The speech team had its ups and downs throughout the season. Captain deGuzman placed first at several competitions in her events of Impromptu and Dramatic Oral Interpretation.

We are already looking forward to the next season, even as we wave goodbye to the seven seniors. The team will be led by Julia Kunau for her senior year, with Sofie Ramirez Galdamez acting as her lieutenant. The team is already recruiting from the incoming freshman class as well as those students who haven’t yet found their way onto the team from the high school. Our fall season will kick off on October 2, 2023.

Coaching Staff will consist of Head Coach Lee Stahl and a possible Assistant Coach Comer. Coach Stahl was nominated again for Class A Drama Coach of the Year for 2022-2023. Coach Stahl is also the new Chair of the Education Committee for the Montana Forensic Educators Association, helping new coaches learn the ropes of competitive forensics.

It was a great year, and all are excited for the years to come.

The **Student Council** had a very successful and busy year, beginning last spring with the officer elections and the start of activities for the 2022-23 school year.

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

Scheduled meetings continued through the year as Student Council members had special recognition of staff and students through Custodian's Day, Boss's Day, Red Ribbon Week, Guest Teacher Appreciation, Winter Spirit Week, National School Counseling Week, Paraprofessional's Day, Administrative Professional's Day, School Nurse's Day, Teacher Appreciation Week, and Mental Health Awareness Month. An abundance of positive messages, cards, notes, treats, and gifts were given for these events to let others know how much they are appreciated at FHS!

This year Student Council created student support bags for students who were in need of a positive note and treat in their day or that had earned a congratulations for an outstanding event in their life. The bags were from "Fergus Friends" and included a positive note from a Student Council member, a treat, and some pencil toppers. The bags were kept at the office and could be handed out to students by the office secretaries, administrators, counselors, or Student Council members. Student Council received very positive feedback from students and staff about the appreciation for these encouraging "Fergus Friends" bags.

Another idea and item that was created by Student Council this year was Guest Teacher Appreciation Cups and Treats! Student Council members wanted to recognize the great work and dedication of our Guest Teachers. Each Guest Teacher at Fergus High School received a coffee cup filled with a thank you card, treats, a thank you pen, and a Fergus Perks gift card to use while they were at FHS. Student Council received thank-yous for this from some of our Guest Teachers and comments about how nice it was to know they were appreciated.

Winter Spirit Week was a success with the dress-up spirit days throughout the week and a pep assembly to recognize speech, drama & debate, basketball, wrestling, cheerleading, and the band at the send-off for Divisonal and State.

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

The Student Council held their elections for the 2023-24 school year in the spring of this year. Having learned how much this helped the previous year to prepare for the following year with Homecoming, elections were completed this spring in order to have time to prepare for the fall events of Homecoming spirit dress up days, hallway/locker decorating, parade, pep assembly, coronation, athletic events, and the dance. Student Body Officer elections were the second to last week of April and the Student Class Officer elections were the first week of May. Offices for all positions were filled through student applications, student speeches and campaigning, and student body voting. Officers will now be able to continue their Homecoming planning and work as school starts this fall.

Student Council wrapped up their year with an Eagle Workshop to gather input from students to present to administration. They presented Student Voice survey results (including categories of Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, Confidence to Take Action), thoughts and ideas from this year that students enjoyed with ideas to carry forward, ideas for welcoming Freshmen next year, Homecoming planning for next year, and their 2022-23 Student Council Legacy. A few of the things that were brought forward and mentioned at the Golden Eagle Workshop were to continue the Club Fair so students can learn and be more involved and connected throughout their year and also have “Club Spotlights” on announcements or on posters so students can learn even more about them and get involved, having more student recognition on the school monitors and through social media throughout the year, having more recognition and communication between students and teachers through possible use of information or recognition bulletin boards, and adding more activities for students.

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

The 2022-23 Student Council worked diligently this year toward their goals for student involvement, leadership, student and staff care, and school spirit. They found some things that worked very well throughout this year and plan to continue some of these ideas, such as having set meetings the first and third Tuesday of each month, having more student involvement in homecoming hallway decorating by including individual locker decorating and themes for each class, acknowledging and spreading kindness through the use of the kindness awards & drawings, recognizing students and staff throughout the year with: Custodian’s Day, Boss’s Day, Red Ribbon Week, Guest Teacher Appreciation, Winter Spirit Week, National School Counseling Week, Paraprofessional’s Day, Administrative Professional’s Day, School Nurse’s Day, Teacher Appreciation Week, & Mental Health Awareness Month, encouraging students through the use of “Fergus Friends” bags, including each class (freshman-senior) in a variety of ways for student events, having Student Council elections in the spring, and focusing each spring on the improvements that have been made throughout the year as well as areas in need of improvement to carry forward to future years. It was a very successful and innovative year, and we are proud of the Student Council officers' accomplishments and their service to our school, student body, and staff!

**State Champs!** Wow what a year 2022 was. After having an outstanding 2021 football season that put Fergus football back on the map, The 2022 **Football** team will be remembered as one of the best ever Class A football teams as well as Fergus High School teams.

This group continued to be committed to the weightroom and our off-season workouts, and because of that they finished the best football season in the history of Fergus High School.

The 2022 Varsity football team trailed one time all season and that was for 3 minutes at Laurel where they eventually beat Laurel 24-3 and never allowed their offense inside the redzone. Fergus' offense averaged 37.25 PPG and the Defense averaged 9.3 PPG Against. The 2022 Froshmore team ended the season with a 5-3 record.

The varsity ended the Conference Season 9-0 and won the Eastern A conference. Game 1: 44-12 win over Dawson County, Game 2: 24-7 win at Havre, Game 3: 63-6 win over Park, Game 4: 24-3 win at Laurel, Game 5: 42-7 win against Sidney, Game 6: 45-0 shutout win at Lockwood, Game 7: 55-18 win at Hardin, Game 8: 17-7 win against Billings Central to lock up the Conference Championship, Game 9: 36-0 shutout win at Miles City to finish the regular season. After a 1st round bye we hosted Columbia Falls in a windy cold game and came out with a hard fought 14-6 win. We hosted the Semi Final Game in Lewistown where we beat Polson 49-32 in a high scoring hard fought game. We hosted the 1st State Championship game ever in Lewistown and won our 2nd State Football Championship by beating Billings Central 34-14 in front of a full capacity crowd at Golden Eagle Stadium. We finished the year undefeated-a perfect 12-0, the best record in Fergus High School Football history and won the 2022 Montana Class A Football Championship.

For the second year in a row, the Fergus **Girls' Basketball** team made progressive strides as a program. Although the season record was one win shy of the previous season, the team was much more competitive against the powerhouse teams in the Eastern A Division. Leading by 3 at halftime against eventual state champ Havre, being tied with under 4:00 to go against then 1-seeded and undefeated Billings Central, tallying one of the biggest wins for the program in years by beating state runners-up Hardin, and even leading eventual state-placers Laurel at halftime during the first game of the Divisional Tournament are just a few examples of how well these girls competed this year. That was the biggest difference between this season and the previous one—how they competed against the best teams in the conference. We have a good young core of girls returning, including two girls that garnered All-Conference recognition as well as returning a starter who we lost to a knee injury. The goal is now to take the next step as a program and return to the state tournament.

The Fergus Golden Eagles **Cross Country** team almost doubled in numbers this year growing from 18 to 35. In 2021, there were 5 boys and 13 girls on the team. This year we lost two of the boys, but gained 6 more so we had 9 boys and 26 girls competing. Our girls' team placed 2<sup>nd</sup> at the Super Divisional competition with the Eastern Conference. Becca Birdwell was All-Conference for placing in the top 10, but Bethany Householder was also a Divisional medalist placing 12<sup>th</sup>. The boys' team placed 10<sup>th</sup> with Dalton Haugen finishing first for the team in 24<sup>th</sup> place. Going into the state meet, the girls were ranked 8<sup>th</sup> and the boys were ranked 22<sup>nd</sup>. Both teams moved up with the girls placing 5<sup>th</sup> and the boys placing 19<sup>th</sup>. Becca Birdwell finished 20<sup>th</sup> which was just 5 places out of all state ranking, but her time of 20:47 would've placed her in the top 15 last year. The times were faster this year. Our top 5 girls all placed in the top 50 runners. Our 7 varsity girls were Becca Birdwell, Bethany Householder, Anna Elam, Sydney Wichman, Paige Householder, Kylee Peterson and Maddie Martin. All 7 girls will be returning next year. Our top 5 boys were in the top 115 runners. This was a building year for a very young team and they showed a lot of improvement. The 7 varsity runners were Dalton Haugen, Joe Workman, Kaiden Gardner, Pedro Martingnoni, Aiden O'Neal and Kai Painter.

Dalton and Joe were seniors this year. Head Coach for Cross Country was Suzie Flentie with Regan Bold as Assistant Coach and Kimmie Briggs as Volunteer Assistant Coach.

Varsity record was 24-0...

The 2022-23 Fergus **Boys Basketball** season was the eighth season under Head Coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 24-0 and won the school's first State Championship since 1979 with a 54-47 win over Dillon at the Brick Breeden Fieldhouse in Bozeman. The team also won the regular season Conference Championship and the Divisional Championship for the second straight year. The State Tournament saw the Eagles defeat Hamilton in the first round 60-44 and followed it up with a dominating win over Frenchtown 61-35. Royce Robinson and Fischer Brown combined for 148 in the three state tournament games. At the Divisional Tournament the Golden Eagles picked up wins over Laurel and Billings Central, before defeating Dawson County in the championship game 66-40. School records were set for wins in a season & team rebounds. Fischer Brown set the individual points scored record for a season and points per game in a season. Royce Robinson set the school record for career assists, steals in a career, and blocked shots in a career. Matthew Golik set the career record for FG percentage. Royce Robinson and Fischer Brown both surpassed the school record for points in a career. Robinson and Brown were also selected All-State, and 1<sup>st</sup> Team All-Conference. Maxx Ray and Gage Norslien were selected 2<sup>nd</sup> Team All-Conference, and Matthew Golik and Brody Jenness earned Honorable Mention All-Conference. Robinson and Brown were also selected to play in the HIT Tournament at the conclusion of the season and both made the All-Tournament. Robinson, Golik, and Norslien were selected to play in the Billings Senior Classic, and Robinson was selected as the Charlie Robinson Most Valuable Player and selected to the 1<sup>st</sup> Team All-Tournament team. Fischer Brown was selected the Max Preps Montana Player of the Year as the top player in the state as selected by Max Preps and a 2<sup>nd</sup> Team Max Preps Small School All-American. Royce Robinson was selected the Vertical Raise/ESPN Montana Player of the Year and also selected to play in the Montana/Wyoming All-Star game. Coach Sparks was chosen the MCA Class "A" Coach of the Year, and the Golden Eagles finished ranked 2nd in the Nation by Max Preps for the Small School Division. The Golden Eagles were led by seniors Royce Robinson, Gage Norslien, Matt Golik and Avery Crouse. A talented junior class of Fischer Brown, Maxx Ray, Brody Jenness, Trajan Sparks, Kieran Netburn, Jordan Jensen, Sean Zimmer, and Tate Mangold earned their letters and will be relied on to lead the team next year. Eleven of the 12 lettermen earned Academic All-State honors. Twenty-four athletes participated in the program. Kylie Moline, Melissa Bidisson, and Luke Derheim served as team managers. The JV team finished 9-6 while the freshman team went 6-8.

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The **Volleyball** program under the direction of Head Coach Adrienna DeCock saw another great turnout this season - 31 girls tried out for the HS Squad. Twenty-eight players made it through tryouts for the C-squad, JV, and Varsity. Projected numbers for the program are looking good with Jr. High participation staying steady and over 30 girls participated in 5th and

6th grade volleyball last spring. The program is graduating 4 seniors this season. The Golden Eagles saw consistency this season and we are looking forward to the future of the program.

Since we did not graduate any seniors last year, we were able to come right in and pick up where we left off. This season we traveled to Sidney, Montana, for the Divisional Tournament and went 3-2, losing to Havre-one match short of making the State Tournament. Varsity ended with a season record of 11-9 and a conference record of 6-2 (finishing 2nd in our conference behind Havre).

Earning 1st Team All-Conference and All-State honors was senior Aniya Ross; 2nd Team All-Conference honors went to Rylee Armstrong; Honorable Mention All-Conference honors went to senior Brooke Weinheimer and junior Koryanne Lisle. There is an expectation for excellence on the court and also in the classroom. Six players earning a Varsity Letter this season earned Academic All-State honors (maintaining a 3.5 GPA or higher throughout the season - first quarter).

Our sub-varsity teams both had great seasons. C-squad, under Coach Lesly Kassmier, finished the season 13-1 and JV, under Coach Paige Nash, finished 11-3. Both squads showed lots of improvement over the season and we are looking forward to next season to pick up where we left off, and continue working towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2022-2023 **Wrestling** team was coached by Brendon DeCock and assisted by Robert Wallace. Wyatt Blythe was a Volunteer Assistant.

Our numbers continue to improve. We started the year with about 30 kids. We ended the season with 22, 18 boys and 4 girls. Of the 8 kids we lost throughout the year 5 were girls. We have to find a larger area to practice in. Our room is too small for even 18 kids. We also need to find a coach that is dedicated to the girls program. We were on the young end again, but the attitude and effort of the kids was pretty good all year. They improved throughout the season. We took 17 boys and 4 girls to Divisional and 8 boys and 3 girls advanced to State. All but 2 of them won a match at the State Tournament. We ended up putting 3 in the finals, 1 took first, 2 took second, and 1 took fifth. Becca Birdwell became our first female State Champion in girls wrestling.

We had 2 Seniors

- Damen McCord - 6th Divisional and 5th State
- Jett Boyce - 1st Divisional and 2nd State

We had 5 juniors

- Wyatt Elam - 2nd Divisional and 2nd State
- Jake Simac
- Carson Nelson - 6th Divisional
- Quinn Boogman
- Kate Maxwell - 2nd Divisional

We had 6 sophomores

- Zac Chinn

- Peyton Hartford - 4th Divisional
- Rebecca Birdwell - 1st Divisional and 1st State
- Lidia D’Hooge
- Tyson Clark
- Preston Johnson - 6th Divisional

We had 9 freshmen

- Camryn Fiscus
- Aiden Snyder
- Colt McCord
- Stockton Stroh - 7th Divisional
- Mikey Veloz
- Brian Blackadar
- Wyatt Gar
- Brendin Fiscus
- Jack Pallett - 7th Divisional

The 2022-23 Fergus High School **Cheer Team**, featuring fourteen Varsity Cheerleaders and one Mascot, had an outstanding season! Two of the cheerleaders were Foreign Exchange Students-from Italy and Belgium.

Jennifer Pfau (Head Coach) and Rayna Phelps (Assistant Coach) coached the Cheer Team. Throughout the year the Cheer Team stayed extremely busy practicing 2-3 times each week, as well as cheering at all home football, volleyball, and girls’ and boys’ basketball games. They also cheered on our teams at football playoffs and the State Championship, Volleyball divisional, and divisional and state basketball tournaments. It was an especially memorable year with the Cheer Team helping to cheer our Football Team onto a State Championship in front of our home crowd and the boys’ basketball team finishing 1st Place at Divisional and a 1st Place at State.

The Cheer Team hosted two camps for elementary students. The Summer Spirit Camp in August had 45 participants and Junior Cheer Camp in February had 99 participants. In March, the team hosted CheerFest – the largest high school cheer, dance, and mascot competition in the state! It was a record year for attendance with 27 teams and 350+ cheerleaders in attendance. CheerFest also featured a College Division for the first time. Our team took home the following awards:

1st Place in the Mascot Division – Mitchel LePage

1st Place Class A Cheer Team – Fergus High Cheer Team

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

Most Valuable Cheerleader – Finlay Lewis

Outstanding Cheerleader – Maggie Fulbright

Most Improved Cheerleader – Loise Bex.

Coming into the 2023 **Track & Field** season, our coaching staff (Vic Feller – throws and pole vault; Gary Cecrle – hurdles, sprints and relays; Orin Johnson – javelin and long and triple jump; Volunteer assistants Mike Hamling – throws, Suzy Flentie – distance; and Steve Olson – high jump and relays.) had high hopes for a successful season but did not reach our team goals. We did have a lot of great performances during the year, especially two new school records, one being Rylee Armstrong winning State in the long jump with a jump of 18' and the other being Girls' 4 X 100 relay set a school record at State with a time of 50 flat.

At the Divisional meet in Sidney the boys took 3rd and the girls took 4<sup>th</sup>. Placers were Avery Crouse in the 400 meter and long jump, Gage Norslien in the 110 Hurdles, 300 Hurdles, javelin, and both relays, Jett Boyce in both hurdles, Matt Golik in both hurdles and both relays, Sean Zimmer in the discus and shot put, Christian Wolfe in the shot put, Tanner Vanek and McKay Shobe in the high jump, Trent Grover in the short relay, Maxx Ray in the long relay, Rylee Armstrong in both hurdles, long jump, triple jump and short relay, Blythe Armstrong in the 100, 200, both hurdles and short relay, Sam Schiuchetti in both hurdles, Grace Hicks in high jump, 100 hurdles, and short relay, Koryanne Lisle in the short relay, and Aniya Ross in the shot.

At State, our girls tied for 8th and the boys tied for 15<sup>th</sup>. Placers were Rylee Armstrong-1st in the long jump (new school record 18'), 3rd in the 100 hurdles, 4th in the 300 hurdles and triple jump, and 5th in the 4 X 100 relay with a new school record of 50 flat. Those that joined her on the short relay were Grace Hicks, Koryanne Lisle and Blythe Armstrong. Blythe also took 5th in the 300 hurdles. Sean Zimmer took 4th in the discus and Gage Norslien took 5th in both hurdles.

We are losing a lot of good seniors, but our underclassmen coming up have a lot of talent. We had right 50 athletes this year and hopefully we can reach that number next year.

The 2023 version of Fergus **Fastpitch** saw a youth movement by the end of the year. As coaches, we always saw the potential and the season was the normal journey to success with a lot of ups, downs, U-turns, etc..... We had 22 girls out, but one that would have played a large role this season experienced an ACL injury and of the 22 we had only 2 Seniors. Most games we finished with 3 Juniors and 6 Sophomores on the field. We finished with a 15-12 record along with 6-2 in conference play, but the true highlight was our play at the State tournament as our youth matured quickly and started to understand their abilities. We even upset last year's state champion, Frenchtown! They had kept us from a trophy more years than I can remember, so it was nice to return the favor. Our games were truly a team effort as we were using 15-17 girls every game, which gives experience to a solid group of Freshmen. Our JV had a successful year also with a 10-4 record, so the future is bright and our numbers are solid. Eliazar Southard and Jaden Martin were All-State, Kiya Foran was 1st Team All-Conference, Karolyne Southworth, Kylie Moline, and Kayla Jensen were 2nd Team, and Kloe Southworth was Honorable Mention. Coaches were Mike Mangold, Kirsten Miller, Jeremy Long, and McKenzie Salka.



The 2022-2023 **Tennis** team, under the direction of Co-Head Coaches Sherry Breidenbach and Shannon Fisk, was led by an overall slightly inexperienced team consisting of 4 seniors, 13 juniors, 7 sophomores and 8 freshman. The Divisional team included 2 seniors, 10 juniors, 5 sophomores and 3 freshmen. Thirty-two players finished the season this year. We are encouraged and privileged by the hard work and dedication of our team. Weather did unfortunately play a negative role in this year's season. We lost two matches and did a lot of shoveling of courts for the first two weeks of the season to even begin to play.

Highlighting the year was the play of 3 players that advanced from Divisional to State. They were: Skylar Rutten who took 3rd place in Girls Singles and Lexi Breidenbach and Lauren Plagenz taking 4th place in Girls Doubles. Fergus High hosted a very successful North-East Division Class A Divisional Tennis Tournament for our placers and those that gained experience playing at Divisional for the first time. We are very thankful for the hard work of the tournament directors, Jim Daniels, Wendy Pfau and Diane Lewis. The Class A State Tournament was hosted by Polson using the courts at Fort Missoula Recreational Park and The Peak Health and Wellness Center in Missoula.

A strong group of underclassmen returning appears poised to provide excellent leadership next season. We also look forward again to talented and hardworking participants for the 2023-2024 tennis season.

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

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

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

Respectfully submitted,

Paul Bartos  
Vice Principal/Activities Director

# Assessment

Thom Peck

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

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

In general (VERY General), our gains or losses in Benchmark Scores from the previous year for Math and ELA beginning with our 2<sup>nd</sup> graders are as follows:

2 <sup>nd</sup> Grade	ELA	Up 6%	Math	Down 9%
3 <sup>rd</sup> Grade	ELA	Up 6%	Math	Up 21%
4 <sup>th</sup> Grade	ELA	Down 7%	Math	Down 3%

5 <sup>th</sup> Grade	ELA	Down 3%	Math	Up 6%
6 <sup>th</sup> Grade	ELA	Up 9%	Math	Up 5%
7 <sup>th</sup> Grade	ELA	Up 2%	Math	Down 3%
8 <sup>th</sup> Grade	ELA	Up 5%	Math	Up 2%

At the high school level, we conduct the ASVAB test which is designed for kids going into the Military to find their areas of interest and ability. We also use the SBAC for grade 11 Science (percent Advanced or Proficient rose 4%), as well as, MAP progress monitoring. The State mandated test is the ACT for juniors. The ACT was meant for college bound students but every junior takes the ACT at least once and the State provides funding for the first time students take the ACT. For FHS Juniors, our ACT scores rose 0.8% to 27.6% for Advanced or Proficient and FHS is 2.4% higher than the State percentages.

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

In my opinion, longitudinal data is more important in analyzing how well our kids are improving, especially in the grades K-8. We look for trends in all of our assessments and the emphasis is always on improving. Our goal in our Continued School Improvement Plan is to move at least 5% of our Tier III students to Tier II and to move at least 5% of our Tier II students to Tier I. This year, we moved 3.6% of our Tier III students to Tier II and 6.4% of our students from Tier II to Tier I. That is great progress! Each year, we strive for improvement and this year, for the most part, the benchmark for students increased in our MAP and SBAC scores but we did have a few decreases in certain areas or grade levels. It still looks like our test scores should be better and we will continue to look for ways to improve our test scores while providing more targeted intervention classroom instruction.

# **BUSINESS OFFICE**

**Rebekah Rhoades**



## **BUSINESS OFFICE 2022-2023 ANNUAL REPORT**



**Rebekah Rhoades  
Business Manager/District Clerk**

The 2022-2023 school year was yet again another year of change, challenges, and successes. Although we are a few years past the pandemic, lingering impacts to school finances are still being felt. In addition, bills signed into law during this year's Legislative session have created more change and emphasized the many complexities of School Finance. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office.

### **Main Business Office Functions:**

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

### **Highlights of the year included:**

- Excellent Audit Report
- Continual navigation of ESSER II and ESSER III Federal Funding due to the Coronavirus Pandemic
- Continued progress on the Bond Construction
- Revamping of the Classified Salary Matrix

### **Goals for the Future:**

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

My primary goals for the upcoming year include:

- **ESSA Coding Compliance:** As part of the new ESSA Federal requirements, schools with more than one physical location are required to report all expenses by school building code. Four years ago we completed a major overhaul to several of our district-wide account codes

and reported under these codes on the Trustee Financial Summary for the past two years. This is an ongoing project, as the rules for reporting are continually changing.

- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring platform was put in place in 2019-2020. The software is not yet being used to its fullest, but will create efficiencies that will assist better communication and processes for payroll.
- **Purchasing Review:** It has been many years since our purchasing process has been reviewed. Over the past 10 years we have introduced credit cards as a form of payment and the use of more and more online purchasing. While this can be very convenient, it has led to some challenges. It is our goal to review our processes and set up better guidelines so that we are ensuring that we are spending tax dollars responsibly.
- **Student Activities Financial Management:** It is my goal to ensure that training and education take place to be sure that we remain finding-free in both the Junior High and High School Student Activities accounts. It is my goal to meet with our Athletic Director annually to work towards setting a better budgeting process for the High School Student Activities.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will continue to replace manual processes used in the past. The Business Office staff has taken several trainings to improve our use of the software, but we can do better in this area. We know that we will be required to move to iVisions, a web based version of our software, in the near future and it will be a substantial cost to the District. We are now hosted off-site with Tyler Technologies, which is essential for the security of our data.
- **Budget Training (ongoing):** It has been several years since training was provided to the Principals and Classified Administrators on budget reporting. I plan to continue to implement one-on-one training this year to improve this process. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department. It is my intent in all Leadership Meetings to convey our budget to the best of my ability and to remain as transparent as possible.
- **Cross-Train Business Office Employees (ongoing):** As with all businesses, we need to make sure our positions are not reliant on any one person. Each Business Office employee is creating a list of duties that will be used to determine a cross-training plan for those duties that cannot be neglected. This is a continual work in progress. We recently had a resignation of our part-time Accounts Payable Clerk that has highlighted the need for cross training.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many rules and reporting requirements that our District is required to follow. I plan to continue to attend various training seminars as offered and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.
- **Address the need for Human Resource Staffing:** The overlap between the Business Office and Human Resources duties has grown. Eliminating the Curriculum Director and CMEC Director positions, making the Superintendent Secretary part-time registrar, and the significant turnover in staffing throughout the District has increased the workload on the Business Office.

- **Bond:** The Board ran a Bond Election in November 2021 to improve facilities districtwide. While the HS Bond failed, the Elementary Bond did pass. I learned a great deal about bond financing and purchasing, but the real test will be as we move forward over the next 3 years of construction. The Business Office will need to remain diligent in the required reporting for bond projects.
- **ESSER Funding:** The District has been given ESSER I, ESSER II and ESSER III funds from the Federal Government as a result of the Coronavirus Pandemic. ESSER I was expended in 2020-2021 and ESSER II was fully expended at the end of this fiscal year, leaving only ESSER III funds remaining. These remaining funds will need to be spent over the next year and have been designated toward projects, staffing and other identified needs. The Administrative Team and I are working diligently to ensure that those items being paid for out of ESSER funds do not cause us to run over a “fiscal cliff” when the funds are no longer available and to put a major strain on our General Fund. The failure of the Elementary Levies the past two years will be felt as we move forward without the ESSER Funds to assist us with our budget shortfalls
- **Legislative Changes:** There were several bills signed into law during this Legislative Session that will impact the Business Office, but I have highlighted the major ones below:
  - [HB543](#) – Requires that the tax impact of a \$100,000, \$300,000 and \$600,000 home be included on the ballot. Effective 7/1/23.
  - [HB890](#) – Requirement that Board Meetings are recorded in an audio and video format and made publicly available within 1 business day on the District’s website. These will not be considered part of the official record of the meeting and may be destroyed after 1 year of being publicly available. Effective 7/1/24.
  - [HB203](#) – “Taxpayer Equity” bill that requires tax dollars to follow a student attending an out of district school. Essentially, the resident district of a student attending an out of district school will be required to pay the non-resident district a calculated sum from the Tuition Fund to be deposited into the General Fund (reducing the non-resident district’s taxes). The business office will be responsible for billing the resident district. This may have significant impacts on the King Colony School District, which is part of our High School District but not our Elementary District. Effective 7/1/24.
  - [HB332](#) – Health Insurance Trust will be created at the State level as long as there is participation from 150 districts and covers at least 12,000 “employee lives”. This bill is in its infancy, but the District will need to evaluate the pros and cons of joining this Trust. Our insurance agents with Lewistown Insurance are also aware of the bill and are following it closely. Effective 7/1/23.

### **Review of Board Objectives**

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

## **OBJECTIVE 1**



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

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

Current objectives in this area include:

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

## **OBJECTIVE 2**

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

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

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

Current objectives in this area include:

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

### **OBJECTIVE 3**

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2025).

Status: The 2023 Legislative Session proved to be challenging one. The State Government did recognize the strain that inflationary increases due to the pandemic have put on School Districts and opted for 2.7% (FY24) and 3% (FY25) inflationary increases (the inflationary increase is a set amount not to exceed 3% each year per MCA 20-9-326(2)). Even with these increases, in 2022 the national inflation rate was reported to be 6.5% and 4.9% in 2023. As a result, there will likely be more decisions that will need to be made at the local level to meet budget and carefully consider increasing taxes, both permissively and as a request to voters when necessary. As always, we will need to continue to be transparent and conscientious when setting the budget each year. As a District we have many organizations lobbying on our behalf, but the Board should continue to consider its involvement in the next legislative session in 2025. If Trustees do desire a “strong and influential presence” as the stated objective indicates, it is my recommendation to begin identifying stakeholders, opening communication channels, and establishing relationships in the very near future.

### **OBJECTIVE 4**

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

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

### **OBJECTIVE 5**

Not a function of the Business Office.

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

# Curriculum

Thom Peck

The 2022-23 school year was the fifth year that Principals and I shared Curriculum duties. COVID did set our time-line back but we are working our way back. This past year, we updated and revised our K-12 Music Curriculum. I would like to thank Zane, Mrs. Grensten, Ms. Wright, and Mr. Auger for putting in a ton of time and effort on this revision. The last time Music was updated was in 2004. In addition, last year we were fortunate enough with the outstanding effort of Mr. Lewis (English Language Arts) and Mr. Ventresca (Math) we were able to update our ELA and Math Curriculum materials, including online resources, for Grades K-8. The last time those materials were updated was 2009. I would like to thank all of the teachers that served on those two committees for their tireless work and multiple meetings away from the classroom and their family. In addition, last year I worked with Steve Olson and Orin Johnson to research new curricular materials and matched them to the current Montana Health Enhancement standards. We were able to update the junior high curriculum including textbooks and online resources for the junior high Health Enhancement. We will update the high school this year because Steve was considering retirement. For the upcoming 2023-24 school year we will work on our K-12 Science Curriculum and thank you to Whitney for her willingness to serve on that committee. The last 4 years we have updated/revised our Counseling, 7-12 Health, K-8 ELA, K-8 Math, K-12 Music and Counseling.

One of the things that we learned through the pandemic was that people need people – teachers need to be around kids, kids need to be around other kids and teachers. We are much healthier emotionally and mentally when we are with their colleagues and students. One aspect of our professional development and curriculum that we will continue to emphasize is the Whole Child Instruction, including the mental and emotional health of our students and staff. Much of our 2022-23 school year we focused our professional development on the ELA and Whole Child strategies. We will continue this in the 2023-24 School Year by using a mental health screener at LJH and forming a Respect Committee to address students treating other students with more respect and dignity. Further, we will return our focus to incorporate Standards Based Curriculum and Grading training with Alliance for Curriculum Enhancement (ACE). This is a huge endeavor that was curtailed during the pandemic and we will continue this process in the 2023-24 school year. We will also continue professional development in the new K-8 Math and ELA Curriculum and teaching strategies across all curriculum's using our MTSS Grant. Finally, the new accreditation standards will demand community, staff, business partners and school board members to engage in the new Profile of a Graduate and Integrated Strategic Action Plan. This will demand teachers and administrators to give up valuable classroom time to attend the trainings and embrace this huge paradigm shift with fidelity.

It is important to remember that curriculum development is a cycle and continuous process, especially with our monster move to Standards Based Curriculum and Grading. We have some serious catch up to do with specific curricular areas that we lagged behind due to past history and the pandemic. We will continue with our KinderSteps program at Garfield and meet the new Early Literacy Law for 3-4 year old's once we have our additional classrooms. We try to keep the class load to 10-12 students in the program and we feel this has been very beneficial to students. Families have spoken very highly of the program. This should take some of the stress away at our Head Start program and area daycare programs. We will also continue with our Self-Contained Life Skills or CARES Special Ed program at Garfield, Highland Park and eventually, Lewis & Clark Elementary. This program is designed for our high risk Special Education students. We feel the Program meets these students' needs and also, helps the regular education teacher by narrowing the spectrum of needs of the regular classroom students. This allows for more Differentiated and personalized instruction. We

continue to add electives at LJH and are working toward eliminating or reducing our study hall periods. We have returned to the A/B Schedule at LJH which allows students to take more elective classes. This past year we offered an Ag Tech class taught by Ms. Rianda from FHS, a STEM Physical Science, a Fisheries class, Digital Media Productions class, a Montana GIS class, and an Introduction to Weightlifting. For the 2023-24 school year we will use some of our Transformational Learning money to beef up these electives and to add a Robotics elective class. The additional electives have been very beneficial to students as we have found these classes have helped our student-teacher relationships. At Fergus High School, we will continue the EMT National Certification Class offered to Seniors at FHS by the Central Montana Medical Center. This program has provided a hands-on, relevant, Career Readiness class that has benefited students and is now a Dual Credit Class through MSU – College of Great Falls. Next year we will offer 16 Advanced Placement and/or Dual Credit classes in World History, Government, Calculus, Spanish, Chemistry, English, Welding, Math, Biology and Physics. Advance Placement Classes given an opportunity for students to take an exam in the spring and depending on their score, students can get college credit. We now use MSU-Northern, Gallatin College, MSU-Great Falls and Montana Digital Academy to offer these Dual Credit opportunities. We can use our Montana Education Opportunities grant to help families pay for the courses. Finally, we hope to offer more relevant, hands-on, Career Readiness courses or Certification courses offered through our Central Montana Education Center that will lead to student internships and/or apprenticeship programs. We believe the EOCM and the District Office can both use the Education Center building to meet all of these opportunities while saving the District money. We are working very closely with the Montana Department of Labor, Fergus County HRDC, Snowy Mountain Development, Accelerate Montana, American Jobs for America's Youth (AJAY) and local business partners to set up job apprenticeships or internships with area employers. Our numbers in FHS Career and Technical Education classes continue to grow in our Ag classes and Family and Consumer Science. Lastly, we will continue our Pre-Employment Transition Services class to get junior and senior students ready for the workplace and we will also, continue our HiSET Options program.

# **MAINTENANCE**

**Jason Fry**

## **Facilities & Maintenance Annual Report**

### **Fiscal Year 2022-2023**

Fiscal year 2022-2023 started with Sletten Construction breaking ground on the first project for the bond. Sletten began with the classroom addition at Lewis and Clark school and had it dried in before winter. The addition will add 5 classrooms, a library and bathrooms. It's slated to be available for school use next school year. Late spring/early winter the classroom addition at the Junior High started. The addition will have two new science classrooms and a large music room. This is also going to be available for school use next year. In spring of 2022 the gym/kitchen addition broke ground. Sletten is currently working on the foundation and slab for the addition, followed by steel erection and getting the addition dried in by fall. The addition is to be finished over the winter of 2023. This summer Empire Roofing will be re-roofing the original building at Lewis & Clark and Highland Park schools. Work has begun on new fire alarm systems at Lewis & Clark as well as the Junior High. This is a much needed upgrade for the Junior High as the fire panel is obsolete.

Maintenance completed 1,313 work orders this fiscal year. 449 were reactive maintenance and 864 were preventative maintenance work orders. This graph is from our maintenance request software and shows the main work types we accomplished this last fiscal year:

#### WORK ORDER INSIGHTS



**Completed Projects 2022-2023:**

- Lockers at the Junior High
- Touch screen FHS lobby
- Light pole at FHS football field
- Art room heat pump
- Solar Array
- Bottle Filler FHS gym

In summer of 2022 we removed the old lockers at the Junior High locker room and installing new lockers giving the Junior High, a much needed upgrade. We also installed a touch screen television in the lobby at FHS for activity awards. The heat pump for the art room at FHS had a blown compressor. These compressors are obsolete and so we had Universal Heating and Cooling install a brand new unit. This is the third unit that has had to be replaced at FHS. Just before football season we discovered that one of the light poles on the football field lights had become loose from its base. Allied Steel created custom brackets and Fabians welded the new brackets onto the pole. The district will have to look at a more permanent fix for the four light poles on the football field in the future. The Maintenance department added a new bottle fill station in the gym at FHS. This is great for whoever is using the gym as the old drinking fountain was out of order.

Summer of 2023 has been busy with moving equipment and supplies around in the schools for the bond project, this will continue throughout the summer. Maintenance will end the fiscal year with trying to get the finish peeling issues on FHS gym floor resolved.

**2023-2024 Objectives and Goals:**

- Move science and band classrooms into the new addition at the Junior High
- Move 5 classrooms and Library into the new addition at Lewis & Clark
- Move SPED into old Library at Lewis & Clark
- Move Teachers' Lounge into new location at Lewis & Clark
- Disconnect and move kitchen equipment to new central kitchen
- Tennis court maintenance
- FHS Gym floor maintenance
- Gym Floor Seminar put on by Hanson Chemical and Buckeye International



# **SCHOOL FOOD SERVICE**

**Amie Friesen**

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



**ANNUAL REPORT 2022-2023**

The 2022-2023 school year was characterized by a return to normal for School Food Service, as well as the district, with a notable decrease in meal participation. The overwhelming factor in our decrease in participation was the state wide return to a Free, Reduced, and Full Pay meal model. Although the drop in numbers is discouraging, it was expected. The administration and staff of each building monitored the student body to assure that students who struggled with getting meals in the absence of universally free meals were provided for. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

**PARTICIPATION**

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

**Breakfast**

- Student participation decreased by 18027 meals which is a 32% drop in participation. We attribute this decrease to a return to the Free and Reduced meal program. It is worth noting that although numbers decreased, 53% of the students participating in breakfast qualified for free meals. This shows that although numbers are down, it is still imperative that our breakfast program continue in order to provide for students who are lacking in resources at home. We are continually working toward an increase in participation by using new models such as breakfast after the bell.
- We will be working with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day.
- We believe that the program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students. Predictably, our goal for the coming school year is to gain more daily participation.

**Lunch**

- Student participation decreased by 23767 student lunches which is a 19% drop in participation. Although any loss in participation is discouraging, 19% is relatively low considering we are competing with last year's universally free model. I believe that the retention of 81% participation shows the quality of the meals we offer.
- 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.
- Paid adult lunches went down by 460 over the previous year. Earned adult lunches, however, rose by 137 meals; we believe this increase was due to offering free meals to additional teachers to assist in lunch time management.

- Research shows that the Recess Before Lunch program has favorable results in meal time behavior, and meal consumption. We are hoping to expand this concept into our elementary schools as grade levels are shuffled during the Bond.
- 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 time 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 5523 amounting to \$22092 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period, however, we would like to see this number reduced if possible. We will be speaking to administrators next year to evaluate the need for meal time monitoring at each school.
- 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.

### **Ala Carte**

- Statistics show that our ala carte choices have proven successful with a total profit of \$17695 from sales at both breakfast and lunch in our secondary schools. This is a predictable increase of \$7935 from last year. With many students having to pay full price for meals, they opted for Ala Carte choices.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line. As in our regular lines, we look toward providing more fresh and/or homemade products through the use of fruits, vegetables, whole grains, and low fat foods with more fiber and less sugar content. Our goal is to provide great food in all of our cafeterias so as to feed more kids at school.

### **CATERING**

- The value in dollars from this facet of our operation amounted to approximately \$6,300. Part of this amount (\$742) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

### **EQUIPMENT**

The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate. We are looking forward to the new space and equipment that will be provided in our move to a new kitchen. We will be able to take the majority of our equipment with us, but some equipment was ready to be replaced or could not be transported. Because of this, we are looking forward to a new cooler, freezer, Robcoupe, steam kettle, and dough press at our Lewis and Clark location. We are still in need of a new meat slicer at our Central Kitchen. This item would cost around \$2300.

Our School kitchens are operating at an efficient pace, but occasionally an upgrade in equipment is necessary. Next year we hope to replace the GF Kitchen's cooler which was inherited from the Central Kitchen several years ago. It is an extremely old cooler and needs to be replaced. The cost for an appropriate commercial model would be approximately \$5800.

To ensure that our equipment is maintained on a professional level (hopefully for longevity and efficiency) and to lessen the demand on the school district's maintenance staff, we continue to use other vendors to handle some of our equipment maintenance. These include Universal Heating and Cooling and KR Chemicals.

This summer Infinite Campus is moving to a 2.0 model for the Food Service module. We have upgraded our programs and are prepared for the transition. The new model will do away with lots of cumbersome programming processes for our terminals. It is an intuitive program that will be easy for our staff to learn. We continue to enjoy the use of online applications from Infinite Campus as well.

### **EDUCATION**

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

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

### **SAFETY**

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

- As a result of employee training and education, School Food Service, again, received two sanitation inspections (as required by the HACCP policy) at each of our six kitchens without only 2 “findings”.

### **FOOD SERVICE 5 YEAR REVIEW**

This year our program underwent a 2 day onsite review from OPI. There were only 3 findings in our entire program. These findings were easily corrected and solutions were submitted for approval. The School Nutrition Specialist who did our audit said it was one of the best audits in the state. School Food was extremely proud of this compliment.

### **PERSONNEL**

- For the first time in 6 years, School Food will go into next year with a full staff. We attribute this to a return to normal in our economy and a reevaluation of fair pay on the Classified Staff Matrix.
- 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 2022-2023

SITE: District Summary

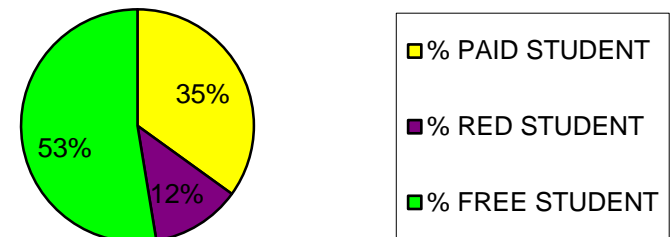
MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	995	0	0	0	0	2029	398	3422	4	4	8	3430	22
October	1482	4	0	1	5	2345	466	4298	17	2	19	4317	19
November	1219	1	0	1	2	1808	456	3485	17	0	17	3502	17
December	1093	1	0	0	1	1463	337	2894	3	2	5	2899	16
January	1724	1	0	3	4	2315	656	4699	0	0	0	4699	20
February	1518	0	0	0	0	2056	534	4108	1	3	4	4112	18
March	2007	3	0	1	4	2800	721	5532	0	4	4	5536	22
April	1505	0	0	0	0	2206	503	4214	0	1	1	4215	19
May/June	1718	0	0	0	0	2895	684	5297	1	3	4	5301	24
<b>TOTALS</b>	<b>13261</b>	<b>10</b>	<b>0</b>	<b>6</b>	<b>16</b>	<b>19917</b>	<b>4755</b>	<b>37949</b>	<b>43</b>	<b>19</b>	<b>62</b>	<b>38011</b>	<b>177</b>

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1240	156	13%	29%	12%	59%
October	1250	226	18%	35%	11%	55%
November	1246	205	16%	35%	13%	52%
December	1247	181	15%	38%	12%	51%
January	1242	235	19%	37%	14%	49%
February	1242	228	18%	37%	13%	50%
March	1243	251	20%	36%	13%	51%
April	1241	222	18%	36%	12%	52%
May/June	1225	221	18%	32%	13%	55%
<b>AVERAGES</b>	<b>1242</b>	<b>214</b>	<b>17%</b>	<b>35%</b>	<b>12%</b>	<b>53%</b>

Participation at individual schools:

Garfield	26%
Highland Park	19%
Lewis & Clark	24%
Junior High	12%
Fergus High	10%

**Student Breakfast Participation**



\*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

2022-2023

SITE: District Summary

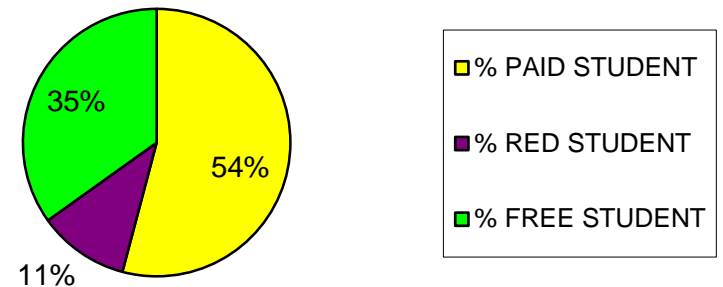
MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	5536	1	1	1	3	4577	1459	11575	597	279	876	12451	22
October	6274	29	22	10	61	4285	1194	11814	571	224	795	12609	19
November	5838	70	25	13	108	3559	1105	10610	659	181	840	11450	17
December	4673	20	15	4	39	2814	881	8407	479	167	646	9053	16
January	6728	92	21	4	117	4266	1386	12497	636	256	892	13389	20
February	5949	93	14	2	109	3754	1294	11106	575	231	806	11912	18
March	7534	107	24	3	134	4739	1507	13914	773	305	1078	14992	22
April	5912	91	16	6	113	3646	1073	10744	586	221	807	11551	19
May/June	7720	67	14	18	99	4939	1488	14246	653	277	930	15176	24
<b>TOTALS</b>	<b>56164</b>	<b>570</b>	<b>152</b>	<b>61</b>	<b>783</b>	<b>36579</b>	<b>11387</b>	<b>104913</b>	<b>5529</b>	<b>2141</b>	<b>7670</b>	<b>112583</b>	<b>177</b>

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1240	526	42%	48%	13%	40%
October	1250	622	50%	53%	10%	36%
November	1246	624	50%	56%	11%	34%
December	1247	525	42%	56%	11%	34%
January	1242	625	50%	55%	11%	34%
February	1242	617	50%	54%	12%	34%
March	1243	632	51%	55%	11%	34%
April	1241	565	46%	56%	10%	34%
May/June	1225	594	48%	55%	11%	35%
<b>AVERAGES</b>	<b>1242</b>	<b>592</b>	<b>48%</b>	<b>54%</b>	<b>11%</b>	<b>35%</b>

Participation at individual schools:

Garfield	54%
Highland Park	59%
Lewis & Clark	63%
Junior High	51%
Fergus High	24%

Student Lunch Participation



\*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  
2022-23**

**CHELSEY ROGERS, SPECIAL EDUCATION DIRECTOR**

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

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

**NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

<b>Year</b>	<b>Lewistown Elementary</b>	<b>Fergus High School</b>	<b>Total</b>
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184
2016-17	127	48	175
2017-18	132	49	181
2018-19	133	54	187
2019-20	117	49	166
2020-21	123	46	169
2021-22	120	54	174
2022-23	134	51	185

Many issues relative to Special Education and services to students with exceptional needs touch the entire educational arena in the Lewistown Public Schools. Selected topics which interline with the District's 2022-2023 Goals and Strategic Objectives include the following:

**Goal Area 1: Measurable Student Achievement**

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

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

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

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

## **Goal Area 2: Facilities**

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

## **Goal Area 3: Community/Parent Engagement**

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

## **Goal Area 4: Technology**

**Strategic Objective – Collaborating beyond the Classroom:** This year CMLRCC has had to contract out for Occupational Therapy services. This is an agency out of Billings. Teletherapy services require an E-helper whose role is to help with technology and ensure the students have the correct materials to complete lessons created by the OT. Each school has provided adequate technology to ensure our students receive the services we are obligated to provide. For the 2022-23 school year CMLRCC was able to hire two in-person Occupational Therapists.

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

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

**Strategic Objective – Professional Development:** In response to district needs, professional development activities were designed to support teaching, paraprofessional, and administrative staff. CPI training was offered one time in person which accommodated all staff certifications. This training provides skills for individuals supporting students with challenging behavioral needs. Also, a training was conducted focusing on Staff and Student Wellness facilitated by Stacy York Nation. In addition, all Case Managers were trained in the Special Education process and current legal issues through the Office of Public Instruction.

Central Montana Learning Resource Center Cooperative continues to advertise for vacant positions but have had success hiring qualified specialists.

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

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

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

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

# **TECHNOLOGY**

**Scott Baldwin**

## Technology 2022-2023 Annual Report

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



June 9, 2023

### Lewistown School District – Scott Baldwin

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

The Tech department with ESSER funding has also been replacing staff and student laptops and desktops to help facilitate distance learning and updating devices for the potential of future distance learning if the need should arise. This includes 5 new laptops, 25 desktop computers, and 415 new Chromebooks. With the addition of new classrooms to the 3 elementary schools we purchased 10 new Cisco APs with ESSER funds. We hope to have most of them installed by the start of the 2023-2024 school year. As you can see the Tech department like many other school departments has been very busy this year.

In January John Jensen retired from the Tech Department. John had been the Regional Technology Coordinator for 6 years and prior to that had worked as a Technologist for the Lewistown Public School District for 4 years. When John left we moved Josh Day into the Regional Coordinator position requiring us to fill his Technologist position. John had been ill for several months so when we hired a Tech for Curtis's position we were able to hire two Techs to help with John's absences. We hired Ben Richards and Greg Mikat both of whom have been great additions to the department. We have been making large changes in the Co-Op this year with Josh taking over and have taken the opportunity to hire Tahan Wichman with ESSER funding to help implement those changes and help us with the new tech requirements necessary for the school additions. This is only a temporary position and we are taking advantage of the help.

**META:** We have been blessed with being part of META (Montana Educational Technologists Association) with over 170 members state wide. We have been able to use this network of Techs to look for ideas and products needed to switch from traditional brick and mortar classrooms to online education incase of further school closures. Over the past year Zabrea Fiscus and Josh Day have been co-coordinators for the Central Montana region and with these positions have been able to shape and provide guidance in how the organization works with other schools in implementing technology for students in the state. Josh and Zabrea have both stepped down as co-coordinators for the Central Montana region and I have taken over the position for my second stint as coordinator for the next year. I am looking forward to being part of META's leadership and working on improving how tech is used in Montana schools moving forward.

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

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

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

Kristen Rutten, our IMC Tech worked with Finalsight over the last year to transition from School Point. This included moving to new software and updating our site to a new look. Finalsight continues to help us with keeping our website ADA compliant. The site is still easily navigated by the community and will continue to be a valuable source of information and communication tool.

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

**ConnectWise Automate:** We renewed our contract with ConnectWise again this year. We continue to utilize ConnectWise to update and track devices, and also as a ticketing system for all things technology in local schools and many of the Co-Op schools as well. This suite of software allows the Tech department to access and work with computers remotely saving time and money in travel as well as a ticketing system giving users another avenue to ask for technical assistance. We have also taken advantage of ConnectWise's virtual administrator to help us streamline and update our tools and how we use this software. We look forward to getting more out of this suite of products and are happy with the services it provides.

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

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

[https://www.securly.com/?utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=brd&utm\\_term=securlycom&gclid=Cj0KCQjwirz3BRD\\_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLY1jvGZI-B6fUURxJG-Scbm0cUoAp7NEALw\\_wcB](https://www.securly.com/?utm_source=google&utm_medium=cpc&utm_campaign=brd&utm_term=securlycom&gclid=Cj0KCQjwirz3BRD_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLY1jvGZI-B6fUURxJG-Scbm0cUoAp7NEALw_wcB)

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

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

### **Regional Technology Coordinator - Joshua Day**

The 2022-23 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. The Winifred project continues, as hardware for the school has yet to arrive, but should be finished this fall. We were able to put together a temporary network at Winifred, using some of Lewistown's and Winifred's old equipment to get them through the school year. Springwater Colony will join Harlowton Public Schools elementary district this summer adding another location to our cooperative. This will be an on site set up as well, as they currently have no in classroom technology or infrastructure for wired or wireless internet. Stanford will be an upcoming project as well, as they will be remodeling, renovating, and adding to their school and campus.

### **Adventures in Technology - Zabrea Fiscus**

As I enter into my 6th year with the technology department I just want to say how much I have enjoyed my time working with all the staff from Lewistown Public Schools and all of the county schools: Roy, Winifred, Grass Range, Moore, Hobson, Stanford, Geyser, Harlowton, Judith Gap, Headstart, King Colony, Spring Creek Colony, Deerfield Colony, and Ayers Colony.

In Lewistown we have been quite busy with setting up the new computers and re imaging older computers to keep up with technology. It actually takes a bit of time to reimage a computer, add all the software, and transfer teachers data. Construction on the schools has started and with that will be new technology infrastructure. We will need to add more access points, and more wall ports. This will be a busy next few years as we work on those projects.

In the co-op schools we did a lot of maintenance. Updating, re-imaging, and cleaning computers and chromebooks. Winifred is still in the process of building their new school and the technology is ever changing.. This project has been challenging due to the lack of technology equipment available. We took on another new client in Harlowton. We will now be servicing Springwater Colony. They will need to be set up from scratch this summer. We have 7 locations moving to K12 Panel software. This project has been slowly rolling out through the year and we hope to have it finished up this summer. This software moves the schools to a serverless environment, which is new to me and something I get to learn about. That is why I love this job, always learning new things.

### **Highlights from the Region - Greg Mikat**

This has been my first school year working as a Technology Specialist for the Lewistown School District. I have been pleased to be involved in such a diverse technological environment. Truly, each day has been a challenge and adventure in problem solving and learning new systems and processes. I am very grateful to my colleagues within the Technology Department that have been so very willing and courteous when helping me to build a solid foundation of understanding the operating systems we work with so frequently. From replacing broken parts on student

Chromebooks and helping classroom teachers interact with their Smartboards to effecting repairs on servers, these past nine months have been exceptional. Additionally I feel very fortunate to have access to the SkillSets professional development courses which have greatly augmented my understanding of systems we interact with on a daily basis.

### **Highlights from the Region - Ben Richards**

2022-2023, my second contract with the Central Montana Tech Co-op. As I became more comfortable with this position new and different challenges were presented to rise up to. The level one service and tickets have become simple for me and I enjoy sharing my knowledge with our new employee. We have started to streamline and simplify some of our networks/computer management at a handful of locations, which is a learning experience as always. Learning about the advantages of using the 'cloud' has also been an eye opener to me. Growing up in such a remote location such as central Montana started me without much trust in the 'cloud' but as I have experienced the other options, I've now learned to trust and have faith in off-site data management.

Another adventure I got to be part of was the completion of the Winifred High School, which is still in the works but we did get their network up and running on a skeleton framework of borrowed equipment while their new equipment is still yet to show up. There are some interesting projects waiting on the horizon as well like we've added 'springwater' colony to our list of supported hutterite colonies and will be getting them back up to speed on educational technology. We're also in talks of adding Lewistown to the list of schools participating in our K12 computer management system. When that change happens it will alleviate multiple big nickel and dime services that are cumbersome and unnecessary after K12's implementation. Thank you to everyone that has been part of giving me the opportunity to work in this position. I feel that this position is a good fit and there is a strong level of satisfaction I receive when helping someone through difficult/frustrating technology situations

### **Highlights from the Region -Tahan Wichman**

The 2022-2023 school year has seen many tasks completed. In Harlowton, I mapped the network to discover any loops. The process also allowed us to find how the switches were interconnected. I wrote a proposal to set up Link Aggregation and utilization of the spf+ ports with DAC (Direct Attach Copper) Cables to ensure everything was smoothly running fast on the network. Next, I sorted out issues with the email for both copiers and Visions marked as suspicious. I then set up UPS' on the school network to ensure continuity during power outages. We began the process of de-provisioning Piper13. It has shown us some problems with the configured DNS for some computers and printers. It allowed us to resolve the issues. Finally, we pushed out updates to all computers and servers using ConnectWise Automate Patch Manager to ensure they were up-to-date and secure.

It has been an experience having been back in the technology department after a year and a half traveling the state working on computers and servers. I am looking forward to working with the rest of the crew to cut down issues that choose to rear their heads.



# Title I

Thom Peck

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

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

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

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

**Recent Changes** – To my knowledge, LPS went through a Title I, Title II and Title IX Audit as part of the Every Student Succeeds Act (ESSA) that was enacted in 2015 and again in 2020. ESSA requires much more documentation and reporting requirements rather than Adequate Yearly Progress, (AYP) scores. The penalties for limited AYP have been eliminated but ESSA

emphasizes each school/district improvement plans and progress. The audit was very extensive and thorough, involving evaluating 58 different areas in these three Title programs. We had four areas that required corrective action that we needed to provide more parent communication (two different actions), Homeless Student identification, and a specific form that outlines our Test Accessibility Plan. We have made these corrective actions and continue to evaluate our program's troubled areas. We still struggle identifying Homeless Students but I am working with the Helena School District to gain insight on their practices of identifying Homeless Students.

The Office of Public Instruction has used the Continuous School Improvement Plan (CSIP) for school reporting. The CSIP is very thorough and provides information for the Elementary District and the High School District, as well as, information on each school within the District. Next year, this will change to the "Integrated Strategic Action Plan" and it is still unclear how this will differ from the CSIP.

**Professional Development** – This is a big focus for any Title I program and we have stressed Standards Based Curriculum and Grading in previous years and we will continue for next 3 years. In addition, we are now an ALICE Organization Certified that trains staff on crisis situations and intruder strategies. We are also providing training on Whole Child Interventions and Assessment and Instruction, especially with the drastic changes that COVID-19 created with distance learning/instruction, remain a huge focus for our Professional Development plans. Some other efforts that relate to our Title I program are:

- Credit Recovery – In 2020-21, Fergus High School began to use and continues to use Montana Digital Academy instead of Odyssey coursework for our Credit Recovery. This will provide a cost savings about \$8000 since Montana Digital Academy is much cheaper and supported by the Montana Legislature. Plus, Montana Digital Academy has proven to be much more successful. Credit Recovery is done in the summer and during the school year.
- We will continue our MTSS efforts and making adjustments in strategies to move students from Tier III to Tier II or from Tier II to Tier I that are data driven and school specific. This is a program that staff, students and parents are very familiar with. The program is something that the educational community in Lewistown strongly believes in and has built a high level of trust. Finally, by continuing the MTSS program it is much easier to track students and to measure their progress. The program is funded through a grant that only 10 schools so far have received in Montana. The grant will run through the 2024-25 school year.
- We will also continue our MAP assessments for now grades 2-10 for reading and grades 2 - Algebra II for math. We found that there is a strong correlation between our MAP scores and SBAC scores. In addition, MAP scores provide a great tool for progress monitoring or if we get a home school or transfer student, MAP gives us a good picture where that student measures up to their grade level. We will also continue Dibels testing in grades K-6 for Reading fluency and SuccessMaker Assessment for Grades 2-6 to progress monitor our students in Math.
- LPS now is the sole "Leasee" of the Central Montana Education Center. Instead of just MSU-Northern occupying the building we now have the University of Providence, and Job Service. The EOCM Board has been rejuvenated and FHS has formed strong

partnerships with Fergus County HRDC, Accelerate Montana, Snowy Mountain Development, Central Montana Medical Center, MSU-College of Great Falls, as well as, MSU-Northern coming back to provide FHS Dual Credit Offerings and local business partnerships. We hope to provide more opportunities for Career Readiness Skills, Certification type programs and eventually, Apprenticeship and Internship Opportunities for young adults in Central Montana, as well as, FHS Juniors and Seniors. This building is the most under-utilized building in our District. We hope once the Central Kitchen moves to Lewis & Clark, the Lincoln Building and the other educational entities will be able to move to the Education Center. This will save the District a significant amount of money in the upcoming years.

# **TRANSPORTATION**

**Rob Odermann**

**Annual School Report**  
**Transportation Department 2022-2023**

**June 12, 2023**

During the 2022-2023 school year we traveled **95,703** miles in yellow buses and **63,483** miles in our activity buses. This is a total of **159,186** student transport miles. These numbers are down from 95,767 in yellow buses, 67,483 in activity buses, and total of 163,207 from last year. These numbers reflect the snow days and canceled activity trips because of weather this winter.

We provided transportation for a total of **193** out-of-town activity trips during 2022-2023, up from 183 the previous year. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **220** vehicle/bus requests, up from 205 last year. These requests included in-town bus activity trips as well as request for use of school district vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective and minimized errors.

We are waiting for delivery of the new yellow bus we ordered in August last summer. Hopefully it will be delivered before fiscal year end. We are on schedule to purchase two new yellow buses in the 2023-2024 fiscal year. We do have two schools interested in purchasing our old Eagle 1 bus that we surplused this year and hope to have it sold by the end of the summer.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two driver education vehicles, seven maintenance vehicles, the 2 hot lunch vans, one transportation pickup and snowplow, four tech department vehicles and four fleet vehicles. We continued doing contracted maintenance on the Council on Aging buses and ten CMLRCC vehicles. Our mechanics were able to tackle some major repairs on a couple of our activity buses and save the district thousands of dollars rather than taking the repairs to a shop in Billings. This shows the skill and productivity of our mechanics of which I am very grateful for.

We hired two new route drivers and one substitute route driver this year. We had one route driver transfer to Garfield school and become a janitor and we had three substitute bus drivers leave the transportation department. Going into the fall we will be fully staffed but would like to hire and train one to two more substitute bus drivers/activity drivers. We currently have 20 employees in the transportation department.

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

The annual MAPT bus convention has been scheduled for June 21<sup>st</sup> -23<sup>rd</sup> where we will continue to receive more training. We already have a combined total of 618 training hours for our department which shows the dedication of our drivers to becoming safer and better bus drivers.

We were able to navigate what seemed to be a very long winter and more than average inclement weather days with only a few minor incidents and no injuries. We felt it was another successful year and will continue to train together to become safer and more professional as a department. We look forward to serving the district in the upcoming year.

Respectfully,

Rob Odermann,  
Transportation Director

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

5

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

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

**Requested By:**    Board of Trustees    **Prepared By:** \_\_\_\_\_ Committee

**SUMMARY:**

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

Attached is the list for Standing Committees of the Board for the 2023-2024 School Year.

**SUGGESTED ACTION:**    Informational

☒ Additional Information Attached

**NOTES:**

**STANDING COMMITTEES OF THE BOARD**  
**2023-2024 School Year**

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Whitney Brady	John Carlson	Zane Fulbright	Kevin Hodge	Lisa Koch
Building & Grounds	3	X	X	X				
Insurance Risk Committee	2				X		X	

**OTHER COMMITTEES WITH BOARD REPRESENTATION**  
**2023-2024 School Year**

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Whitney Brady	John Carlson	Zane Fulbright	Kevin Hodge	Lisa Koch
Activities	3	X	X			X		
Curriculum Committees:								
Science	2			X				X
Health Insurance Program	2			X			X	
School Calendar	1					X		
Vocational Advisory Council	1					X		
Gaining	3		X	X	X			
Policy Review	3				X	X		X
Assessment	2						X	X
Classified Salary/Benefit Review	2	X					X	



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

6

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

ITEM TITLE: DISCUSSION BOND UPDATE

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

Discussion will take place regarding updates and progress on the elementary bond presented by Shane Swandal, Hulteng Corporation.

**SUGGESTED ACTION:** Informational

☐ Additional Information Attached

**NOTES:**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

7

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

ITEM TITLE: REPORT—INVESTMENT

Requested By: Superintendent Prepared By: Rebekah Rhoades

**SUMMARY:**

June 2023 Interest was as follows:

Elementary - \$3,714.13  
High School - \$4,486.65

June 2023 Bond Interest was as follows not available at the time of posting.

**SUGGESTED ACTION:** Informational

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

8

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

ITEM TITLE: REPORT— END OF YEAR TRANSFERS AND RECAP

Requested By: Superintendent Prepared By: Rebekah Rhoades

**SUMMARY:**

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the various end of year transfers for the 2022-2023 School Year.

**SUGGESTED ACTION:** Informational

☒ Additional Information Attached

NOTES:

## **END OF YEAR TRANSFERS JUNE 30, 2023**

### **ELEMENTARY GENERAL FUND TO INTERLOCAL FUND:**

General Purposes = \$66,000.00  
Maintenance = \$0

### **HIGH SCHOOL GENERAL FUND TO INTERLOCAL FUND:**

General Purposes = \$15,800.00  
Maintenance = \$0

### **COMPENSATED ABSENCES:**

\$0

Permission to transfer was granted in the June 2023 Board Meeting.

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

PLEASE NOTE THAT SOME OF THESE TRANSFERS MAY BE ADJUSTED SLIGHTLY ONCE THE TAXES ARE RECEIVED BY THE COUNTY IN ORDER TO MAINTAIN AN APPROXIMATE 9.5% RESERVE IN BOTH THE ELEMENTARY AND HIGH SCHOOL GENERAL FUNDS. FUNDS ARE CURRENTLY BEING REAPPROPRIATED TO INCREASE THE RESERVES FROM 9% TO 9.5%.

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

9

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

**ITEM TITLE:** REPORT—SUPERINTENDENT

**Requested By:** Superintendent    **Prepared By:** Superintendent

**SUMMARY:**

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

- ❖ MTSBA Training – July 19 or July 26? 5:30 p.m.
- ❖ Panel before the Board of Public Education on Ch. 57 – Educator Standards
- ❖ Boise State University Master Affiliation Agreement
- ❖ SAM Administrator Institute in Helena, July 24-26
- ❖ Staffing Update
- ❖ Driver's Education Summer Class completed 27 Students
- ❖ Impact Testing – August 8,9 and 11
- ❖ Fall Sports Parent Meeting – August 8; Fall Sports begin Aug. 10 (Golf) and Aug. 11
- ❖ New Teacher/Mentors Orientation – August 14
- ❖ LJHS New Student Orientation - August 15, 6 p.m.
- ❖ LC New Parent Orientation - August 16, 6 p.m.
- ❖ FHS Driver's Ed Meeting - August 17 at 5:30 p.m. & Freshmen/New Student Orientation, 7 p.m.
- ❖ FHS Blue/Gold Scrimmages and Booster Club Membership Drive – August 18
- ❖ ALL Staff PIR – August 21<sup>st</sup> plus Staff Pictures
- ❖ LC Open House – August 22
- ❖ FIRST DAY of SCHOOL (Grades 5-12) Meet & Greet (Grades K-4) – August 23
- ❖ Ministerial Breakfast – September 6th
- ❖ Portrait of a Graduate Handouts
- ❖ Recent Laws from 2023 Legislative Session that affect LPS:
  - HB338 – New requirements for IEFA
  - HB393 - Special Needs Savings Account
  - SB450 – “poke the bully in the nose”
  - HB549 & HB562 – Charter School Bills
  - HB745 – Allows the use of religious books during free reading or self-selected activities plus prayer in schools
  - HB833 – Teacher Residency Program
  - SB518 – Parental Rights involving Education both opportunities and/or to withhold information or activities

**SUGGESTED ACTION:** Informational

☐ **Additional Information Attached**

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

10

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

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

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_

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**SUMMARY:**

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

**SUGGESTED ACTION:**

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☐ Additional Information Attached

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**NOTES:**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

11

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

ITEM TITLE: MINUTES

Requested By: Board of Trustees Prepared By: Rebekah Rhoades

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the June 12, 2023 Regular Board Meeting

**SUGGESTED ACTION:** Approve Minutes as Presented

☒ Additional Information Attached

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LINCOLN BOARD ROOM and via Google Meet**

215 7<sup>th</sup> Avenue South  
Lewistown, Montana 59457

**MONDAY, June 12, 2023**

**REGULAR BOARD MEETING**

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

1. ROLL CALL  
TRUSTEES PRESENT:  
Kris Birdwell, CJ Bailey, Whitney Brady, Zane Fulbright, Lisa Koch, John Carlson, Kevin Hodge  
TRUSTEES ABSENT:  
  
STAFF PRESENT:  
Superintendent Thom Peck, Business Manager/District Clerk Rebekah Rhoades and others via Google Meet.  
OTHERS PRESENT:  
Heidi Weber—KXLO Radio and other interested parties via Google Meet.
2. PLEDGE OF ALLEGIANCE  
The group recited the Pledge of Allegiance.
3. MOTION TO SET AGENDA – Approved Unanimously (Fulbright/Hodge)
4. DISCUSSION – BOND UPDATE  
Shane Swandal, Hulteng Inc, reported on the status of the work in progress at Lewis & Clark, Junior High School, Highland Park Elementary and Garfield Elementary. Budgeting and the challenges associated with completing all phases of the project were also explained.
5. DISCUSSION – FORMING A KINDESS AND RESPECT COMMITTEE FOR FERGUS HIGH SCHOOL  
CJ Bailey stated that the Board will be creating a committee that will look at Activities at Fergus high school to improve transparency with parents and the community. Trustee Brady and Trustee Fulbright will be a part of this committee that will start meeting and report back to the Board in October.
6. REPORT—COMMITTEES OF THE BOARD  
Committees for 2023-2024 were assigned.
7. REPORT – BUDGET AND ESSER FUND UPDATE  
Rebekah Rhoades, Business Manager, reported on the budget for 2023-2024 and the status of the ESSER funding.
8. REPORT—INVESTMENT  
Interest earned and distributed for May 2023 was \$1,243.83 in the Elementary and \$1,390.67 in the High School for a total of \$2,634.50. May 2023 interest earned and distributed for the Elementary Bond was \$80,576.02.
9. REPORT—SUPERINTENDENT



Superintendent Thom Peck handed out a packet of information including the Great Falls College dual credit agreement, description of the new, intense accreditation standards and requirements, Letter of support for a proposed program called Acres, MT Advanced Opportunities Grant and Transformational learning Grant award letter and reported on the District's excellent attendance rate. Mr. Peck updated the Board of Trustees on staffing throughout the District. He spoke of the difficulties in hiring, especially in the field of Special Education. Mr. Peck reported that a new driver's education vehicle was purchased. Kinder Screening participation was reported. Mr. Peck shared that a "Redefining Ready" cohort is being started that he would like to participate in. The Board was updated on various dates and events throughout the District.

## **PUBLIC PARTICIPATION**

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

Sandy Fox introduced herself and described her experience as a teacher with Lewistown Public Schools. She requested to address the new trustees that handed out flyers during the election and expressed her concern over what was written. What was stated in the flyers is not happening in the schools and she requested that those trustees explain their intent with the flyers. Trustee Carlson expressed that he doesn't feel that those things are happening in the LPS district, but he is concerned that they will be things the district faces. He expressed that he does not want far left ideologies being presented in the district. Trustee Bailey requested that a conversation be had outside of the Board Meeting. Mrs. Fox expressed her concern that the information was misleading, fear based and unwarranted. Trustee Koch stated that she agrees the school is not teaching these things, but wants to be safeguards against it from happening.

Newell Roche, Head Girls Basketball Coach, reported that the participation numbers for girls' basketball are showing that they will again be low. He would like to request that the Board consider 8<sup>th</sup> grade participation in High School girls' basketball. He explained the difficulties of not having enough athletes to practice with two full teams. He also shared that they are not able to play full C squad games as a result. He is requesting in advance that the Board consider this option as soon as possible prior to the start of school.

## **ACTION ITEMS MINUTES**

### **11. MINUTES OF THE MAY 8, 2023, REGULAR BOARD MEETING – approved unanimously (Birdwell/Brady).**

Trustee Koch requested information regarding Alex Naber's project with the FHS Band Room. Trustee Bailey reported that testing is being done at FHS before the project begins.

Trustee Carlson requested that the adjournment time be corrected.

## **APPROVAL OF CLAIMS**

### **12. CLAIMS – the claims referenced in the 2022-2023 Bill Schedule and submitted through June 9, 2023, were approved unanimously (Fulbright/Brady). The Finance Committee for April - June 2023 are Board Chair CJ Bailey, Kris Birdwell, Whitney Brady and Zane Fulbright. The new Finance Committee for July-September 2023 will be Board Chair CJ Bailey, Whitney Brady, Lisa Koch and John Carlson.**

## INDIVIDUAL ITEMS

13. MOVE THAT THE BOARD OF TRUSTEES TERMINATE THE TEMPORARY EMERGENCY POLICIES NUMBERED 1900-1912 AND DIRECT THE ADMINISTRATION TO REMOVE THE POLICIES AND RELATED PROCEDURES FROM THE POLICY MANUAL AND WORK WITH NECESSARY STAKEHOLDERS TO ENACT THIS MOTION – approved unanimously (Birdwell/Fulbright)
14. APPROVE FIRST READING BOARD POLICY 2050 – STUDENT INSTRUCTION – approved unanimously (Birdwell/Brady).
15. APPROVE FIRST READING BOARD POLICY 2167 – CORRESPONDENCE COURSES – approved unanimously (Fulbright/Carlson).
16. APPROVE FIRST READING BOARD POLICY 2168 – ONLINE AND DISTANCE LEARNING – approved unanimously (Carlson/Brady).
17. APPROVE FIRST READING BOARD POLICY 2170 – DIGITAL ACADEMY – approved unanimously (Fulbright/Hodge).
18. APPROVE FIRST READING BOARD POLICY 2170P – DIGITAL ACADEMY – approved unanimously (Fulbright/Brady).
19. APPROVE FIRST READING BOARD POLICY 3100 – EARLY ENROLLMENT FOR EXCEPTIONAL CIRCUMSTANCES – approved unanimously (Carlson/Birdwell).
20. APPROVE FIRST READING BOARD POLICY 3121 – ENROLLMENT AND ATTENDANCE RECORDS – approved unanimously (Fulbright/Brady).
21. APPROVE FIRST READING BOARD POLICY 3121P – ENROLLMENT AND ATTENDANCE RECORDS AVERAGE NUMBER BELONGING – approved unanimously (Fulbright/Carlson).
22. APPROVE FIRST READING BOARD POLICY 3413 – STUDENT IMMUNIZATION – approved unanimously (Fulbright/Hodge).
23. APPROVE FIRST READING BOARD POLICY 3417 – COMMUNICABLE DISEASES – approved unanimously (Fulbright/Birdwell).
24. APPROVE FIRST READING BOARD POLICY 5230 – PREVENTION OF DISEASE TRANSMISSION – approved unanimously (Brady/Birdwell).
25. APPROVE FIRST READING BOARD POLICY 5130 – STAFF HEALTH – approved unanimously (Fulbright/Brady).
26. APPROVE FIRST READING BOARD POLICY 5223 – PERSONAL CONDUCT – approved unanimously (Carlson/Hodge).
27. APPROVE FIRST READING BOARD POLICY 5321 – LEAVES OF ABSENCE – approved unanimously (Hodge/Brady).
28. APPROVE FIRST READING BOARD POLICY 1310 – DISTRICT POLICIES AND PROCEDURES – approved unanimously (Fulbright/Brady).
29. APPROVE FIRST READING BOARD POLICY 2221 – SCHOOL EMERGENCIES – approved unanimously (Hodge/Carlson).
30. APPROVE FIRST READING BOARD POLICY 2221P - SCHOOL CLOSURE – approved unanimously (Fulbright/Brady).
31. APPROVE FIRST READING BOARD POLICY 4330 – COMMUNITY USE OF FACILITIES – approved unanimously (Fulbright/Brady).
32. APPROVE FIRST READING BOARD POLICY 8131 – INDOOR AIR QUALITY – motion failed unanimously (Carlson/Fulbright).  
Janet Grensten requested to know why this policy would not be implemented. Deb Hollister made recommendations regarding cleaning surfaces. CJ and Kris explained that our current system exceeds what this policy states. They also emphasized that air quality and safety is important to the district, but that the policy hand ties the District into certain items in a way that may be too restrictive.
33. APPROVE FIRST READING BOARD POLICY 8301 – DIRECT SAFETY – approved unanimously (Hodge/Fulbright).
34. APPROVE FIRST READING BOARD POLICY 8303 – FACILITY CLEANING AND MAINTENANCE – motion failed unanimously (Brady/Carlson).

35. APPROVE MEAL PRICES FOR 2023-2024 SCHOOL YEAR – approved unanimously (Fulbright/Brady).
36. APPROVE HEAT PUMP BID FOR FERGUS HIGH SCHOOL TO MIDLAND MECHANICAL – approved unanimously (Fulbright/Brady).
37. APPROVE 5.0 GPA SCALE FOR FERGUS HIGH SCHOOL ADVANCED PLACEMENT AND DUAL CREDIT CLASSES BEGINNING WITH SOPHOMORE CLASS OR CLASS OF 2026 – approved unanimously (Carlson/Birdwell).  
Trustee Fulbright asked for future clarification on how students transferring in will be affected.
38. APPROVE CONTRACT WITH HULTENG CCM, INC. FOR OWNER'S REPRESENTATIVE SERVICES – approved unanimously (Birdwell/Fulbright).
39. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Fulbright/Birdwell).
40. APPROVE EXTENSION OF LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Carlson/Brady).
41. APPROVE EXTENSION OF MOORE BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Fulbright/Carlson)
42. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE RESPECTIVE COMPENSATED ABSENCES FUND(S) – approved unanimously (Fulbright/Brady).
43. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE INTERLOCAL FUND – approved unanimously (Carlson/Hodge).
44. APPROVE INDIVIDUAL TRANSPORTATION CONTRACTS FOR THE HIGH SCHOOL DISTRICT – approved unanimously (Fulbright/Brady).
45. APPROVE SECOND SEMESTER CLAIM FOR INDIVIDUAL CONTRACT BUS REIMBURSEMENT – approved unanimously (Birdwell/Carlson).
46. APPROVE SECOND SEMESTER ELEMENTARY AND HIGH SCHOOL CLAIMS FOR BUS REIMBURSEMENT – approved unanimously (Fulbright/Brady).
47. APPROVE SUBSTITUTE AND ACTIVITY BUS DRIVER RATES – approved unanimously (Fulbright/Hodge)
48. APPROVE LEWISTOWN PUBLIC SCHOOLS MTSBA MEMBERSHIP – approved unanimously (Fulbright/Brady)
49. APPROVE FERGUS HIGH SCHOOL STUDENT ACTIVITY ACCOUNT CHANGES TO SET UP A CLASS OF 2027 AND DELETE CLASS OF 2023 – approved unanimously (Fulbright/Carlson).
50. APPROVE PERSONNEL REPORT WITH THE REMOVAL OF CHARLES MCPHERSON – approved (Birdwell/Hodge) Brady - Abstain

## **ADJOURNMENT**

The meeting was adjourned at 9:02 p.m. The next regular meeting will be held at 6:00 p.m. on Monday, July 12, 2023, at the Lincoln Board Room.

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**CJ BAILEY**  
**BOARD CHAIR**

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**REBEKAH RHOADES**  
**BUSINESS MANAGER/CLERK**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

12

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

ITEM TITLE: CLAIMS

Requested By: Board of Trustees Prepared By: Chris Gobble

**SUMMARY:**

Approve claims paid through July 7, 2023, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2023 include: Board Chair CJ Bailey, Whitney Brady, John Carlson and Lisa Koch.

**SUGGESTED ACTION:** Approve Claims as Presented

☐ Additional Information Attached

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

13

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

**ITEM TITLE:**    APPROVE CHANGES FOR THE 2023-2024 ELEMENTARY AND JR. HIGH STUDENT HANDBOOKS

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

**SUMMARY:**

The Board of Trustees needs to approve the changes to the 2023-2024 Student Handbooks.

- Elementary and LJH Handbook

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

**SUGGESTED ACTION:**    Approve Changes to the 2023-2024 Elementary and Jr. High Handbooks

☒ Additional Information Attached

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

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# **I. FORWARD**

Dear Parents,

Welcome to Lewistown Public School. It is a school district in which the entire community takes pride. Our academic standards are high, student behavior is excellent, and staff members are highly competent in their profession and respected in the community.

Simply stated, the Lewistown Public Schools believe that:

- ✓ Students are expected to, and do, learn.
- ✓ Teachers are competent, efficient and caring.
- ✓ Administrators maintain a focus on achievement and ensure an orderly learning environment.
- ✓ Parents and community members are involved in, and supportive of, high learning expectations and experiences provided to achieve those expectations.

We are looking forward to working with you in the education of your child. If you have any questions or concerns, please feel free to contact the teacher, principal or secretary at your child's school. You are always welcome in the Lewistown Public Schools.

Thom Peck  
Superintendent  
Lewistown Public Schools

## II. DIRECTORY

### Lewistown Public Schools

#### PERSONNEL

##### Board of Trustees

Ms. Doreen Heintz, Board Chair  
 Mr. C.J. Bailey, Vice Chair  
 Mr. Kris Birdwell  
 Mrs. Whitney Brady  
 Mr. Zane Fulbright  
 Mr. Phil Koterba  
 Mr. Jeff Southworth

#### PHONE NUMBER

Superintendent	Mr. Thom Peck	535-8777, ext. 1112
Business Manager	Mrs. Rebekah Rhoades	535-8777, ext. 1116
Director of Special Services	Mrs. Chelsey Rogers	535-8777, ext. 1122
Director of Technology	Mr. Scott Baldwin	535-8777, ext. 1118
Regional Technology Coordinator	Mr. Josh Day	535-8777, ext. 1128
Director of Building & Grounds	Mr. Jason Fry	535-8777, ext. 1114
Director of Transportation	Mr. Rob Odermann	535-3287
Director of Food Services	Mrs. Amie Friesen	535-5261



<b>Garfield - (K &amp; 1<sup>st</sup>)</b> 415 East Boulevard Lewistown, MT 59457 Jessica Miller, Principal Lanna Schoenfelder, Secretary 535-2366	<b>Highland Park - (2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup>)</b> 1312 7 <sup>th</sup> Avenue North Lewistown, MT 59457 Matt Ventresca, Principal Jenni Bristol, Secretary 535-2555	<b>Lewis &amp; Clark - (5<sup>th</sup> &amp; 6<sup>th</sup>)</b> 212 Crystal Drive Lewistown, MT 59457 Danny Wirtzberger, Principal Faith See, Secretary 535-2811
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**GARFIELD ELEMENTARY SCHOOL**  
**(Kindergarten & First Grade)**

**Principal: Mrs. Jessica Miller**

**Phone: (406) 535-2366**

**PERSONNEL**

<b>Full Time Teachers</b>		<b>Title/Resource &amp; Shared Teachers</b>	
<b><u>Grade</u></b>	<b><u>Name</u></b>	<b><u>Subject</u></b>	<b><u>Name</u></b>
KinderStep	Ms. Marne Dohrmann	Title I	Mrs. Audrey Boling
		Resource	Mrs. Leah Strouf
Kindergarten	Mrs. Danielle Aamold	Resource	Mrs. Pamela Roberts
Kindergarten	Mrs. Kelly Comer	Resource	
Kindergarten	Mrs. Maria Derheim	Physical Education	Mrs. Bridget Sparks
Kindergarten	Mrs. Megan Hicks	Librarian	Mrs. Brenda Gruener
Kindergarten	Miss Tace Patten	Music	Ms. Noelle Allergings
First Grade	Mrs. Amanda Bateman	Speech	Ms. Lindsey Williams
First Grade	Mrs. Amy Gies	Psychologist	Mr. Jack Baldwin
First Grade	Miss Emily Louis	Occupational Therapist	Mrs. Stephanie Forke
First Grade	Miss Rachael Swimley	Counselor	Ms. Julia Grubb
First Grade			

<b>Support Personnel</b>	
<b><u>Position</u></b>	<b><u>Name</u></b>
Secretary	Mrs. Lanna Schoenfelder
Playground/Office Assistant	Mrs. Fleeta O'Dell
Resource Paraprofessional	Ms. Sandy McRea
Resource Paraprofessional	Miss Nicole Karhi
Resource Paraprofessional	Miss Isabella Lewis
Resource Paraprofessional	Miss Natasha Mowdy
Pre-School Assistant	Mrs. Jennifer Johnson
Pre-School Assistant	Mrs. Lisa Charbonneau
Title I Assistant	Miss Alysann Karhi
School Nurse	Mrs. Lisa Robinson
Custodian	Mr. Chris Stansberry
School Resource Officer	Mr.

**GARFIELD ELEMENTARY SCHOOL**  
(Kindergarten & First Grade)

**2023-2024 Daily Schedule**

Kindergarten	1st Grade
First Bell - 8:25am	
Tardy Bell - 8:30am	
Intervention (8:30-9:30)	Math Block (8:30-9:25)
Math Block (9:30-10:15)	Intervention (9:25-9:45)
Recess (10:15-10:30)	Recess (9:45-10:05)
Reading Block (10:30-11:30)	Intervention (10:05-11:20)
Lunch (11:25-11:45)	Lunch Recess (11:20-11:50)
Lunch Recess (11:45-12:15)	Lunch (11:50-12:10)
Intervention (12:15-1:30)	Reading Block (12:15-1:20)
Recess (1:30-1:50)	Recess (1:35-1:50)
Intervention (2:15-2:45)	Intervention (1:20-2:35)
Dismissal KinderStep 2:45pm Kindergarten 2:55pm	Dismissal 1st grade 3:00pm
<b>Block time:</b> It is important to note, the block times identified on this schedule identifies the times our Tier 3/IEP students will be pulled out of the general ed classroom for a replacement curriculum. This does not restrict you from teaching other math and reading components at alternative times during the day.	
<b>Title Support Plan</b> <b>Q1:</b> Full push in support to support Tier I routines and skill introduction <b>Q2:</b> Begin Tier 2 supports <b>Q3 &amp; Q4</b> - Focus on Tier 3 interventions, with Tier 2 supports provided as time allows	<b>Title Support Plan</b> <b>Q1:</b> First 3 weeks - Full push in support to support Tier 1 routines and skills introduction and review. The remainder of the quarter will be dedicated to Tier 2 interventions. <b>Q2-Q4:</b> Focus on Tier 3 interventions, with Tier 2 supports provided as time allows
Interventions will be provided in 6 week cycles, with a data check at the end of week 3 to assess if the intervention is working or needs to be adjusted. Students will either show adequate growth or move to the next Tier level of support.	
All students will continue to get the core instruction in the classroom with targeted skill intervention. If those interventions do not show adequate progress the referral process for special education services will begin after 6 weeks of interventions at the tier 3 level without adequate progress. Teachers will need to make sure all interventions are done with fidelity and documented <b>with data</b> to support the instructional decisions made for each student.	

**HIGHLAND PARK ELEMENTARY SCHOOL**  
**(Second, Third & Fourth Grade)**

**Principal: Mr. Matthew Ventresca**

**Phone: (406) 535-2555**

**PERSONNEL**

<b>Full Time Teachers</b>		<b>Title/Resource &amp; Shared Teachers</b>	
<b><u>Grade</u></b>	<b><u>Name</u></b>	<b><u>Subject</u></b>	<b><u>Name</u></b>
Second Grade	Miss Cassidy Bawden	Title One	Mrs. Julie Comes
Second Grade	Mrs. Sarah Cloud	Title One	Mrs. Kathy Irwin
Second Grade	Mrs. Ashley Hankins	Resource	Mrs. Jodi Henderson
Second Grade	Mrs. Beth Kirsch	Resource	Mrs. Lisa Shelagowski
Second Grade	Mrs. Emily Lane	CARES Classroom	Mr. Ben Saunders
Third Grade	Mrs. Gina Crawford	Health Enhancement	Mr. Derek Lear
Third Grade	Mrs. Laura Gilskey	Music	Mrs. Rachael Grensten
Third Grade	Mrs. Jennifer Jensen	Librarian	Mrs. Brenda Gruener
Third Grade	Miss Sara McKinney	Counselor	Mrs. Ashley Jenness
Fourth Grade	Miss Kelli Akremi	Counselor	Miss Sharon Wilson
Fourth Grade	Mrs. Bridget Metcalfe	Speech/Language	Mrs. Amanda Edwards
Fourth Grade	Mrs. Kerry Vaughn	School Psychologist	Mr. Jack Baldwin
Fourth Grade	Mrs. Polly Weichel	Occupational Therapist	

<b>Support Personnel</b>	
<b><u>Position</u></b>	<b><u>Name</u></b>
Secretary	Mrs. Jenni Bristol
Resource Para	Mrs. Katherine Noel
Resource Para	Mrs. Shawna Konert
Resource Para	Mrs. Chiara VanderBeek
Resource Para	Mrs. Darcy McClendon
Resource Para	Mrs. Toni Pavlovik
Title One	Mrs. Lynne Prindle
Title One	Mrs. Misti Rhyner
School Nurse	Mrs. Lisa Robinson
Food Service	Miss Julie Sherrodd-Brant
Food Service	
Food Service	
Custodian	Mr. Ray Figueroa
School Resource Officer	Officer Cory Smith



# HIGHLAND PARK ELEMENTARY SCHOOL

## (Second, Third & Fourth Grade)

### Daily Schedule for 2022-2023

Time	Second Grade	Third Grade	Fourth Grade
8:18		First Bell Rings	First Bell Rings
8:20	First Bell Rings		
8:25	Tardy Bell	Tardy Bell	Tardy Bell
8:30-9:45		ELA Block	ELA Block
9:45-10:00		Recess	
10:00-10:15	Recess		
10:15-10:30			Recess
10:20-11:25	Reading Block		
11:30-11:50	Writing Block		
11:05-11:30		Recess	
11:30-11:55		Lunch	Recess
11:55-12:20	Recess		Lunch
12:20-12:45	Lunch		
12:20-1:35		Math Block	Math Block
1:35-1:50	Recess		
1:50-2:50	Math Block		
1:50-2:05		Recess	
2:05-2:20			Recess
2:50	Homework Folder/Clean Up		
3:00	Class Dismissal	SAB/Clean Up	SAB/Clean Up
3:10		Class Dismissal	Class Dismissal

*Revised 6/2022*

#### BREAKFAST BEFORE THE BELL 7:45-8:15

#### A.M. Recess Time

3<sup>rd</sup> - 9:45 to 10:00  
 2<sup>nd</sup> - 10:00 to 10:15  
 4<sup>th</sup> - 10:15 to 10:30

#### LUNCH

3<sup>rd</sup> - 11:05 to 11:55  
 4<sup>th</sup> - 11:30 to 12:20  
 2<sup>nd</sup> - 11:55 to 12:45

#### P.M. Recess Time

2<sup>nd</sup> - 1:35 to 1:50  
 3<sup>rd</sup> - 1:50 to 2:05  
 4<sup>th</sup> - 2:05 to 2:20

**LEWIS & CLARK ELEMENTARY SCHOOL**  
**(Fifth & Sixth Grade)**

**Principal: Mr. Danny Wirtzberger**

**Phone: (406) 535-2811**

**PERSONNEL**

<b>Full Time Teachers</b>		<b>Title/Resource &amp; Shared Teachers</b>	
<b><u>Grade</u></b>	<b><u>Name</u></b>	<b><u>Subject</u></b>	<b><u>Name</u></b>
Fifth Grade	Mr. Chad Armstrong	Title One	Mrs. Cindy Gremaux
Fifth Grade	Miss Alison Gremaux	Resource/Sp. Ed.	Mrs. Carrie Bartos
Fifth Grade	Mr. Matt Gruener	Resource/Sp. Ed.	Mr. Brad Breidenbach
Fifth Grade	Mrs. Beth Stevenson	Health Enhancement	Mr. Derek Lear
Sixth Grade	Mrs. Amanda Jenni	Librarian	Mrs. Lora Poser-Brown
Sixth Grade	Mr. Charles Cloud	Band & Choir	Mr. Mike Hamling
Sixth Grade	Mrs. Julie Reesor	Counselor	Mrs. Ashley Jenness
Sixth Grade	Mr. Jeff Russell	Psychologist	Ms. Jacque Sherman
		Speech Clinician	Mrs. Lindsay Williams

<b>Support Personnel</b>	
<b><u>Position</u></b>	<b><u>Name</u></b>
Secretary	Miss Faith See
Resource Para	Mrs. Gretchen Conrad
Resource Para	Mrs. Helen Smithson
Resource Para	Mrs. Katie Holbeck
Title One Para	Mrs. Stacie Sallee
School Nurse	Mrs. Lisa Robinson
Food Service	Mrs. Jonette Lelek
Food Service	Mrs. Tracy Nichols
Custodian	Mr. Shawn Schucard
School Resource Officer	Mr. Cory Smith

**LEWIS & CLARK ELEMENTARY**  
**(Fifth & Sixth Grade)**

**DAILY SCHEDULE**

First Bell (a.m.)	8:10
Tardy Bell (a.m.)	8:20
Fifth Grade Recess (a.m.)	9:40-9:55
Sixth Grade Recess (a.m.)	9:55-10:10
Lunch Period	11:30-12:10
Fifth Grade Recess (p.m.)	1:25-1:40
Sixth Grade Recess (p.m.)	1:40-1:55
Dismissal (p.m.)	3:20

Students may enter the building when the warning bell rings at 8:10 a.m. Students having breakfast may enter the building at 7:45 am.



### III. ACADEMICS

#### CURRICULUM

The Lewistown Public Schools offer a core elementary curriculum consisting of Reading, Language, Writing, Mathematics, Science, Social Studies, Music, Art, Health and Physical Education. Physical Education and Music are taught by personnel specifically trained in those areas, while the remainder of the core curriculum is taught by the classroom teacher.

Your child will participate in one of the following reading and math programs in the Lewistown Elementary Schools:

- Scott Foresman
- Reading Mastery
- Corrective Reading
- Sidewalks, Read Well
- Corrective Math
- Connecting Math Concepts
- Pearson enVision Math

Placement in a reading or math program will be based on the need to meet the student at their instructional level with the district-wide goal of continued academic progress through each year. Please note that as students grow in skill and ability the instructional program they use may change at some point during the academic year to continue challenging them at their academic level.

Below is a list of the other curricula materials used in these programs:

LANGUAGE	Scott Foresman, 2007 Edition
SPELLING	Scott Foresman, 2007 Edition
PENMANSHIP	Zaner-Bloser, 1993 Edition
SCIENCE	Kindergarten Harcourt (2008), 1 <sup>st</sup> -5 <sup>th</sup> Houghton Mifflin (2008), 6 <sup>th</sup> Glencoe (2008)
SOCIAL STUDIES	Scott Foresman, 2003 Edition (K-6)
HEALTH	Science & Social Studies materials, as well as selected Body Shop materials
MUSIC	Silver Burdett, 2005 Edition
MATH	Pearson enVisions

In each building we have a Library-Media Center. This center is designed to centralize all our library and media materials so that students and teachers have a wider selection of materials available to them. It also eliminates duplication, thus allowing for better use of available monies.

Parents interested in reviewing any of these efforts in detail are invited and encouraged to contact their building principal.

## **HOMEWORK**

If a student is to succeed in our changing complex world, he/she needs a comprehensive course of study. Independent study and self-discipline are also essential attributes that can be learned. One of the methods available to us to help accomplish these goals is the assignment of homework. Homework varies by grade level, but generally, students and parents can expect that homework assignments will be given. The following types of assignments can be expected:

1. Reading assignments:
  - ✓ Textual material in preparation for the next day's lesson
  - ✓ Literature
  - ✓ Newspapers in preparation for current event discussions
  - ✓ Recreational reading
2. Drill assignments:
  - ✓ Completing a math, spelling, science, social studies or grammar lesson begun in class
  - ✓ Music practice
3. Writing assignments:
  - ✓ Completing a creative writing assignment begun in class
  - ✓ Completing an essay or report begun in class
  - ✓ Answering textbook questions
  - ✓ Outlining
4. Project assignments:
  - ✓ Science experiments
  - ✓ Research papers
  - ✓ Independent study projects
5. Study assignments:
  - ✓ Study of class notes
  - ✓ Study of textual material
  - ✓ Outlines

Parents can help their children be successful in school by providing an appropriate study place, atmosphere, time and materials. Assistance can also be helpful, but the parent is cautioned not to do the student's work. Homework and good study habits are essential for the student to gain the greatest benefit from his/her educational experience. If the home and school work together, maximum success for the student will be realized.

## **GRADING**

At the elementary level two different grading systems are used. In grades K-2, a standards based system is used, whereas in grades 3-6, the A, B, C & D system is used to determine academic success. When determining grades for report cards, teachers use a formula which includes tests, class work, homework and project grades. The following scale is used to determine grades.

<u><b>Grades K – 2</b></u>	<u><b>Grades 3<sup>rd</sup> – 6<sup>th</sup></b></u>	
94% - 100% = Advanced	93% - 100% = A	73% - 76% = C
80% - 93% = Proficient	90% - 92% = A-	70% - 72% = C-
75% - 79% = Nearing Proficient	87% - 89% = B+	67% - 69% = D+
0% - 74% = Novice	83% - 86% = B	63% - 66% = D
	80% - 82% = B-	60% - 62% = D-
	77% - 79% = C+	Below 59% = F

## REPORT CARDS

Report cards are sent home at the end of each quarterly grading period. The report cards are supplemented by a parent/teacher conference at the end of the first quarter in the fall. There is also a spring parent conference schedule to address mid-year concerns. In order to bring parents into the school more often, we will schedule an Open House early in the fall, and various student programs throughout the year.

### End of Quarter Dates:

1<sup>st</sup> Quarter – October 29<sup>th</sup>

3<sup>rd</sup> Quarter – March 17<sup>th</sup>

2<sup>nd</sup> Quarter – January 14<sup>th</sup>

4<sup>th</sup> Quarter – May 27<sup>th</sup>

## MID-TERM PROGRESS REPORTS

We encourage all parents and students to communicate with the classroom teacher regarding student progress throughout the school year. The following dates have been set:

### *Mid-term reports date:*

September 24<sup>th</sup>

December 7<sup>th</sup>

February 15<sup>th</sup>

April 22<sup>nd</sup>

### *Mid-term reports sent home:*

September 29<sup>th</sup>

December 13<sup>th</sup>

February 21<sup>st</sup>

April 27<sup>th</sup>

## MTSS MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered Systems of Support (MTSS) is a tiered process in which high-quality instruction is provided to all students based on individual needs academically or behaviorally. MTSS provides a process and structure for school teams to design, implement, and evaluate both daily instruction and specific interventions to assist in student success throughout the school year. This process blends our Response to Intervention Process (RtI) and the Montana Behavior Initiative, creating a more consistent and integrated system for schools to use and assist students when needed.

**Tier 1 (Benchmark):** Represents the core instructional program. If this instruction is adequately differentiated, 80-90% of the students will respond and achieve established benchmarks throughout the year.

**Tier 2 (Strategic):** If students do not make adequate progress in Tier I, more intensive services and targeted interventions, usually in a small group setting, will be provided using Core Curriculum. Progress is typically monitored every two weeks.

**Tier 3 (Intensive):** For students who do not adequately respond to the targeted interventions in Tier II, more individualized instruction and interventions will be provided. The use of replacement curriculum may be used to meet student needs. Progress is typically monitored on a weekly basis.

Parental involvement is critical to the success of this intervention process. Parents may be asked to assist in developing an intervention program to assist in their child.

## TITLE I

All of the schools within our District are considered to be School-wide Title I schools. As a result of that school-wide process, our school is expected to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state's academic achievement standards.

To address those needs we will regularly review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a school-wide program school are encouraged to participate in parent involvement activities.

For more information on our school-side programs please check out the district website at: <http://lewistown.k12.mt.us>

### **SPECIAL EDUCATION**

Special Education services are available to assist students with identified disabilities. These services can provide both academic and behavioral support for students in a school setting.

## **IV. STUDENT GUIDELINES AND PARENT INFORMATION**

### **ALLERGY GUIDELINES**

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

- Food zones: Due to the configuration of each cafeteria and how lunch is served in each building, food zones will be as follows:
  - Highland Park School will have students who bring cold lunch sit at a “cold lunch table”.
  - Garfield, Highland Park, and Lewis and Clark schools will establish “safety zones” where nuts will not be consumed by children who have brought or choose to consume nut products as a part of their lunches. Each “safety zone” will consist of one half of the tables in the lunchroom.
  - Fergus High School and Lewistown Junior High School will look to implement “Safety Zones” in the fall of 2011.
- Cleaning- Food Service staff will take appropriate measures to clean the tables with an approved cleaner that is proven to remove all residue.
- Students will be encouraged to wash their hands with soap and water after lunch if possible and when they return from recess.
- Training- The District plans provide training to each elementary building at a staff meeting to further educate all staff about the issues related to food allergies. The District then plans to provide time at the opening all staff meeting each Fall to reinforce the above mentioned training.
- The Food Service program will not serve foods containing nuts like peanut butter cookies, peanut butter bars, peanut butter sandwiches, etc. in grades K-6.
- Lewistown Public Schools will encourage treats to be healthy and/or pre-packaged so that labels can be seen and read to assure that they are safe for all students.

### **ATTENDANCE (policy #3122)**

#### **Attendance Policy:**

*School District No. 1 is requesting the cooperation of parents and students in developing consistent school attendance for all pupils. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits from schooling.*

The goal of our policy is to emphasize the importance of attendance. Students who are excessively absent are missing valuable instruction and are developing habits that will make it difficult to be successful in school. Absences and/or tardies are considered excessive when a student's total extends beyond ten (10) per semester. Refer to the section on Types of Absences for which absences count toward the 10 day accumulation.

The following procedures will be taken in accordance with the policy:

1. Accumulation of excessive absences and/or tardies – Parents/guardians will be notified by school personnel regarding the importance of attendance.
2. Absences and/or tardies persist – Parents/guardians will receive written notification outlining the number of absences and/or tardies along with the importance of attendance.
3. Absences and/or tardies continue to persist – Parents/guardians, student, teacher, principal, and/or counselor will meet to discuss attendance and set up an Attendance Contract.
4. Parents/guardians and/or student does not follow the Attendance Contract – Parents/Guardians will be issued a Certified Attendance Letter and an evaluation of student academic performance will be conducted to determine if retention is appropriate.

According to Montana School Law 20-9-311, Subsection 6: When a pupil has been absent, with or without excuse, for more than 10 consecutive school days, the pupil may not be included in the enrollment count used in the calculation of the ANB unless the pupil resumes attendance prior to the day of the enrollment count.

### **Types of Absences:**

Student absences will most commonly be classified in one of the following categories:

1. Excused (EA)
2. Excused Tardy (ET)
3. In School Suspension (IS)\*
4. Medically Verified (MV)\*
5. Office Conference (OC)\*
6. Out of School Suspension (OS)
7. School Related (SR)\*
8. Truancy (TR)
9. Tardy (TD)
10. Unexcused Absence (UA)
11. Unverified (UV)

\*Absences that don't count toward the 10 Day Policy.

### **Absenteeism:**

Parents are encouraged to contact the school as soon as possible when they know their child will be absent from school. The school secretary will contact families when an absence is not verified. Parental contact of the school saves the secretary valuable time.

When a student has been absent he/she should, upon returning to school, report to the office in order to verify that the absence has been properly approved. In all cases of absence, the parent should phone or send a written note to the school explaining the absence.

Students participating in a school activity must abide to the following attendance guidelines:

- When an event is scheduled during the school day; student must be in attendance during the half day just prior to leaving for the event.
- When the event happens after school or in the evening: students must be in attendance the last half of the day of the event.
- When the event is scheduled for an entire school day or on a Saturday: the student must be in attendance the last half of the day before the event.

### **Cameras:**

The District uses video cameras in appropriate locations on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Students in violation of

Board policies, administrative regulations, building rules, or law shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

### **Pass To Leave the Building:**

When a student needs to leave the building during school hours for medical appointments or other arrangements that fall under the excused absences category they will be given a pass from the office. The pass will be completed when parents inform the school of the impending absence and will indicate time in which the student is to leave school. If the scheduled time to leave is during class the student is to present the pass to the teacher when they enter the classroom. When the time comes to leave the student gains the teacher's permission and then stops at the office to check out prior to leaving. If a student should return to the school before the day is finished they are to stop at the office and will be given a pass to re-enter class.

### **Tardiness:**

The teaching staff will handle tardiness in the classroom for the first three tardies of a semester. They may accept the student's own excuse or enforce any of the following:

- a. Detention in the classroom before or after school or after-school learning center time
- b. Work assignments

Four or more tardies within a semester's time will result in a discipline referral from their teacher. From this discipline referral the principal will assign detentions or after school learning center time in accordance to the discipline policy. Persistent tardiness will result in a Behavior Contract.

### **Excused Absences:**

Excused absences are absences that are related to illness, bereavement, or family emergencies, medical appointments or absences related to requirements to satisfy the law.

Other excused absences will be allowed for events which involve family participation, special travel or educational opportunities. These types of excused absences are the parent's responsibility and parents need to keep in mind the requirements and consequences of the policies and guidelines set forth in this student handbook.

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should speak to their teacher and gather assignments before the absence. If, in school, the student must properly check out by being signed out from the office.

### **Unexcused Absences:**

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated.

## **Truancy:** (skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence.

## **Make-Up Work:**

Make up work for excused absences is counted at full value. Students will have two school days for each missed day to complete work up to five days total. Students wishing extensions on the time limit may request directly to the teacher. The principal will hear appeals if they are requested. Work not completed on time will be considered late work and left up to the discretion of the individual teacher.

However, depending on the assignment and time allocated, the final determination of the makeup work is at the discretion of the teacher and depends on arrangements made between a student and teacher.

## **COMMUNICATION WITH FAMILIES**

Communication between the home and school is an essential part of the elementary program. You are encouraged to contact your child's teacher, principal or any specialist if you have questions, concerns, or compliments about your child's progress in school. There are a number of ways for parents to receive information about their child's progress and school.

- The **Parent Portal** is a confidential website that only registered parent/student/guardians can access on the Internet to view their child's grades, etc. Parents can access information about Parent Portal via the Lewistown Public Schools website at: [www.lewistown.k12.mt.us](http://www.lewistown.k12.mt.us) and by going to the Parent Portal Information link.
- **Open House** is a time set aside each fall for parents to visit their child's school and meet with teachers. Curriculum, grading practices, homework policies and general expectations are explained by each teacher. This is not a time for individual parent / teacher conferences.
- **Report Cards** are issued following each nine-week period. These reporting forms record academic progress and effort in each area of the curriculum.
- **Parent/Teacher Conferences** provide opportunities for teachers to share information with parents about their child's progress in school. The parent / teacher conference is an important means of reporting to parents and guardians. These conferences are scheduled in the fall and spring of the year. Additional conferences may be held at the request of the parent or teacher anytime during the year. Some teachers conduct Student-Led Parent / Teacher Conferences.
- **Email/Telephone** contact is encouraged. All teachers now have classroom telephones. Messages can be left during the day. Parents are encouraged to utilize email as well. Please contact your child's teacher and/or principal for their email address and/or phone number.
- **Newsletters** from the principal or classroom teacher(s) are sent home with students on a regular basis to provide timely information about school, classroom and district activities. Some school principals email newsletters to parents wishing to receive email rather than paper copies.
- **Parent/Teacher Organizations** (PTO) is established in each school to provide valuable support and service to students and staff. Parents are encouraged to become active members.

- **School District Website** at [www.lewistown.k12.mt.us](http://www.lewistown.k12.mt.us) provides general information about the District and its programs as well as current news items. Each individual school has a section on the district website that has information pertaining to that school.
- **Assessment Results** also give parents an indication of how their child is progressing in school. As part of their learning, students participate in a variety of classroom assessment activities throughout the school year. Standardized test results assist teachers, principals, and District administration in determining the effectiveness of instructional programs.

### **CHANGE OF ADDRESS AND/OR TELEPHONE NUMBER**

Because of the possibility of an emergency, the school should be notified when a change of address and/or telephone number is made.

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

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

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

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

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

### **LEAVING SCHOOL GROUNDS**

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

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

### **LOST AND FOUND**

All schools maintain a depository for lost and found articles. Parents and students are encouraged to check for lost items frequently. Information can be obtained at the building office. ***Please put your child's name on his/her possessions whenever possible!***



## PERMISSION TO STAY INSIDE and RECESS GUIDELINES

As much as possible, students will go outside for recesses. Properly dressed children enjoy their time outside and usually perform better when returning to the classroom.

Students will be outside for recess most days during the school year unless the weather or temperature is not appropriate. Students will be outside as long as the air temperature and/or wind chill is above zero during the winter months. On inclement weather days, the principal or designee may call for a shortened outside recess or inside recess when severe cold or wet conditions are present.

On occasion, it may be necessary for students to stay inside for recess due to health reasons. If this is the case, please send a note requesting that your student be kept inside. If it is necessary for your student to stay inside for more than 3 days a doctor's note will be needed.

## PUBLICATIONS, VIDEO, INTERNET PHOTOS

Students in the Lewistown Public Schools are occasionally involved in school activities or events that are published in newsletters, on the district or school websites or covered by our local media (TV, newspaper, etc.) If you do NOT want your child to be included in any publication and/or public relations activity please indicate by marking the appropriate answer and signing the "Parent Permission Master Form" included at the end of this handbook.

## STUDENT LOCKERS

Students are not permitted to decorate any part of their assigned locker(s) in any way. Students will also not be permitted to hang mirrors, or other similar items, in their lockers. Students will be responsible for keeping their lockers clean and neat. *Note: Lewis & Clark School does not have student lockers.*

## ROOM VOLUNTEERS

At various times during the year there are parties, programs and other activities where volunteer help is needed. Room volunteers are the people we call upon for this help. This group will be informed at the beginning of each school year through the classroom teacher or the PTO. We really appreciate volunteer assistance.

## VISITORS

Parents are welcome in the Lewistown Public Schools. For the safety of our students, all visitors, including parents, **must sign in at the office and put on a visitor's pass before entering our schools. Visitors need to make prior arrangements with the classroom teacher and/or school principal if they plan to visit or volunteer in a classroom.** Thank you for your cooperation.

In an effort to reduce interruption of valuable class time, we ask that parents **report** to the office when entering the building, rather than going directly to classrooms. We will deliver messages and/or necessary items to students for you.

Only students who are enrolled may attend classes. On occasion, students may ask to bring an out-of-town friend to school to visit and attend classes. The building principal should be contacted, in advance, to arrange for the visitation. Visits should take place during the lunch hour, and the student visitor must be accompanied by an adult.

## USE OF SCHOOL TELEPHONE

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

## OTHER THINGS TO CONSIDER

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

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

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

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

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

Possession of these items could result in suspension or expulsion.

## WHAT CAN PARENTS DO?

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

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

## **IV. OTHER ACTIVITIES AND EVENTS**

### **SCHOOL BOARD MEETINGS**

School Board meetings are held on the 2<sup>nd</sup> Monday of every month at 6:00 p.m. The regular meetings are generally held at the Lincoln Building in the Boardroom. Special meetings are called throughout the school year through adopted procedures with legal action restricted to those items listed on the agenda. Executive Sessions are the only type of Board meeting not open to the public. These sessions are confined to consideration of matters generally involving or affecting personnel.

### **ELEMENTARY ACTIVITY PROGRAM**

The Lewistown Public Schools provide an activity program for students at various grade levels including wrestling, chess, and music. Students may sign up for any one activity, or a combination. Times for practice may vary; generally, the boys and girls practice twice a week (3:45 p.m. - 5:00 p.m.) each on different afternoons. Students must be in attendance at school for ½ day in order to participate.

### **SPECIAL EVENTS**

The elementary schools have three special events each year for the children. The three elementary schools each have a fall, winter and February party. The parties generally last no more than 1½ hours at the beginning or the end of the school day.

### **GIFTS, PARTIES AND INVITATIONS**

Gifts from children or parents to school employees are discouraged. In addition, students should not exchange gifts with each other at school nor distribute party invitations to classmates at school. These practices can cause hurt feelings and become disruptive to the learning process.

If parents wish to send birthday treats to be shared with classmates, treats should be delivered to the school office. The treats will be taken to the classroom at the appropriate time. We also ask that parents check with their child's teacher regarding potential food allergies that may be present in the classroom. While homemade treats are wonderful, we would encourage some kind of packaged treat so ingredients can be easily identified and allergic reactions can be avoided. Parents' cooperation with this policy is appreciated.

### **CHURCH NIGHT – WEDNESDAY**

To alleviate conflict between school and church activities in Lewistown, all elementary schools shall try to adhere to the following policy:

1. Wednesday nights shall be kept free of school activities if at all possible.
2. Reduced school homework and assignments shall be given on Wednesday.
3. Normally, detentions will not be given on Wednesday nights. Flagrant misbehavior, which in the judgment of the teacher or principal merits immediate detention may be an exception to the rule.

## **VI. SCHOOL-WIDE EXPECTATIONS**

The Lewistown Elementary Schools are part of the Montana Behavioral Initiative. The purpose of the school wide expectations and discipline policy is to promote acceptable student behavior and self-control. School-wide expectations have been developed to encourage a positive learning environment, as well as an atmosphere free of fear, physical and emotional harm, and frustration due to inconsistent expectations. The expectations are meant to be clear, concise and directed toward ensuring a safe, orderly climate for students and staff. The following belief statements are at the core of our school-wide expectations:

- All students should be treated with dignity and respect.

- Students can and should be taught skills for success.
- Motivation and responsibility are encouraged through positive interactions.
- Misbehavior provides a teaching opportunity.
- Staff must work together to meet students' needs.
- Schools and communities must work together to meet the diverse needs of students.
- Safe schools create an environment where academics flourish.
- Positive, proactive and preventative efforts of schools and communities can defeat violence.

## **VOICE LEVEL SYSTEM**

Throughout our schools we ask students to use an appropriate voice level as they participate in various educational activities. As a way of creating consistency in our school all three elementary schools will use the following voice level system:

### **Voice Level System**

- 0 – no talking
- 1 – Whisper voice
- 2 – 12” voice (indoor voice)
- 3 – Conversational voice
- 4 – Outside voice

## **SOAR GUIDELINES**

The following chart was developed to create consistency in all of our elementary schools. We ask our students and staff to be Safe, Organized, Accepting and Responsible (SOAR) throughout the school day. The chart has been broken down into various school locations and we have identified expected behaviors that will help our staff and students SOAR. Following the chart we have also clearly defined behavior for bus area loading and unloading, cell phone usage, and student dress and appearance.



# EAGLE EXPECTATIONS Watch Us "SOAR"

		School-Wide	Classroom	Hallways	Lunch	Playground	Bathroom	Assembly	Bus
<b>S</b>	Safe	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Listen to adults</li> <li>• Use materials and equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Move appropriately in classroom</li> <li>• Keep hands, feet and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on right</li> <li>• Nose and toes forward</li> </ul>	<ul style="list-style-type: none"> <li>• Wait to be dismissed</li> <li>• Carry your tray with both hands</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on campus</li> <li>• Enter and exit the building appropriately</li> <li>• Use equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands with soap and water</li> <li>• Dry with paper towels</li> <li>• Act appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Seat to seat and back to back</li> <li>• Keep hands in bus</li> <li>• Buckle up</li> </ul>
<b>O</b>	Organized	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Have supplies</li> <li>• Use time wisely</li> </ul>	<ul style="list-style-type: none"> <li>• Desk is neat and organized</li> <li>• Complete work on time</li> <li>• Be prepared for class</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in a single file line</li> <li>• Hands to yourself</li> <li>• Use lockers, hooks and racks quietly and neatly</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn and stay in line</li> <li>• Empty your tray in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Agree on the rules of the game before you start</li> <li>• Follow PE game rules</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Flush when finished</li> <li>• Place paper towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in designated area</li> <li>• Enter in orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Load, ride and unload in an orderly fashion</li> </ul>
<b>A</b>	Accepting	<ul style="list-style-type: none"> <li>• Recognize differences</li> <li>• Use kind words</li> <li>• Respect others</li> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Speak and listen politely</li> <li>• Cooperate and work well with others</li> </ul>	<ul style="list-style-type: none"> <li>• Yield to other classrooms</li> <li>• Monitor your voice level</li> <li>• Greet others</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good manners</li> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others' abilities</li> <li>• Include others</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• Treat speakers and performers with courtesy</li> <li>• Sit quietly during presentations and performances</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others' space</li> <li>• Share seats with others</li> </ul>
<b>R</b>	Responsible	<ul style="list-style-type: none"> <li>• Be on task</li> <li>• Follow directions</li> <li>• Make smart choices</li> <li>• Be responsible for own belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Use time wisely</li> <li>• Stay on task</li> <li>• Be an active and engaged learner</li> </ul>	<ul style="list-style-type: none"> <li>• Get where you need to be in a timely manner</li> <li>• Keep hallways neat and clean</li> <li>• Remove your hat in the building</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Use appropriate voice - level #2</li> </ul>	<ul style="list-style-type: none"> <li>• Manage your behavior</li> <li>• Take turns on equipment</li> <li>• Return equipment after use</li> <li>• Obtain permission to enter building</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the bathroom neat and clean</li> <li>• Return to class promptly</li> <li>• Quiet voices - level #2</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate applause</li> <li>• Keep your space clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use a quiet voice</li> <li>• Listen to bus driver</li> <li>• Buckle up</li> </ul>

## **Bus Loading Area**

***Goal: To help students understand that a positive and safe school environment begins with the trip to school.***

Students who ride a School District bus for the purpose of being transported to and from school should consider this service a privilege. As a result, students are expected to act in a manner that is safe and orderly and which follows the bus guidelines as established by the School District Transportation Department, and by the staff of the Lewistown Public Schools. The number one priority of our students as they are transported by bus, as they disembark from the bus, as they wait in the bus loading area and as they load the bus, is SAFETY.

In addition to the rules posted within each bus, the following expectations have been established for students as they wait in and or depart from the bus loading area.

**When a school bus is approaching the loading area, students must remain on the sidewalk until:**

1. All students have unloaded from the bus.
2. The bus has come to a complete stop.

**As a student I will:**

1. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
2. Respect other students and their property.

**When departing the campus from the bus loading area by foot or by bicycle, students must:**

1. Use the crosswalks.
2. Watch for traffic, making sure that vehicles have stopped before attempting to cross the street.
3. Walk their bicycle from the bike rack to the nearest crosswalk before mounting.
4. Never leave the bus loading area by walking between the buses.

## **Cell Phones and Electronic Devices**

***Goal: Help alleviate distractions for the educational environment and prevent unnecessary conflicts.***

**As a student I will:**

1. Turn off my cell phone, cell phone watch, and other electronic devices before entering the school building in the morning.
2. Keep my cell phone, cell phone watches, and other electronic devices in my backpack and turned off during the instructional day. (We recommend that electronic devices (ipods, mp3 players, etc.) be left at home where they are safe.)
3. Only take my cell phone or electronic device out when given permission by a school authority or when dismissed for the day.
4. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
5. Hand over my cell phone and other electronic devices without complaint or delay when I have violated the policy.
6. Understand that confiscated devices will be returned to the student after school on the first two incidents and to the parent or guardian after further incidents.

## **Dress Code and Appearance**

***Goal: Create a learning environment that shows pride in our school and respect for ourselves.***

**As a student I will:**

1. Remove my hat upon entering the building, and not place it back on my head until I leave the building.
2. Only wear clothes that are clean and appropriate for school.
3. Refrain from wearing any pants with tattered holes (that expose the skin above the reach of the student's fingertips) and/or that sag low enough to expose underwear.
4. Girls must refrain from wearing tank tops that expose undergarments and boys are to refrain from wearing sleeveless shirts.
5. Tops that are cut too low or expose a bare midriff are not allowed.
6. Any clothing with alcohol or tobacco advertising is not allowed.
7. Shorts and skirts must have a hemmed edge, and are of a length that students' fingertips can touch the bottom edge when their arms are at their side.
8. Refrain from wearing any clothing with slogans that have "double meanings" or that display insults, "put-downs", or demeaning statements toward self or toward others.
9. Refrain from writing on myself.
10. Refrain from wearing slippers or flip flops, or open-toed shoes.
11. Refrain from wearing pajama and flannel pants.

***Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc.***

## **Hallways**

***Goal: Create an environment in the hallways that is safe, efficient, and welcoming.***

**As a student I will:**

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Walk at a casual pace.
4. Keep my hands, feet and other objects to myself.
5. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
6. Take my hat off upon entering the building and leave it off until I have left the building.
7. Always be courteous to and respectful of my fellow students.
8. Follow directions that are given to me by any staff member.

## **Integrity of School Work**

***Goal: To assure accurate assessment of student progress and promote honesty.***

**As a student I will:**

1. Refrain from copying another student's school work.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom.
4. Seek support from staff whenever possible.
5. Accept the consequences for my behavior if I am caught cheating.

## **Interactions with Others**

***Goal: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict.***

**As a student I will:**

1. Treat others as I want to be treated, always observe the Golden Rule.

2. Show common courtesy toward others. (i.e., thank you, please, you're welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak only good of others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

## **Lunchroom Line and Eating Area**

***Goal: Create a positive environment of respect and order.***

### **As a student I will:**

1. Walk to the lunch line, or to the area where I will be having lunch.
2. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
3. Sit at the designated tables if I bring lunch from home.
4. Sit down while I am eating.
5. Use appropriate table manners.
6. Leave my table and floor area clean.
7. Be respectful of all lunch supervisors.
8. Use appropriate voice level and language.

## **Assemblies**

***Goal: Demonstrate respect and courtesy toward our guests and establish a sense of pride in our school.***

### **As a student I will:**

1. Sit with my class in the designated area.
2. During formal assemblies:
  - a. Sit quietly and refrain from talking/whispering during the presentation.
  - b. Listen to the presentation and/or the presenter.
  - c. Clap only when it is appropriate.
  - d. Refrain from whistling or making any other distracting noises.
  - e. Follow directions of the homeroom teacher or other supervising adult.

## **VII. SCHOOL-WIDE DISCIPLINE**

Student behavior that is not in agreement with our school-wide expectations will be addressed either by a staff member refocusing that behavior with direct communication with the student at the time of the incident or in the case of more severe behavior the student will be sent to the office to conference with the principal.

A Refocus form will be utilized by school personnel and students to address less severe behavior(s) that needs to be redirected.

During a refocus, students will:

- Reflect on the behavior they were exhibiting,
- Identify what they did,
- State how their actions affect others around them,
- Identify what they would do if the occasion arises again.



This may occur as a written or verbal refocus. Written refocus sheets may be sent home with the student and we ask that they are signed by a parent and returned to school. Students with serious infractions will have an office conference with the principal and parents will be contacted.

On the following page is an example of the Refocus/Referral that will be kept on file with the principal and teacher.

## Refocus Form - Digital

**Student Name:**  
**Student Grade:**  
**Reported By (Adult):**  
**Student's Teacher:**  
**Date:**  
**Time:**  
**Incident Severity:**  
**Problem Behavior:**  
**Location:**  
**Motivation:**  
**Incident Description:**

Action Taken
<div style="list-style-type: none; padding-left: 0;"> <input type="checkbox"/> Conference with the Student  <input type="checkbox"/> Loss of Privileges _____  <input type="checkbox"/> Detention/Time Out _____  <input type="checkbox"/> In-School Suspension - Date(s) _____  <input type="checkbox"/> Out of School Suspension - Date(s) _____  <input type="checkbox"/> Other _____  <input type="checkbox"/> Parent Contact - Date _____ Time _____  <div style="margin-left: 20px;"> <input type="checkbox"/> Parent _____  <input type="checkbox"/> Contacted By _____ </div> </div>
Student Section
<p>1. SOAR Expectation Broken? [ ] Safe [ ] Organized [ ] Accepting [ ] Responsible</p> <p>2. What poor choice did I make? _____</p> <p>3. How did I make other students or teachers feel? _____</p> <p>4. What will I do differently next time? _____</p> <p>_____</p> <p>Student Signature _____ Parent Signature _____</p>

# **RANGE OF DISCIPLINARY ACTION**

## **Problem Areas:**

1. Tardiness – arriving late to class
2. Unexcused Absence and Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
3. Defiance of School Personnel Authority – refusal to comply with reasonable requests of school personnel
4. Classroom Disruption- any behavior that continually disrupts the learning environment
5. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures in the Lewistown Public Schools
6. Dress Code – clothing that is disruptive to the school environment and guidelines of policy
7. Electronic Device – use of cell phone, MP3, or other device
8. Possession or use of tobacco – the possession or use of any type of tobacco product
9. Theft – taking property that does not belong to you
10. Destruction of property – destroying or mutilating materials belonging to the school, school personnel or students
11. Fighting – engaging in physical contact with the purpose of inflicting harm on another person
12. Alcohol – use, sale or possession of alcohol during a school activity or school day
13. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it
14. Arson – attempting to burn property
15. Drugs – use, possession and sale of narcotics or noxious substances during a school day or school activity
16. Harassment – intimidation of another individual
17. Explosive Devices – use, possession of exploding devices in school
18. On-going acts that lead to progressive discipline plan

## **SEVERE CLAUSE**

When a student demonstrates a behavior that defies authority, reflects an uncooperative attitude, threatens the safety of others or self, results in minor to extreme vandalism to school district property, results in theft of school district property, shows unusual or violent conduct, indicates a documented pattern of handbook or district rule violations, a severe consequence will be considered by the administration.

Generally a student moves toward a severe consequence through a series of rule violations. However, the seriousness of an individual act by a student can result in an immediate consideration by the principal to request suspension or expulsion, and/or Risk Assessment regardless of a student's discipline record to date.

In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement following the discipline grid.

## **Range of Disciplinary Consequences:**

1. Parent/Guardian Contact
2. Office Conference
3. Parent Conference
4. After School Detention with Teacher
5. After School Detention or Recess Detention Assigned by the Office (One thirty-minute session after school or 2 recesses.)
6. After School Detention or Recess Detention Assigned by Office (Two thirty-minute sessions after school or 4 recesses.)
7. After school Work Time
8. Loss of Privileges (ie. hall pass, lunchroom access, free time at lunch)
9. Temporary Removal from Class – Duration of the Class Period

10. Temporary Removal from Class – 3-5 days
11. Reimbursement of Damaged or Stolen Property
12. Zero Credit on Assignment
13. Plan of Improvement
14. Counseling
15. Referral to Police Department
16. In-School Suspension (ISS)
17. Out-Of School Suspension
18. Recommendation for Expulsion
19. Other - in unique situations logical consequences will be applied.

## **DISCIPLINE GRID**

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

Behavior	First Offense	Second Offense	Repeated Offenses
Cheating	1, 2, 12	1, 2, 12	1, 2, 3, 10, 12, 13
Classroom Disruption	1, 4, 9	1, 2, 5, 8, 9, 14	1, 2, 3, 6, 7, 8, 10, 13, 14, 16, 17
Defiance of School Authority	1, 2, 5, 8, 9	1, 2, 3, 6, 8, 9, 14	1, 2, 3, 6, 9, 10, 11, 13, 14, 17
Disrespect for School Property	1, 2, 5, 11	1, 2, 3, 6, 11	1, 2, 3, 13, 16
Disrespect for School Staff	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 16, 17, 19
Disorderly Conduct	1, 2, 6	1, 2, 3, 13, 14, 16	1, 2, 3, 13, 14, 17, 18
Dress Code Student required to correct dress code violation. May include a trip home as an unexcused absence.	1, 2	1, 2, 5	2, 3, 6
Electric Device Each violation will result in confiscation of device. Refusal to surrender is considered defiance.	1, 2	1, 2, 5	1, 2, 3, 6
Fighting	1,2, 14, 16, 17	1,2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16,17, 19
Forged Notes	1, 2, 5	1, 2, 6	1, 2, 3, 16
Inappropriate Display of Affection	2	1, 2	1, 2, 3, 5
Inciting Other Students	1, 2, 6	1, 2, 16	1, 2, 3, 13, 14, 17, 19
Lying	2, 5	1, 2, 6	1, 2, 3, 6, 14
Misuse of Food/Drink Privileges	2	1, 2, 5	1, 2, 3, 6, 8
Misuse of Pass Privileges	2	1, 2, 8	1, 2, 8
Profanity Directed Toward Staff	1, 2, 14, 16, 17	1, 2, 14, 16, 17	1, 2, 3, 13, 14, 15, 16, 17, 19
Profanity (not directed toward staff)	1, 2, 5	1, 2, 6	1, 2, 3, 13, 14, 16
Refusal to Accept/Complete Consequence	1, 2, 2x Initial	1, 2, 3, 14, 16, 2x Initial	1, 2, 3, 7, 13, 14, 16
Running/Rough Housing	1, 2, 9	1, 2, 5, 9	1, 2, 6, 10
Tardiness (per semester)	Third Tardy: 7	4-5 Tardies: 1, 2, 7	6-7 Tardies: 1, 2, 3, 7, 13 8+ Tardies: 1, 2, 3, 7, 14, 16
Truant from Class	1, 2, 7, 12	1, 2, 3, 12, 13, 14	1, 2, 3, 12, 13, 14
Unexcused Absence	1, 2, 7	1, 2, 7, 15	1, 2, 3, 7, 13, 15

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

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

**The following are examples in which the student may be Responsible to both school policy and civil/criminal status:**

<b>DISCIPLINARY CONCERN</b>	<b>RANGE</b>	<b>FIRST OFFENSE ACTION</b>	<b>REPEATED OFFENSE</b>
Arson	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Destruction of School Property	Minimum Maximum	Parent Involvement Suspension/Expulsion	Subject To Expulsion
Drugs & Alcohol	Minimum Maximum	Parent Involvement (See Chemical & Tobacco Policy #3340) Suspension/Expulsion	Subject To Expulsion
Physical Assault	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion
Pulling Fire Alarm	Minimum Maximum	Parent Involvement Turned over to Authorities	Suspension
Theft	Minimum Maximum	Parent Involvement Suspension	Suspension Subject to Expulsion
Weapons or Explosive Devices	Minimum Maximum	Parent Involvement Subject to Expulsion	Subject To Expulsion

## **SUSPENSION AND EXPULSION**

The school Principal may suspend a student up to ten (10) days. In cases of this type, an informal hearing between the principal, student, and any other appropriate persons will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will attempt to notify parents of the affected student by telephone when a suspension is made.

In the case of expulsion, the principal will make the recommendations to the District Superintendent. The parents and student will be notified of this action and instructed concerning their rights regarding the due process procedures. If the recommendation of the principal is followed, the student, parent, and their representative, upon request, may have a hearing with the Board of Education. If the hearing is not requested, the Board of Education will take action on the recommendation.

Students suspended from participation at extra-curricular activities will not be allowed to perform or compete at an extra-curricular activity in town or away for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. Some activities are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purpose of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. For example, a student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If a part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance.

A semester is the equivalent of ninety (90) pupil instruction days. A suspended student will serve ninety (90) suspension days from activity participation for each semester of suspension even if the time is carried over to a new school year.

Activity days are days when school is in session or there are previously scheduled school activities, in which the student is involved, including performance, practices, rehearsals, and travel.

### **Plan of Improvement**

Continuous infractions or a combination of infractions of school policy by a student are a sign that something is distracting from the student's ability to focus on academic or personal progress. When initial consequences have failed to motivate a student to correct their behavior it becomes evident that more structure in the student's school day is necessary. This structure will come in the form of a Plan of Improvement. A Plan of Improvement will be administered as a means to focus attention on the specific acts, and as a guide toward cooperative remediation and academic improvement.

A Plan of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement a student will remain under its guidance throughout the year or until removed by the administration.

In very extreme cases it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

### **Procedural Due Process:**

#### *The student has a right:*

- ✓ To oral or written notification of charges.
- ✓ To an explanation of evidence held by school authorities.
- ✓ To an opportunity to refute the charges.

#### *The student has a responsibility:*

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

## **VIII. EMERGENCIES**

### **EMERGENCY PROCEDURES FOR SCHOOL DISTRICT NO. 1**

The Lewistown Public Schools Emergency Operation Plan is designed to integrate our response procedures with local Fire and Police agencies by utilizing the Incident Command System. This allows us to manage any and all emergency situations that arise. We have created Standard Response Procedures to assist in maintaining the safety and security of our schools.

In the event of an emergency the school district and/or schools may utilize our local radio, Infinite Campus auto caller, social media and the Fergus County Emergency Alerting and Notification System to inform the community and parents about situations. This notification would include general information regarding the incident, schools involved, and reunification location if students have been evacuated from the school.

## **EMERGENCY WEATHER CONDITIONS**

In the event that adverse weather creates hazardous driving conditions, before or during school hours, we will attempt to relay this information, pertaining to the closing of the schools, to parents through the school district automated calling system. Information will also be broadcast over KXLO RADIO STATION, 1230 KHz.

## **EMERGENCIES AT SCHOOL**

If your child becomes ill, or is involved in an accident at school, you will be notified. If you, or another person designated by you, cannot be reached and informed, your child will be referred to your family doctor. It is important, therefore, that the school be kept informed as to your telephone number at home, or your place of employment, and the name of your family physician.

The school should also be informed about any allergies, reactions, chronic illnesses or serious physical problems (epilepsy or chronic diabetes), so that proper measures can be taken if something happens at school. If a child is taking any medication (prescription or over-the-counter), the school should be notified.

## **FIRE DRILLS**

Fire drills are a serious matter and may mean saving many lives in the event of a real fire. In order to know what to do in case of a real fire, we must practice our drills and follow instructions. Instructions concerning leaving the building during a fire drill will be given to the students by individual classroom teachers. When the fire bell rings, the persons first reaching the outside exits shall act as monitors by opening and holding the doors while the others continue outside to the designated rallying points. There should be no talking, move quickly, but no running. Students are to follow instructions quickly, shut off lights, and close doors to prevent drafts. Any student noticing anything which leads him/her to believe there might be a fire, should immediately notify the nearest teacher. Homeroom teachers are responsible to help any student needing special help out of the building.

## **LOCK DOWN PROCEDURES**

1. If a lock down is necessary, the following announcement will be made over the PA system: "Attention, Attention. Attention students and staff, our campus is now under lock down procedures. At this time all students and staff must proceed to the nearest available classroom."
2. If the announcement for a lock down has occurred, and once staff and students are within a classroom/secure area, the following procedures will be followed.
  - a. The classroom doors will be locked.
  - b. Classroom windows will be covered/curtains or quilts drawn.
  - c. All persons within the classroom will move away from windows and doors.
  - d. No one will be allowed outside of the classroom, until the principal or counselor gives an all-clear signal.
  - e. Phone usage will be limited to use of the intercom within the school. In the event of an emergency contact with the proper authorities will be made by the principal, counselor or by the principal's designee.
  - f. Attendance will be taken of all students/staff within the classroom.

During an emergency situation requiring the lock down of the school campus, it is vital that students follow promptly the directions given by any adult staff member. This will ensure that procedures are followed in a calm and concise manner, and that every person present at the school will have a greater opportunity to remain free from harm.





# standard<sup>TM</sup> response protocol

## Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

### SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**Lockout** - "Secure the Perimeter"

**Lockdown** - "Locks, Lights, Out of Sight"

**Evacuate** - "To the Announced Location"

**Shelter** - "Using Announced Type and Method"

## Training

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at  
<http://iloveguys.org>



## Lockout Secure the Perimeter

Lockout is called when there is a threat or hazard outside of the school building.

### Students:

- Return to inside of building
- Do business as usual

### Teachers:

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## Lockdown Locks, Lights, Out of Sight

Lockdown is called when there is a threat or hazard inside the school building.

### Students:

- Move away from sight
- Maintain silence

### Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## Evacuate

### To the Announced Location

Evacuate is called to move students and staff from one location to another.

### Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives during response.

### Teachers:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## Shelter

### Using the Announced Type and Method

Shelter is called when the need for personal protection is necessary.

### Types:

- For Tornado
- For Bomb
- For Hazmat

### Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

### Students:

- Use Appropriate Method

### Teachers:

- Use Appropriate Method
- Take roll, account for students



## **IX. HEALTH & SAFETY**

### **ASBESTOS MANAGEMENT PLAN**

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-containing materials (ACM) in their school buildings and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate.

In compliance with AHERA regulations, we recently had our school facilities inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty, or employees.

With confirmation of the presence of ACM, an Asbestos Management Plan was developed for our school by an EPA accredited management planner. The Management Plan includes the inspection and physical assessment reports, the training program for our custodial and maintenance personnel, the plans and procedures to be followed to minimize disturbance of the asbestos-containing materials, and a program for regular surveillance of the ACM.

### **CONTAGIOUS ILLNESS**

If a child has a contagious illness, he/she should be kept home until it is non-contagious and he/she is well enough to prevent a relapse. If a child at school is suspected of having a contagious illness, he/she will be sent home.

Children having an illness that requires medication should remain at home for 24 hours after beginning the medication.

### **HEAD LICE POLICY**

In order to provide students with a healthy environment that encourages learning and school attendance, head lice infestations will be addressed in the following manner. When a student is reported with head lice, the school nurse will be notified and evaluate the student in question. An active infestation includes either live lice and/or viable nits.

A student found to have live lice after evaluation by the school nurse will be excluded from the classroom; parents will be notified and asked to pick up the child as soon as possible. The student will need to be treated with a proven over the counter or prescription lice treatment.

For children with viable nits, but no active lice; parents will be notified and they can pick up their child immediately to allow more time for treatment, or they may stay at school until the end of the day. They will need to be treated with a proven over the counter or prescription lice treatment.

Instructions will be given about proper treatment, nit combing, and cleaning. Parents should remove all dead lice and nits from the hair shaft using a nit comb. Upon return, the student will be reassessed for efficacy of treatment. Refer to the Lewistown Public Schools Head Lice Fact Sheet.

## **PARENT NOTIFICATION OF ROUTINE HEARING SCREENING**

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include emittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing re-screen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing re-screen. In addition to the pure tone and emittance screening, they may also conduct optoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

## **VISION SCREENING**

Vision screening is conducted annually during Kindergarten Screening and routinely for those entered into a drivers education program through Lewistown Public Schools. Additionally, students will be screened based on the request/ recommendation of the classroom teacher and/or school or by parental request. The school nurse will conduct the vision screening; if a student does not meet the passing criteria of the vision screening, parents will be notified and referred to an eye doctor for further evaluation. Follow up vision re-screening will be conducted on those students who met the referral criteria on the initial screening.

## **IMMUNIZATION REQUIREMENTS (policy #3413)**

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Hemophilus influenza type "B" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, hemophilus influenza Type "B", and tetanus vaccine and a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

## MEDICINE AT SCHOOL (policy #3416)

The Lewistown Public Schools require all medications to be given at home whenever possible. However, under certain circumstances, it is necessary for medication to be administered to a student during the school day. These circumstances may include, but are not limited to, treatment of chronic disabilities and/or illness. When a student requires medication to be administered at school, a parent may make arrangements to come to school to give the medication or the following procedures must be complied with regarding the administration of medication during the regular school day.

1. School personnel may not accept or supervise the administration of medication unless it is accompanied by a completed Permission for Medication form. This form will specify:
  - a. demographic information on the student,
  - b. diagnosis,
  - c. type of medication,
  - d. dosage prescribed,
  - e. purpose of medication,
  - f. time of administration,
  - g. possible side effects,
  - h. anticipated number of days to be given at school (starting and ending date),
  - i. additional instructions for administering,
  - j. signature of physician/dentist, and
  - k. signature of parent/guardian
  - l. The form can be found at the back of this handbook and may be used.
2. Students taking medication prescribed by a physician/dentist must present the medication in its original container to the principal or school designee, with the required form signed by the physician/dentist and parent/guardian. This may require the issuance of duplicate bottles of medication authorized by the physician, one for home and one for school. Both bottles shall indicate the name and telephone number of the pharmacy, the student's name, the physician's name and the dosage to be given.
3. Students taking over-the-counter medication must present the medication in its original container to the principal or school designee with the required form signed by the parent/guardian. The school will not supply any medication such as aspirin, Ibuprofen or Tylenol.
4. The initial dosage must be administered at home, in the physician's office, or hospital to avoid adverse reactions from occurring at school.
5. School personnel delegated by the school nurse to administer medication must:
  - a. Be taught, supervised, and evaluated for the performance of the delegated nursing task
  - b. Routinely record:
    - i. Time and date student took medication
    - ii. Medication not given and reason
6. Parents are to be notified if:
  - a. Medication was not given and reason
  - b. Any side effects or unusual symptoms
7. At parent/guardian request, the student may carry an inhaler with them, but must comply with procedure Numbers 1-4.
8. School personnel reserve the right to review or deny all requests for medication administration during school hours based on completeness of compliance with these procedures or ability to provide the requested service.
9. All medication must be stored in a designated area that is to remain locked when not in use.

The Lewistown Public Schools assume no responsibility for the provision of any medication.

Permission to administer medication must be re-authorized at the start of a new school year by consent of parent/guardian and accompanying physician's order. Any medication order changes that may occur must be accompanied by a new Permission for Medication form with proper treatment.

The school nurse or other authorized personnel will provide training to staff regarding the administrations of medication and/or side effects of such pharmacological treatment.

## **PUBLIC HEALTH DEPARTMENT SERVICES**

The Fergus County Nurses Office works closely with the Lewistown schools. They provide the following services free of charge: Vision Screening; Scoliosis Screening; Growth & Development films for the 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> grades. They also monitor the incidence of contagious disease in the schools. It is a good idea to call the County Nurses Office at 535-7433 before attending the clinics for an immunization.

*Regular County Nurses' office hours are: Mon. – Fri., 8:00 a.m. - 12:00 noon & 1:00 p.m. - 5:00 p.m.*

Immunizations are given at their office for a small fee. Please call the Fergus County Nurses Office at 535-7433 for a current immunization schedule.

## **X. CHEMICAL & TOBACCO POLICY (policy #3340)**

### **Philosophy**

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social and moral development so that our students may become better citizens.

### **IN SCHOOL OR AT SCHOOL ACTIVITIES**

#### **Chemical Violations**

In school, or at school activities, students who are under the influence<sup>1</sup> possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

A first violation in school, or at school activities, during their school career will result in:<sup>2</sup>

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.<sup>3</sup>
3. Suspension from participation<sup>4</sup> in all extra-curricular activities for a period of one semester<sup>5</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 3 weeks of competition or events<sup>6</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>7</sup>
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

A second violation in school, or at school activities, during their school career will result in: <sup>2</sup>

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days.<sup>3</sup>
3. Suspension from participation<sup>4</sup> in all extra-curricular activities for a period of one year<sup>5</sup> **OR** principal shall extend the option to the student of suspension from participation in all extra-curricular activities for a period of 6 weeks of competition or events<sup>6</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>7</sup>
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

Further violations in school or at school activities in during their school career will result in:<sup>2</sup>

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to ten (10) days.<sup>3</sup>
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

### **Chemical Sale or Distribution Violations**<sup>2</sup>

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.
2. Will receive up to ten (10) days out of school suspension.<sup>3</sup>
3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

### **School Tobacco Violations**

Student use or possession of tobacco or tobacco products in school or at school activities will result in disciplinary action as follows:

**First Offense:** Suspension<sup>3</sup> from school for up to one (1) day, notification of parents and law enforcement, and an explanation of the consequences for subsequent violations. The student will also receive educational material concerning the dangers of tobacco use and the addiction process. The tobacco will be disposed of in the presence of the student.

**Second Offense:** Suspension<sup>3</sup> from school for up to two (2) days, notification of parents and law enforcement, suspension from participation<sup>4</sup> in all extra-curricular activities for 3 weeks of competition or events<sup>6</sup> from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

**Further Offense(s):** Suspension<sup>3</sup> from school for up to three (3) days, notification of parents and law enforcement, suspension from participation<sup>4</sup> in all extra-curricular activities for 6 weeks of competition or events<sup>6</sup> from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

## **ACTIVITIES CHEMICAL & TOBACCO POLICY & GUIDELINES**

### **Philosophy**

All activity participants at School District No. 1 are expected to make personal sacrifices for the good of the individual and the group. It is intended that student-participants will not be in attendance at a function or be riding in a vehicle where tobacco, alcohol, or drugs are located or being used. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication.

### **Activities Chemical Violations**

Students who participate in activities will not be under the influence of<sup>1</sup>, be in possession of, give away or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug." It is intended that students will not be in attendance at a function, or be riding in a vehicle where tobacco, alcohol or drugs are located or being used.

Student activity participants who admit to, whose parent(s) report, who have been found by the administration to have violated the chemical policy, or who have been found guilty of possession or being under the influence, are subject to the chemical policy consequences.

Student activity participants charged by the legal system with a chemical offense may be suspended from participation in their activity (following due process procedures in school policy) until the situation is resolved by the court. If suspended from activities, the student will fulfill all obligations as set forth by this policy. A student awaiting remediation of a charge will not serve more suspension from participation days than the step and offense called for in each situation.

Violations by student activity participants are cumulative<sup>8</sup> in nature. Starting with the first and subsequent offenses, violations within a two-year period will accumulate to determine the actual level of consequence.

**First Offense:** Suspension from participation<sup>4</sup> in all extra-curricular activities for a period of one semester<sup>5</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 2 weeks of competition or events<sup>6</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>7</sup>

**Second Offense:** Suspension from participation<sup>4</sup> in all extra-curricular activities for a period of one year<sup>5</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 4 weeks of competition or events<sup>6</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>6</sup>

**Further Offense(s):** Suspension from participation<sup>3</sup> in all extra-curricular activities for a period of one year<sup>4</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extra-curricular activities, in town or away, for a period of 8 weeks of competition or events<sup>5</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>7</sup>

#### **Other Information:**

1. Participants who have violated the chemical policy may jeopardize receiving post-season letters, trophies, and individual team privileges.
2. The appropriate activity sponsor(s), athletic director and school administration will consider each incident individually according to the policy.
3. Student activity suspensions that run past the end of a season or semester will carry forward to the next season of participation or semester; even if that means going into the next school year.
4. Participants under suspension for chemical use must follow all extra-curricular rules and are subject to consequences at the next step if a violation occurs.
5. Student participants who violate the chemical policy at school or at school activities are subject to the district-wide chemical rules as they relate to all students.

#### **Athletics Tobacco Violations**

Students who are participants in athletics will not use tobacco or be in possession of tobacco products. Those in violation will be subject to the following consequences:

**First Offense:** Suspension from participation<sup>4</sup> in extra-curricular activities, in town or away, for a period of 2 weeks of competition or events<sup>6</sup> from the date of the disciplinary action.

**Further Offense(s):** Suspension from participation<sup>4</sup> in extra-curricular activities, in town or away, for a period of 4 weeks of competition or events<sup>6</sup> from the date of the disciplinary action.

NOTE: Athletes who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

#### **Chemical Policy Endnotes**

1. Students suspected of chemical use, or who are believed to be under the influence, are expected to fully cooperate with reasonable requests by an administrator. Such requests may include submission to commonly used tests designed to

determine chemical use. Students who choose to not cooperate with a request of this type will be treated the same as any other student in a comparable situation who has been found under the influence or found to have violated the expectations of this policy.

2. In school as defined by School Laws of Montana, Section 20-5-201 (d). "... in school or on the premises, on his way to and from school, or during his intermission or recess". A student is considered to be in school whenever he/she is attending or participating in a school activity. During their school career refers to an individual student's career in a given level of schooling. For example, a student's career at the middle school level would be typically two years long; a high school student's is traditionally four years long.
3. Suspension will be for the maximum of the days recommended throughout the Policy and may include in or out of school suspension. After four (4) days of in-school suspension at the school for tobacco or alcohol/drug use, all additional suspensions will be served out of school.
4. Students suspended from participation in extra-curricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extra-curricular activity (in town or away) for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. For the purposes of this policy, the extra-curricular activities included shall be those activities that include some form of performance, contest, competition or representation of School District No. 1. It is useful to note that this definition includes but is not limited to all MHSA sanctioned activities. Some specific activity events are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. Students will not be excluded from the graduation day ceremony as a result of an activity suspension. Example #1 - A student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Example #2 - If a student in FFA is suspended after violation of the activity side of the Chemical and Tobacco Policy, can attend the Blue-Gold Breakfast which is a function of the Student Council, and what about the Junior/Senior Prom? The answer for the first question is no, while the answer for the second question is yes. While the Student Council does not apply as an extra-curricular activity for the purposes of this policy, its event is considered an event which requires school representation. Dances or meetings are not considered activity performances, events of competition or representation; therefore suspensions from them due to this policy would not be appropriate.
5. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.
6. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension. In cases of canceled events during the spring sports season, students who have met the minimum requirements to participate during a regularly scheduled spring competition (but would not have competed due to an activity suspension) may appeal one week of competition lost due to the cancellation of the event.
7. Appropriate chemical awareness experiences are activities which are designed to help students become aware of drug/alcohol concerns and other issues. These activities will vary depending on the frequency of violations and the age of the student. Potential examples are as follows:

First Offense: Chemical education class or other appropriate educational setting as determined by local qualified service/treatment providers. The student may not participate in the same chemical education class more than once every two years, as per Endnote number 5. Expenses incurred will not be the responsibility of School District Number One.

Second Offense: Referred to local qualified service/treatment providers for a possible evaluation or additional chemical education class work. Expenses incurred will not be the responsibility of School District Number One.

Further Offense(s): Referred to local qualified service/treatment providers for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District Number One.

Note: At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance office.

8. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a two-year window



of violations. Included in possible offenses is an In School or At School Activities offense generated within the mandatory two-year aspect of these policies. For example, a participant who violates the Activities Chemical Policy during the football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight-week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation

## **XI. GUN-FREE SCHOOLS**

In accordance with the provisions of the Gun-Free Schools Act, 20 USC 3351, any student who brings a firearm onto the school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the district superintendent.

In accordance with the provision of the Gun-Free School Zones Act, 18 USC 992 (q), students may bring unloaded firearms onto school property for use in an approved program with the prior written permission of the district superintendent.

The term “firearm” shall be defined as provided in 18 USC 921. This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

The district superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child’s conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA of Section 504, lawful procedures for changes in placement must be followed for suspensions of greater than ten days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Trustees in accordance with section 20-5-202 MCA. Nothing in this policy shall prevent the Board of Trustees from making an alternative placement for a student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information will be provided to other governmental agencies as required by law.

## **XII. DIRECTORY INFORMATION**

### **FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)**

The following policy and procedures are designed to meet the provisions of the Family Education Rights and Privacy Act (FERPA) and the Montana School Accreditation Standards. Students may request a copy of the Family Education Rights and Privacy Act and its implementing regulations by contacting the school district administration office. A student has the right to report violations of the Family Rights and Privacy Act to the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C.

Eligible student shall mean all rights and protections given parents or legal guardians under the Family Education Rights and Privacy Act. This policy transfers to the student when he or she reaches age 18 or enrolls in a post-secondary school.

Student record or education record shall mean records, documents and other materials which contain information directly related to a student and are maintained by the school district or a person acting for the school district. Education record or student record does not include records of instructional, supervisory and administrative personnel and other education personnel which are in sole possession of the maker and which are not accessible or revealed to any other person except a substitute teacher.

#### **Parents and eligible students have the following rights:**

1. *The right to inspect and review the student education record.*

Parents of students and eligible students may inspect and review the student education records upon request submitting to the school building principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal or other school authority shall make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

2. *The right to seek to correct the student education record.*

Parents of students and eligible students have a right to seek to change any part of the student record they believe is inaccurate, misleading or in violation of students rights.

Procedures for correction of a student's education record are available in the building principal's office.

3. *The right to exercise control over disclosures of information not authorized under Family Education Rights and Privacy Act without consent of the parent, legal guardian, or eligible student.*

However, the district does release directory information which is not generally considered an invasion of privacy. The information could include, but is not limited to, name, address, parent's name, phone number, age, field of study, height and weight of athlete, participation in officially recognized activities and sports, honor roll, dates of attendance, degrees and awards. If a parent, legal guardian, or eligible student does not want this directory information released, they must notify the building principal in writing within two weeks of the student's enrollment of each school year. Additionally, student records will be forwarded upon request to officials of another school district in which the student seeks or intends to enroll.

4. *The right to know the location of student education record.*

Generally, an enrolled student's education record is located in the administration office of the school building where the student attends. Upon request by a parent, legal guardian or eligible student, education records will be gathered for the purpose of review. Records of students who have graduated

from high school remain in their school. Records of students who have transferred out of the district are typically kept at the district they transferred into.

### **XIII. BULLYING AND HARASSMENT**

#### **Sexual Harassment/Intimidation of Students (policy #3225)**

Discrimination adversely affects morale and interferes with employee and student ability to work and learn. The District is committed to a positive and productive working and learning environment free from discrimination. The District prohibits sexual harassment or intimidation of its employees or students, whether committed by a coworker, supervisor, subordinate, contractor, volunteer, or student. Such behavior is just cause for disciplinary action.

Sexual harassment substantially compromises the attainment of educational excellence, and the District will not tolerate such behavior between members of the same or opposite sex. Furthermore, the District prohibits retaliation against any employee or student making a report of alleged sexual harassment or against any employee or student who has testified, assisted, or participated in investigation of a report. Retaliation includes but is not limited to any form of intimidation, reprisal, or adverse pressure. Retaliation is a violation of federal and state regulations prohibiting discrimination and will lead to disciplinary action against the offender.

This policy applies to individuals attending any events on District property, whether or not District-sponsored, and any school-sponsored events regardless of location.

#### **Definitions**

Sexual harassment is generally defined as unwelcome sexual advances, requests for sexual favors, and other verbal, physical, and/or visual contact of a sexual nature, when:

- Submission is made either explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- The conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or of creating an intimidating, hostile, or offensive employment or educational environment.

An intimidating, hostile, or offensive employment or educational environment is an environment in which:

- Unwelcome sexually oriented jokes, innuendoes, obscenities, pictures/posters, or any action with sexual connotation makes a student or employee uncomfortable; or
- Any aggressive, harassing behavior in the workplace or school, which affects working or learning, whether or not sexual in connotation, is directed toward an individual based on their sex.

Following are examples of sexual harassment or intimidation:

- Unwanted sexual advances (may include situations which began as reciprocal attractions but later cease to be reciprocal);
- Sexual gestures, verbal abuse, sexually oriented jokes, innuendo, or obscenities;
- Displaying of sexually suggestive objects, pictures, cartoons, or posters;
- Sexually suggestive letters, notes, or invitations;
- Employment or educational benefits affected in exchange for sexual favors;
- Physical conduct such as assault, attempted rape, impeding or blocking movement, or unwelcome touching;
- Hazing or daring an individual to perform in unsafe work or learning practices, particularly when directed toward students or employees in nontraditional settings.

## **Reporting**

Students or employees who believe they may have been harassed or intimidated should contact a counselor, the Title IX Coordinator, or the first-(1<sup>st</sup>)-level supervisor not involved in the alleged harassment. Persons who feel they are being harassed or intimidated should take the following steps:

- Inform the individual that his/her behavior is unwelcome, offensive, or inappropriate. DO NOT assume or hope the problem will go away.
- Notify a counselor, the Title IX Coordinator, or an administrator, right away. Early reporting assists any investigation.
- Request a copy of the District's sexual harassment policy so that reporting processes are clear.
- Keep notes. Keep a record of dates, times, places, witnesses, and descriptions of each incident. Save all notes or records in a safe place.

Complainants are permitted and encouraged to have a friend or advisor present with them for moral support during any stage of the investigation of the report.

All employees and students have a responsibility to maintain a positive work and learning environment by reporting all incidents or rumors of harassment or intimidation involving them or others. Students and staff are encouraged to use the reporting procedure set forth in this policy.

Once a report has been filed with an administrator or Title IX Coordinator, a confidential and expeditious investigation will begin, following the procedures outlined in the Investigation and Action Procedure below, with strict observance of the specific protections provided above.

## **Confidentiality**

A report of sexual harassment or intimidation and its investigation are to be kept in strictest confidence for the protection of all parties involved.

The parties' right to privacy will be protected. The District has a compelling interest to provide educational programs in an environment free from sexual discrimination. Sex discrimination includes sexual harassment. Therefore, the District's obligation to investigate and take corrective action may supersede an individual's right to privacy.

## **Investigation and Action Procedure**

1. After receiving a report or grievance, the Title IX Coordinator will conduct an investigation and make written recommendation to the Superintendent within thirty (30) days. In determining whether alleged conduct constitutes sexual harassment, the coordinator will consider the facts of the allegation, case law, state and federal laws and regulations, and District policy prohibiting sexual harassment and intimidation.
2. On receipt of the coordinator's recommendation that probable cause exists to credit the allegations of sexual harassment or intimidation, the Superintendent may take action based on the report/recommendation, or the Superintendent may conduct his or her own investigation into the charges. The Superintendent may appoint an outside investigator to conduct the investigation.
3. Such investigation must be complete within thirty (30) days of the Superintendent's receipt of the recommendation from the coordinator.
4. Pending such investigation, the Superintendent may take any action necessary to protect the alleged victim or other employees or students, consistent with requirements of any applicable regulations and statutes.
5. Consistent with requirements of applicable regulations or statutes, the Superintendent may take such action deemed necessary and appropriate after completion of the investigation.
6. The final disposition of the case will be by action of the Board.

## **Bullying/Harassment/Hazing/Intimidation/Menacing**

Bullying is a repeated pattern of conduct, rooted in a power differential that threatens harm, humiliates, induces fear, or causes students substantial emotional distress. Examples of bullying are, but not limited to include physical, verbal, gestures, exclusion, destruction of property, and/or cyber bullying. **(policy # 3226)**

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

### **Definitions:**

- 1) "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-District and intra-District athletic competitions or other school events.
- 2) "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
- 3) "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
- 4) "Bullying, harassment, intimidation, or menacing" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, and that has the effect of:
  - Physically harming a student or damaging a student's property;
  - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
  - Creating a hostile educational environment.

### **Reporting:**

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

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

### **Responsibilities:**

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

### **Consequences:**

Students whose behavior is found to be in violation of this policy will be subject to discipline up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions

as determined and imposed by the Superintendent or the Board. Individuals may also be referred to law enforcement officials.

#### **Retaliation:**

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

### **Notice of Inspection, Search, Canine Search, Seizure**

(Policy #3231 & 3231F)

#### **Notice of Inspection**

Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to them and to school officials and may be subject to inspection by school officials at any time without notice and without student consent.

#### **Notice of Search**

Students should be aware that their persons and personal property not stored in lockers (e.g., purse, book bag, vehicle, etc.) may be subject to search, when school officials have reason to believe weapons, drugs, alcohol, or any other objects/materials evidencing a violation of school policy/rule or other laws and regulations are contained therein.

#### **Notice of Canine Inspection**

Students should be aware that the District may from time to time utilize canines in an effort to detect contraband: (1) stored in lockers or other school property; and/or (2) stored in vehicles.

#### **Seizure of Property**

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

## **XIV. GRIEVANCE POLICY**

### **Uniform Grievance Procedure** (policy #3215)

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

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

#### **Level 1: Informal**

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first-line administrator that is not involved in the alleged harassment.

#### **Level 2: Principal**

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written

grievance must be filed with the principal within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

### **Level 3: Superintendent**

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

### **Level 4: The Board**

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

### **Level 5: County Superintendent**

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

## **XV. LUNCH & BREAKFAST SCHOOL MEALS**

School District #1 provides a hot lunch program and a breakfast program for all students and also provides milk available for purchase for those students who carry cold lunches. Applications for free and reduced meals are sent home with each student at the beginning of the school year. Applications are also available upon request at the school office during the school year.

Students are supervised in the lunchroom and on the playground by two noon-duty aides. The principal and teachers provide assistance for the aides.

## MEAL ACCOUNTS

As students are enrolled in a Lewistown Public School, a meal account is set up for them. This account, with a corresponding 5-digit number, will be theirs until they graduate or leave the district. Students may use this account for breakfast, lunch, or milk purchases.

Students can deposit money into their individual accounts at the office from 8:00 a.m. until 8:20 a.m. and at recess time each school day. Prices for meals and milk are as follows:

Student Breakfast (K-6)	\$2.25
Reduced Student Breakfast	\$ .30
Adult Breakfast	\$2.25
Student Lunch (K-6)	\$3.30
Reduced Student Lunch	\$ .40
Adult Lunch	\$4.00
Individual Milk	\$ .45

Parents are welcome to eat school meals with their children on an occasional basis. **For lunch**, it is important to please contact the office by ~~9:00 a.m.~~ **8:45 a.m.** on the day you plan to join us so that you can be included in the lunch count to the Central Kitchen.

Although it sometimes becomes necessary for students to charge meals, our policy limits charges to eight (8) dollars. Students will always be notified if a charge occurs so they can relay the information to parents and the situation can be remedied in a timely manner. Please keep open lines of communication with students concerning this important issue.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

## XVI. TECHNOLOGY ACCEPTABLE USE AGREEMENT

### Lewistown Public School District No. 1 (policy #3612)

#### PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING THE ATTACHED AGREEMENT.

The Lewistown Public Schools (LPS) can now offer Internet access to your child at his/her school. This access offers vast, diverse, and unique resources and provides students and school personnel an avenue to promote educational excellence in the Lewistown Schools. This document is to inform parents, guardians and students of the availability of the Internet resources as well as the rules governing its use and to obtain express parental or guardian permission for an individual student to use the Internet while at school. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the Internet.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. Electronic mail (e-mail) enables communication with people all over the world.
2. Information and news from scientists and research institutions.
3. Public domain software and graphics of all types for school use.
4. Discussion groups on a variety of topics across all curricular areas.
5. Access to University resources, the Library of Congress, and other large collections of relevant information.
6. Graphical access to the World Wide Web.

Our school's goal is to promote student responsibility in the use of the Internet, the network, and other electronic resources. Internet and network access is available to students only on computers that are in highly monitored areas of the school building. However, parents and guardians must be aware that while at school,



direct supervision by school personnel of each student using the computers is not always possible. Thus, students are expected to use the resources in a manner consistent with their contract and will be held responsible for their use. Additionally, parents should discuss with their children their own expectations for their child's Internet use.

### **PROPER & ACCEPTABLE USE**

The use of the Internet and network in the Lewistown Public Schools must be in support of education and consistent with the educational objectives of Lewistown School District No. 1.

*Activities that are permitted and encouraged:*

- ✓ Investigation of topics being studied in school;
- ✓ Investigation of opportunities outside of school related to community service, employment or further education.

*Activities that are not permitted:*

- ✓ Sharing of the student's home address, phone number or other personal information;
- ✓ Searching, viewing, or retrieving materials that are not related to schoolwork, community service, employment, or further education.
- ✓ Copying, saving, or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- ✓ Subscribing to any services or ordering of any goods or services;
- ✓ Playing games or using other interactive sites unless specifically assigned by a teacher;
- ✓ Using the network in such a way that you would disrupt the use of the network by other users;
- ✓ Participating in any activity that violates a school rule, or a local, state, or federal law.

Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

### **PRIVILEGES**

The use of the Internet is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. The system administrators and staff will deem what is inappropriate use, and their decision is final. Also, the system administrators may close an account at any time as required. The administration, faculty, and staff of the Lewistown Public Schools may request that system administrators deny, revoke, or suspend specific user accounts.

### **RELIABILITY**

Lewistown Public Schools makes no warranties, expressed or implied, for the service it provides. LPS will not be responsible for non-deliveries, erroneous deliveries, or service interruptions caused by negligence or errors. Use of any information obtained via the Internet is at the user's own risk. LPS specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

### **SECURITY**

Security on any computer system is a high priority, especially when the system involves many users. Possible security problems on the Internet or network must be reported to a teacher or a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account without written permission from that individual. Attempts to log onto the Internet or network as a system administrator will result in cancellation of user privileges. Any use may be denied access to the Internet or network.

# LPS Elementary Chromebook Check-in Form

It's important that the check-in information be entered on this form **AND** in the Google Sheet **Chromebook list** for every student upon returning their Chromebook. **Students with damages to their Chromebooks, or with a missing charger cord, are to bring this form and their Chromebook to the office.**

1. Student Name: \_\_\_\_\_
2. Homeroom Teacher: \_\_\_\_\_
3. Serial Number Assigned to Student: \_\_\_\_\_  
(As noted in the Google Sheet Chromebook List)

- ☐ Serial Number matches the number listed on the Google Sheet Chromebook List
- ☐ Serial Number does **NOT** match number listed on the Google Sheet Chromebook List

Serial Number of Chromebook being turned in: \_\_\_\_\_

## 4. Chromebook Condition

***Student powers up their Chromebook, opens a Google Document, and joins your Google Meeting***

Place an **X** on the line if the Chromebook meets the standard and an **O** if an issue is found. If necessary, describe issues in the space provided in section 5.

- \_\_\_\_\_ Power cord name tag matches device and has no visible damage
- \_\_\_\_\_ Powers up and can open a site on the internet
- \_\_\_\_\_ Camera works during a Google meeting
- \_\_\_\_\_ Microphone works during a Google meeting
- \_\_\_\_\_ Speakers work during a Google meeting
- \_\_\_\_\_ Screen, while on, shows no visible damage
- \_\_\_\_\_ Keyboard shows no visible damage
- \_\_\_\_\_ Each key functions properly while typing in a Google Document
- \_\_\_\_\_ No visible damage to the casing (cracks, chips, etc)

## 5. Documentation of issues found upon check-in:

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- ☐ **Damage evident or missing Chromebook or charging cord - Student sent to office.**

I verify that the information above is correct and has been documented in the Google Sheet Chromebook List.

_____ Student Signature	_____ Date	_____ Teacher Signature	_____ Date
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# MEDICATION AUTHORIZATION FORM

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

School Name: \_\_\_\_\_ Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## TO BE COMPLETED BY HEALTH CARE PROVIDER AND PARENT/GUARDIAN

### PRESCRIPTION MEDICATION

#### To Administer a Prescription Medication:

- The medication must be in its original container, with a legible label from the pharmacy indicating the child's name, date, name of medicine, dosage, and time, number of days medication is to be given, and expiration date of medication, doctor's/nurse practitioner's name, pharmacy name and telephone number
- Samples must be accompanied by a doctor's written prescription
- Medications are to be given only to the child indicated on the label (twins and siblings cannot share.)
- A separate authorization is required for each medication and each episode of illness
- Label constitutes the physicians/nurse practitioners order
- Parent/Guardian is to give as many doses as possible at home.

Medication(s): \_\_\_\_\_

Reason for Medication: \_\_\_\_\_

Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Dosage: \_\_\_\_\_ Times to be given: \_\_\_\_\_ AM \_\_\_\_\_ PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: \_\_\_\_\_

Possible Side Effects: \_\_\_\_\_

Special Storage/Handling Instructions: \_\_\_\_\_

Parent/Guardian Signature Required: \_\_\_\_\_

Physician/Nurse Practitioners Signature Required: \_\_\_\_\_

## TO BE COMPLETED BY PARENT/GUARDIAN

### NON-PRESCRIPTION MEDICATION

#### To Administer a Non-Prescription Medication:

- Parent is required to bring these medications from home.
- Medication must be in an original container, with child's name on the container.

Medication(s): \_\_\_\_\_

Reason for Medication: \_\_\_\_\_

Start Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ End Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Dosage: \_\_\_\_\_ Times to be given: \_\_\_\_\_ AM \_\_\_\_\_ PM

Route - By Mouth, Inhale, Skin (lotion), Injection or Shots: \_\_\_\_\_

Possible Side Effects: \_\_\_\_\_

Special Storage/Handling Instructions: \_\_\_\_\_

Parent/Guardian Signature Required: \_\_\_\_\_

# 2022-2023 Lewistown Public Schools Parent Permission Form

## K-6 Elementary Students

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

This form will remain in force for the 2022-2023 school year. If at any time you would like to make changes, please contact your child's school.

**Parents:** Please read the handbook information related to the topics below before completing this form. Once you have read the information provided please mark your choices, sign the form, remove it from the handbook and return it to school.

\_\_\_\_ Yes \_\_\_\_ No I give permission for my child to attend all school-related field trips. (Page 16)

\_\_\_\_ Yes \_\_\_\_ No I have read and understand the Technology Use Agreement and I give permission for my child to use the internet. My child agrees to abide by the rules described herein. (Page 48)

\_\_\_\_ Yes \_\_\_\_ No I give permission to use photos of my child in district and school publications, on the district/school website and/or in the news media. (Page 17)

\_\_\_\_ Yes \_\_\_\_ No I give permission for the release of "directory information" about my child. (Page 42)

\_\_\_\_ Yes \_\_\_\_ No I have read and understand the student/parent handbook.

\_\_\_\_ Yes \_\_\_\_ No I will notify the school with new information such as phone number(s), address, developing allergies, etc.

\_\_\_\_ Yes \_\_\_\_ No I give permission for my child to have a hearing screening, conducted during the 2022-2023 school year. This consists of an initial screening and may include a rescreen. Please contact the school if an ear-related medical issue arises, and that information will be passed on to the audiologist. (Page 33)

\_\_\_\_ Yes \_\_\_\_ No I give permission for my child to have a Vision Screening. (Page 35)

\_\_\_\_ Yes \_\_\_\_ No I give permission for my child to participate in a small group with the school counselor, if needed.

\_\_\_\_ Yes \_\_\_\_ No I will check my child's Homework Folder (Grades K-2) and/or sign my child's Student Assignment Book (SAB for Grades 3-6) EVERY DAY.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_

## ❖ Receipt of LJHS Handbook

“I have received a copy of the Lewistown Junior High School Handbook for the 2023-2024 school year. I understand that the handbook contains information that my child and I may need during the school year. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in this handbook.”

Print Name of Student: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

## ❖ Release of “Directory Information”

“Regarding student records, federal law requires that ‘directory information’ on my child may be released by the School District to anyone who requests it unless I object in writing to the release of any or all of this information. This objection must be filed within ten school days of the time this handbook was given to my child. Directory information ordinarily includes the student name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, awards received in school, programs/rosters, the most recent previous school attended.”

For further details on our Directory information policies, please look at Family Education Rights & Privacy Act (FERPA) in the handbook starting on page 32.

I also acknowledge the consent for the Hearing Screening referenced on page 21.

**PLEASE SIGN & RETURN THIS FORM TO THE  
SCHOOL OFFICE AS SOON AS POSSIBLE.**

# LEWISTOWN JUNIOR HIGH SCHOOL



2023-2024  
STUDENT HANDBOOK

# Welcome to LJHS!

Welcome to Lewistown Junior High School “Where Excellence and Enthusiasm Collide”. The contents of the Student Handbook are to be your guide in understanding the expectations and procedures we follow to ensure a consistent learning environment.

We encourage you visit the School District website and the LJHS homepage to access the following information online:

- Student handbook
- Infinite Campus Portal
  - Student grades
  - Lunch account information
- Calendar events
- Staff web pages
- Lunch menus
- Course information
- News from LJHS

A direct link to our homepage on the web can be found here: <https://www.lewistown.k12.mt.us/4/home>. Please include us as one of your “favorites.”

## **ENTRANCE TO THE LJHS BUILDING**

The Junior High front doors will be open each school day from 7:30 a.m. to 4:30 p.m.

Breakfast will be available from 7:40 to 8:05 a.m.

By 8:05 a.m. of each school day students should be getting ready to attend class.

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### **Meeting Dates & Activity Fees:**

School District Board of Trustees Meetings - Second Monday of each month.

Leadership Team meetings - First and third Tuesday of each month @ 1:00 p.m.

\* Please remember there is a charge to get into all LJHS ball games:

    \$2 for students                  \$3 for adults

Activity tickets get you into games for free.

Student (PACT fee): \$35    Student PACT fee w/ "GoFan": \$50    Adult: \$35    Family: \$100

\*\* Please try and avoid extended absences during our school wide testing windows as we are only allowed to give state mandated tests during these dates. If extended leaves are unavoidable during this time please let the school know so we can modify your child's testing schedule.

# INTRODUCTION

Welcome Junior High students!

On behalf of the faculty and staff of the Junior High, I would like to welcome you to an exciting 2023-24 school year! Our goal is to provide a nurturing and educational environment that will enable you to develop academically, emotionally, and physically into a responsible student and citizen. Making good decisions will make your time spent at the Junior High successful and memorable.

The primary purpose of this handbook is to acquaint you, your parents and our staff with the specific guidelines and expectations for students attending LJHS. Ultimately, we want to teach students how to be self-sufficient and able to define what is acceptable and reasonable in a democratic society. Accordingly, we will remain committed as a staff to setting that example. Please take time to read this handbook to better understand our policies and procedures.

We are looking forward to a great year and are glad you are with us to be part of the LJHS experience!

Jeff Friesen, Principal  
Lewistown Junior High School

## ATTITUDE

by

Charles Swindoll

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think, say or do. It is more important than appearance, giftedness or skill. It will make or break a company... a church... a home. The remarkable thing is we have a choice every day regarding the attitude we embrace for that day. We cannot change our past... we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play the one string we have, and that is our attitude... *I am convinced that life is 10% what happens to me and 90% how I react to it.*

And so it is with you... we are in charge of our attitudes."

# LEWISTOWN JUNIOR HIGH SCHOOL

## 2023-2024 DIRECTORY

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Doreen Heintz - Chairman    C.J. Bailey– Vice Chair  
Kris Birdwell    Phil Koterba  
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Thom Peck, Superintendent  
Jeff Friesen, Principal  
Sara Peterson, School Secretary

### Faculty

Jake Rhoades	Social Studies	<del>Karin Webb</del>	Resource/Spanish
Chase Auger	Band Director	Brett Shelagowski	Science
Matt Donaldson	Mathematics	Katherine Spraggins	Mathematics
Jenifer Blazievich	Resource	Brooke Zeiler	Social Studies
Dylan Buehler	Science	Emily Standley	English
Orin Johnson	Health Enhancement	Nicole Wichman	English
Jocelyn Krogstad	Family & Consumer Sci.	Katie Wirtzberger	Art
Steve Ziegowski	Counselor	<b>Rachael Grensten</b>	Choir Director
<b>Lora Poser-Brown</b>	Library Media Spec./Title		

### Support Staff & Paraprofessionals

Lisa Robinson	School Nurse	Tasha Lahr	STAR Room Para.
Cynthia Battrick	STAR Room Para.	<del>Shannon Maxwell</del>	<del>Resource Para.</del>
Misti Birdwell	Library & Title Para.	Bob Agostinelli	Resource Para.
Jill Schwede	STAR Room Teacher	Savannah Hogan-Mills	Resource Para.
Steve Kelly	Head Custodian	James Wright	Custodian
Beth Davis	Food Service	<b>Donna Strouf</b>	Food Service
		<b>Kyrstin Duggins</b>	<b>Resource Para.</b>

### Activities Advisors & Coaches

Paul Bartos & Brooke Zeiler – Co-Athletic Directors

Builders Club	Jenifer Blazicevich	Cheerleading	Rayna Phelps
GIS Club	TBA	Cross Country	Nicole Wichman-Head
MathCounts	Katherine Spraggins	Football	<b>Spencer Walsh</b> -Head
Photo Club	Katie Wirtzberger		<b>Mike Vanek</b> -Asst
Ski Club	TBA	Track & Field	Mariah Patterson-Head
Student Council	Jake Rhoades		Rebekah Rhoades-Asst
Basketball-Boys	Derek Lear-Head		<b>Mike Vanek</b> -Asst
	<b>James Derheim</b> -Asst	Volleyball	Jean Irish-Head
	<b>Morgan Ray</b> -Asst		<b>Maria Derheim</b> -Asst
Basketball-Girls	<b>Jimmy Graham</b> -Head		Cassidy Bawden-Asst
	Brooke Zeiler-Asst	Wrestling	Brendon DeCock-Head
	<b>Jayme Phillips</b> -Asst		Wyatt Blythe -Asst

# **ATTENDANCE**

## **LJHS ATTENDANCE POLICY**

*School District No. 1 is requesting the cooperation of parents and students in developing consistent school attendance for all pupils. Frequent absences of pupils from regular classroom learning experiences disrupt the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction. Consequently, many pupils who miss school frequently experience great difficulty in achieving the maximum benefits from schooling.*

The goal of our policy is to emphasize the importance of attendance. Students who are excessively absent are missing valuable instruction and are developing habits that will make it difficult to be successful in school. Absences are considered excessive when a student's absence total extends beyond ten (10) per semester. Refer to the section on Types of Absences for which absences count toward the 10 day accumulation.

The following procedures will be taken in accordance with the policy:

1. Accumulation of seven (7) absences in a class per semester- The parents/guardians and student will be notified regarding the accumulation of absences and reminded of our 10 day policy.
2. Accumulation of ten (10) absences in a class per semester- The parent/guardian, student, counselor, and principal will meet to discuss attendance and an Attendance Contract. ~~—Student will be assigned Saturday School to compensate for missed school.~~
3. ~~Absences beyond ten (10) days per semester For each offense parent/guardian will be contacted and student will be assigned Saturday School.~~
4. ~~Saturday School assignments will be as follows:~~
  - a. ~~2 hours When a student has violated the policy in 1-4 class periods~~
  - b. ~~4 hours When a student has violated the policy in 5-8 class periods~~

### **ABSENTEEISM**

Parents are encouraged to contact the school as soon as possible when they know their child will be absent from school. The school secretary will contact families when an absence is not verified. Parental contact of the school saves the secretary valuable time.

An absence at LJHS is defined in the following manner:

- Not being present in class,
- Having been present at the beginning of a period, but leaving a class without the teacher's permission, or
- Entering the class after the five-minute tardy grace period.

When a student has been absent he/she should, upon returning to school, report to the office in order to verify that the absence has been properly approved. In all cases of absence, the parent should phone or send a written note to the school explaining the absence.

Students participating in a school activity must abide to the following attendance guidelines:

- When the event is scheduled during the school day; student must be in attendance during the half day just prior to leaving for the event.
- When the event happens after school or in the evening: students must be in attendance the last half of the day of the event.
- When the event is scheduled for an entire school day or on a Saturday: the student must be in attendance the last half of the day before the event.

**\*\* Please try and avoid extended absences during our schoolwide state testing windows as we are only allowed to give state mandated tests during these dates. If extended leaves are unavoidable during this time please let the school know so we can modify your child's testing schedule.**

### **PASS TO LEAVE THE BUILDING**

When a student needs to leave the building during school hours for medical appointments or other arrangements that fall under the excused absences category they will be given a pass from the office. The pass will be completed when parents inform the school of the impending absence and will indicate time in which the student is to leave school. If the scheduled time to leave is during class the student is to present the pass to the teacher when they enter the classroom. When the time comes to leave the student gains the teacher's permission and then stops at the office to check out prior to leaving. If a

student should return to the school before the day is finished they are to stop at the office and will be given a pass to re-enter class.

### TYPES OF ABSENCES

Student absences will most commonly be classified in one of the following categories:

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. Excused (EA)                  | 7. School Related (SR)*    |
| 2. Excused Tardy (ET)            | 8. Truancy (TR)            |
| 3. In School Suspension (IS)*    | 9. Tardy (TY)              |
| 4. Medically Verified (MV)*      | 10. Unexcused Absence (UA) |
| 5. Office Conference (OC)*       | 11. Unverified (UV)        |
| 6. Out of School Suspension (OS) |                            |

\*Absences that don't count toward the 10 Day Policy.

### TARDINESS

The teaching staff will handle tardiness in the classroom for the first three tardies of a semester. They may accept the student's own excuse or enforce any of the following:

- Detention in the classroom before or after school.
- Extra work assignments.
- Lower grade for this particular period on basis of work missed.

Four or more tardies within a semester's time will result in a discipline referral from their teacher. From this discipline referral the principal will assign detentions or Saturday School in accordance to the discipline policy. Persistent tardiness will result in a Behavior Contract.

### EXCUSED ABSENCES

Excused absences are absences that are related to illness, bereavement, or family emergencies, medical appointments or absences related to requirements to satisfy the law.

Other excused absences will be allowed for events which involve family participation, situations where the student is needed at home, special travel or educational opportunities. These types of excused absences are the parent's responsibility and parents need to keep in mind the requirements and consequences of the policies and guidelines set forth in this student handbook.

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should complete the "Advanced Assignment Request Form" before the absence. If in school, the student must properly check out.

### UNEXCUSED ABSENCES

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated. An unexcused absence is marked as a "zero" or "no credit" in the teacher's grade book.

### TRUANCY (Skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence. Repeated truancies will be reported to the School Resource Officer (SRO).

### MAKE-UP-WORK

Make-up work for an excused absence is counted at full value at a rate of two school days for each day missed up to five days total. Students wishing extensions on the time limit may request directly to the teacher. The principal will hear appeals

if they are requested. Work not completed on time will be considered late work and left up to the discretion of the individual teacher. Work missed during unexcused absences is not allowed to be made up.

However, depending on the assignment and time allocated, the final determination of the makeup work is at the discretion of the teacher and depends on arrangements made between a student and teacher.

It is the student's responsibility to inform the office when they have prior knowledge of a scheduled absence, i.e. - pre-scheduled medical appointment or family trip. The day before the absence, students will be provided with a homework form in order to collect the work they will miss in their absence.

### **EXCUSES FROM PARTICIPATION IN HEALTH ENHANCEMENT**

Students will be excused from suiting up and participating in Health Enhancement with a medical excuse only. If a student does not feel well enough to participate and does not have a medical excuse, zero credit will be given for the day. Non-participation in PE implies non-participation from all physical activity that day. Should the excuse be long enough to prevent a student from meeting the attendance policy requirements for credit, the student will be withdrawn from the physical education class.

### **ATTENDANCE MATTERS**

In an effort to teach the importance of regular attendance LJHS will provide a positive incentive for students maintaining above a 90% attendance. To help maintain this information in an "easy to understand" format, every student is assigned to an activity in Infinite Campus entitled Academic Services. This activity will be graded based on the percentage of class periods they are in attendance. This grade will only be used to monitor attendance and won't impact the students' grades or GPA.

We understand some absences are unavoidable due to health problems or other circumstances. Yet here is what research shows can happen when kids miss too much school:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!

Our goal this year is to ensure that every student attends school regularly. Let's work together to ensure your child's success.

Please make sure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Ensure your children go to school every day unless they are truly sick
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.

# **STUDENT BEHAVIOR EXPECTATIONS**

## ***Watch Us “SOAR”***

Student expectations for all areas of LJHS are clearly stated using the acronym “SOAR”. Through SOAR we stress that students be Safe, Organized, Accepting, and Responsible. Posters are placed throughout the school reminding students of acceptable behaviors. The following are the expectations for all students at LJHS:

**A. After School Learning Center (ASLC) and Detention - Goal: *To create a positive work environment where students are able to gain additional assistance and become more responsible for their learning.***

As a student of LJHS, I will:

**After School Learning Center**

1. Come prepared to work bringing all materials, assignments and tool kit.
2. Bring a printed copy of the assignment(s) that need to be completed.
3. Be respectful and courteous to both students and staff.
4. Work independently or with a staff member without distracting others.
5. Ask permission to leave the room.
6. Turn off phones and non-educational devices before entering the room.
7. Earn a detention if I do not attend ASLC when assigned.
8. Earn a detention if I do not follow the expectations of ASLC staff.

**Detention**

1. Arrive no later than 3:30 p.m.
2. Sign in and record time of arrival.
3. Place cell phone in holder.
4. Sit one person at a table.
5. Work quietly on assignments without distracting others.
6. Understand that you are not allowed to leave (for any reason) until 45 minutes after sign-in.
7. Not be allowed to eat or drink while serving detention.

**B. Assemblies - Goal: *Demonstrate respect and courtesy toward our guests and establish a sense of pride in our school.***

As a student of LJHS I will:

1. Sit with my homeroom in the designated area.
2. During formal assemblies:
  - a. Sit quietly and refrain from talking/whispering during the presentation
  - b. Listen to the presentation and/or the presenter.
  - c. Clap only when it is appropriate.
  - d. Refrain from whistling or making any other distracting noises.
  - e. Follow directions of the homeroom teacher or other supervising adult.

**C. Bus Loading Area - Goal: *To help students understand that a positive and safe school environment begins with the trip to school.***

Students who ride a School District bus for the purpose of being transported to and from school should consider this service a privilege. As a result, students are expected to act in a manner that is safe and orderly and which follows the bus guidelines as established by the School District Transportation Department, and by the staff of the Lewistown Junior High School. The number one priority of our students as they are transported by bus, as they disembark from the bus, as they wait in the bus loading area and as they load the bus, is SAFETY.

In addition to the rules posted within each bus, the following expectations have been established for LJHS students as they wait in and or depart from the bus loading area.

**When a school bus is approaching the loading area, students must remain on the sidewalk until:**

1. All students have unloaded from the bus.
2. The bus has come to a complete stop.

As a student of LJHS I will:

1. Remain out of the grassy area between the sidewalk and the curb.
2. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
3. Respect other students and their property.

**When departing the campus from the bus loading area by foot or by bicycle, students must:**

- A. Use the crosswalks or the railroad tracks.
- B. Watch for traffic, making sure that vehicles have stopped before attempting to cross the street.
- C. Walk their bicycle from the bike rack to the nearest crosswalk before mounting.
- D. Never leave the bus loading area by walking between the buses.

**D. Cell Phones and Electronic Devices - Goal: *Help alleviate distractions for the educational environment and prevent unnecessary conflicts.***

**As a student of LJHS I will:**

1. Turn off my cell phone and other electronic devices before entering the school building in the morning.
2. Keep my cell phone and other electronic devices out of sight and turned off during the instructional day, which includes the time between classes and during lunch.
3. Only take my cell phone or electronic device out when given permission by a school authority or after leaving the classroom when the last class period is dismissed for the day.
4. Smartwatches may be worn, but can only be used with the permission of their assigned teacher. Students may be asked to turn their smartwatches face down or brought to the front of the room.
5. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
6. Hand over my cell phone and other electronic device without complaint or delay when I have violated the policy and any school official must confiscate the device.
7. Understand that confiscated devices will be returned to the student after school on the first two incidents and to the parent or guardian after further incidents.

*Electronic devices used for academic purposes, such as eReaders during Accelerated Reader, can be used by students under the direct supervision of their assigned teacher. Non-academic or non-supervised use of these devices will be considered a violation of the policy.*

**E. Dress Code and Appearance - Goal: *Create a learning environment that shows pride in our school and respect for ourselves.***

**Clothing ALLOWED at Lewistown Junior High School**

- Clothing that is clean and appropriate for school.
- Shorts and skirts that are hemmed and fingertip in length.
- Leggings, tights, or yoga pants when worn with a top that naturally falls to the length equal to where the fingers and palm meet.
- Loose fitting joggers.
- Pants with less than 5 small holes in the legs (smaller than the student's fist) and no holes above fingertip length. Any pants that do not comply must have tights underneath.
- Girls – Tops with straps the width of 3 fingers.
- Footwear with rubberized soles.

**Clothing NOT ALLOWED at Lewistown Junior High School**

- Hats are to be removed upon entering the building, and not place it back on the head **until the final bell**.
- Pajama pants. (bottom of pants must be cuffed **or hemmed** around leg)
- Tops that are cut too low or expose a bare midriff.
- Clothing with alcohol, drug or tobacco advertising.
- Slogans that have "double meanings," display insults or "putdowns", or include demeaning statements toward self or toward others.
- Boys – Sleeveless shirts.



- Clothing that has been written on with markers or paint.
- Spiked accessories or chains that hang outside clothing.
- Fishnet stockings or any unbecoming clothing (example - sheer or “see through” material)

### DRESS CODE VIOLATIONS

Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.

***Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc. If students are found in violation of the policy they will be required to get a change in clothing either through contact with parents or with clothing from the LJHS closet. Repeated violations will be considered insubordination.***

### **F. Hallways - Goal: Create an environment in the hallways that is safe, efficient, and welcoming.**

As a student of LJHS I will:

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Keep all opened drink containers out of my locker and out of the hallway.
4. Walk at a casual pace.
5. Keep my hands, feet and other objects to myself.
6. When visiting with my friends, stand to the side of the hallway so that others may pass freely.
7. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
8. Take my hat off upon entering the building and leave it off until I have left the building.
9. Always be courteous to and respectful of my fellow students.
10. Follow directions that are given to me by any staff member.
11. Keep my student assignment book (SAB) with me when I am passing in the hallway.

### **G. Integrity of School Work - Goal: To assure accurate assessment of student progress and promote honesty.**

As a student of LJHS I will:

1. Refrain from copying another student’s schoolwork.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom or in the library (when not attending class).
4. Refrain from doing schoolwork in the hallways, auditorium, or breakfast area.
5. Seek support from staff whenever possible.
6. Accept the consequences for my behavior if I am caught cheating.

### **H. Interactions with Others - Goals: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict**

As a student of LJHS I will:

1. Treat others as I want to be treated, always observe the Golden Rule.
2. Show common courtesy toward others. (i.e., thank you, please, you’re welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak positively to others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

### **BULLYING/HARASSMENT**

The District will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff or third parties, is strictly prohibited and shall not be tolerated. The District defines these actions as any act that substantially interferes with a student's educational benefits, opportunities, or performance and has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student in reasonable fear of physical harm or damage to their property;
- Creating a hostile educational environment.

Cyber bullying, though most often occurs outside school hours and originates from a non-school computer, can have a substantial disruption to the educational activities of the school. Any disciplinary action shall be based upon the severity of the statements and their impact on the educational environment.

**I. Lunch Period - Goal: *Demonstrate respect to our fellow students and our school.***

As a student of LJHS I will:

1. Place my books in my own locker and not on top of the lockers before I go to the lunch line or lunchroom.
2. Walk to the lunch line, or to the area where I will be having lunch.
3. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
4. Limit the use of my locker, so as to be courteous to those students and staff who are assigned to a classroom.
5. Keep all drink containers that have been opened in the lunchroom, or outside, and refrain from putting any opened drink container(s) in my locker. Milk is not to leave the lunch area.
6. Understand that water bottles stored in lockers must have a lid that will not drip when laid on its side.
7. Sit at the designated tables if I bring a lunch from home.

**J. Lunchroom Line and Eating Area - Goal: *Create a positive environment of respect and order.***

As a student of LJHS I will:

1. Sit down while I am eating.
2. Use appropriate table manners.
3. Leave my table and floor area clean.
4. Be respectful of all lunch supervisors.
5. Use appropriate voice level and language.
6. Will eat my lunch in the lunchroom or classroom of designated teacher.
7. Eat my lunches from home or grab 'n go lunches with red labels at designated tables.

**K. Student Store and Hallways During Lunch - Goal: *Create a positive environment of respect and order.***

As a student of LJHS I will:

1. Understand that any purchase made in the Lunch serving area, other than a water bottle, must be consumed in the lunchroom.
2. Avoid keeping popcorn or drinks in locker to be consumed later.
3. Wash my hands after lunch, especially if my lunch consisted of peanuts or peanut by-products.
4. Be respectful and orderly when ordering at the school store.

**L. Social Events - Goal: *Help make every social event safe and friendly where all students are able to enjoy the evening without distraction.***

As a student of LJHS I will:

**\*[Safety issues]**

1. Remove my shoes.
2. Avoid running and horseplay.

**\*[Etiquette Issues]**

3. Refrain from wearing my hat.
4. Wear clothing that is appropriate for school unless otherwise specified for a particular dance.

5. Practice common courtesy at all times. (i.e., see expectations for the positive interaction with others, etc.)
6. Use appropriate manners when food is involved.

# **DISCIPLINE POLICY**

“Self-discipline is one of the most important lessons gained through education. It’s the key to academic success, good conduct, and proper consideration for others. Keeping this in mind, students can better understand the importance of why there must be a policy in place that monitors student behavior. Understanding the “why” of a discipline policy will help students form a correct attitude toward it, give them guidance in doing their part in making the school an effective learning environment and help them to develop positive habits.”. It is hoped that students, parents, and the school will work together to develop good self-discipline, as well as provide a comfortable learning environment.

“Do it nice or do it twice” will be the expectation for students serving a consequence for their behavior. Failure to attend an assigned consequence or meet the behavioral expectations while serving the consequence will result in the consequence being doubled.

## **RANGE OF DISCIPLINARY BEHAVIORS/CONSEQUENCES**

Levels are based upon the frequency and severity of an incident.

### **A. Attendance**

- a. Tardiness – arriving late to class.
- b. Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
- c. Unexcused - absences which are not authorized by a parent/guardian, communicated to the school within 24 hours after return to school, or leaving class without permission.
- d. Unverified – absences where a reason has not been given. Will be changed to an unexcused after 24 hours after returning to school.
- e. Violation of the 10-day attendance policy

#### **Consequences**

See the attendance policy for the specific consequences of each attendance violation.

### **B. Bus Infraction**

- a. Violation of the established rules for appropriate bus conduct. Duration of consequence is dependent upon severity of infraction.

#### **Consequences**

**Level 1** - Assigned Seat

**Level 2** - Loss of bus riding privileges

### **C. Cheating**

- a. Students, who share their work with others, as well as those who misrepresent the work of others as their own, may be considered to be cheating.

#### **Consequences**

**Level 1** - Zero for assignment

**Level 2** - Zero for assignment plus an after school detention

**Level 3** - Zero for assignment plus Saturday School

### **D. Disruptive Behavior**

- a. Bullying/Harassment (minor) – Considered disruptive behavior if it’s a first time offense and is not threatening or sexual in nature.
- b. Classroom Disruption – Any behavior which interferes with the classroom environment.
- c. Disrespect Toward Staff – Talking back and/or refusal to comply. Also any type of communication that conveys a negative attitude toward any school personnel.
- d. Electronic Device/Cell Phone – First two offenses result in confiscation of the device, to be returned to the student at the end of the school day. Further violations will result in the confiscated device being returned to a parent and additional consequences, as listed below.

- e. Dress Code Violation – Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.
- f. Inappropriate Language – Language which is demeaning or offensive.
- g. Lunch Time Behavior – Violation of lunchroom and lunch period expectations.
- h. Theft – (minor) taking other's property with a value of \$25 or less. Will also be responsible for the return or restitution of property.
- i. Vandalism (minor) – Defacing or destroying property causing damage valued at \$25 or less. Will also be responsible for the restitution of property damage or removing results of vandalism.
- j. Violation of any Student Behavior Expectation – Violation of any of the expectations outlined in section 1 of Student Behavior.

#### **Consequences**

**Level 1** - After School Detention

**Level 2** - In-School Suspension or Saturday School

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension

#### **E. Harassment/Altercations**

- a. Bullying/Harassment (ongoing or severe) – intimidation of another individual including comments demeaning or sexual in nature.
- b. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures at LJHS.
- c. Fighting – engaging in physical contact with the purpose of inflicting harm on another person.
- d. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it.
- e. Physical/Verbal Altercation - pushing another student and/or engaging in an angry dispute.

#### **Consequences**

**Level 1** - In-School Suspension or Saturday School

**Level 2** - Combination of Out-of-School Suspension and In-School Suspension

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension, longer in duration.

**Level 4** - Recommendation for Expulsion

#### **F. Insubordination**

- a. Defiance of School Authority- refusal to comply with reasonable requests of school personnel.
- b. Inappropriate Language Directed at School Personnel – confrontational language and/or attitude directed toward any school personnel.
- c. Skipping Detention/ASLC- not showing up when assigned.

#### **Consequences**

**Level 1** - After School Detention

**Level 2** - In-School Suspension or Saturday School

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension

#### **G. Illegal Substances/Actions**

- a. Alcohol – Use, sale or possession of alcohol during a school activity or school day.
- b. Arson – Attempting to burn property.
- c. Destruction of property – Destroying or mutilating materials belonging to the school, school personnel or students.
- d. Drugs – Use, possession and sale of narcotics or noxious substances during a school day or school activity
- e. Explosive Devices – Use, possession of exploding devices in school.
- f. Tobacco – The use of any type of tobacco product.
- g. Theft (major) - taking other's property with a value of more than \$25. Will also be responsible for the return or restitution of property.

- h. Vandalism (major) - defacing or destroying property causing damage valued at more than \$25. Will also be responsible for the restitution of property damage or removing results of vandalism.
- i. Weapons - includes but is not limited to a firearm or knife, sword, a straight razor, a throwing star, nun-chucks, firecrackers, brass or other metal knuckles, or any instrument, article, or substance that, regardless of its primary function, is used to harm, threaten to harm, or cause injury to another.

### **Consequences**

**Level 1** - Combination of Out-of-School Suspension and In-School Suspension

**Level 2** - Combination of Out-of-School Suspension and In-School Suspension- longer in duration.

**Level 3** - Recommendation for Expulsion

### **DEVIATION OF CONSEQUENCES**

In some cases it's necessary to deviate from the listed consequences. Below is a list of situations in which a consequence may vary:

1. Severity Clause- a severe consequence will be considered by the administration when a student demonstrates a behavior that shows unusual and/or violent conduct or indicating a documented pattern of handbook or district rule violations.
2. Specific to Behavior -There are times when a certain consequence fits a unique situation. For example; if a student is guilty of littering on school grounds, a logical consequence is to pick up garbage.
3. Restitution - In cases where property has been destroyed or stolen, a student will be responsible for paying the cost of repair or replacement.
4. Plan of Improvement- In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses, it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement)
5. School Resource Officer (SRO) - In cases where students have committed a criminal act or behaviors appear to be leading to illegal activity, the school resource officer will be contacted. If deemed necessary, a ticket may be issued by the officer.

### **DESCRIPTION OF STUDENT CONSEQUENCES**

#### **DETENTION**

Detention will be handled by teachers and the Principal at their discretion. Generally, detentions will be served after school from 3:30 to 4:15.

#### **SATURDAY SCHOOL**

~~The Principal will assign Saturday School time to any student who is disruptive to the orderly operation(s) of Lewistown Junior High School. The amount of time to be served by a student shall be based on the severity of the behavior. Students will serve between one (1) and four (4) hours on a given weekend as deemed necessary by the Principal. While attending Saturday School students will be required to do school work or read appropriate school related materials. Saturday School will begin PROMPTLY at 8:30 a.m. and run until the assigned time has been served. For every minute a student is late for Saturday school they will be required to serve 2 additional minutes. No student will be allowed to arrive at Saturday school beyond 8:40 a.m.~~

#### **IN-SCHOOL SUSPENSION (ISS)**

Students assigned to ISS will be assigned an adult to work with them in a room away from the general student population. Students are not considered absent and are expected to complete all class work assigned during time in ISS. Students will eat their lunch in the office but may attend after-school activities once the ISS has been served without disruption. Failure to work or be respectful will result in the assignment of further ISS. Severe behaviors will be treated as insubordination.

#### **OUT-OF-SCHOOL SUSPENSION (OSS)**

The school principal may suspend a student up to ten (10) days. In cases of this type, an informal hearing between the principal, student, and any other appropriate persons will be conducted. If after the hearing is completed, the principal decides that a suspension is necessary, it will become effective immediately. The principal will attempt to notify parents of the affected student by telephone when a suspension is made.

#### **SUSPENSION FROM extracurricular ACTIVITIES**

Students suspended from participation at extracurricular activities will not be allowed to perform or compete at an extracurricular activity in town or away for the duration of suspension. However, the student is required to continue with scheduled practices. (See extracurricular Policy for more details)

#### LOSS OF PRIVILEGES TO ATTEND SCHOOL FUNCTION

Students can lose their right to attend or participate in a school function by violating rules of conduct. A typical example of this would be to violate a rule or skip a consequence prior to traveling with a sporting team. Another example would be having ongoing or severe behaviors and losing the privilege to attend a dance.

#### PLAN FOR IMPROVEMENT

Continuous infractions or a combination of infractions of school policy by a student are a sign that something is distracting from the student's ability to focus on academic or personal progress. When initial consequences have failed to motivate a student to correct their behavior, it becomes evident that more structure in the student's school day is necessary. This structure will come in the form of a Plan of Improvement. A Plan of Improvement will be administered as a means to focus attention on the specific acts, and as a guide toward cooperative remediation and academic improvement.

Plans of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement, a student will remain under its guidance throughout the year or until removed by the administration.

In very extreme cases, it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

#### EXPULSION

In the case of expulsion, the principal will make the recommendation to the District Superintendent. The parents and student will be notified of this action and instructed concerning their rights regarding the due process procedures. If the recommendation of the principal is followed, the student, parent, and their representative, upon request, may have a hearing with the Board of Education. If the hearing is not requested, the Board of Education will take action on the recommendation.

# **CHEMICAL & TOBACCO POLICY**

## **In School or at School Activities**

### **Philosophy**

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social, and moral development so that our students may become better citizens.

### **School Chemical Violations**

In school, or at school activities, students who are under the influence, possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

*A first violation in school, or at school activities, in any one school year will result in:*<sup>1</sup>

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.<sup>2</sup>
3. Suspension from participation<sup>3</sup> in all extracurricular activities for a period of one semester<sup>4</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extracurricular activities for a period of 3 weeks of competition or events<sup>5</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>6</sup>
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

*A second violation in school, or at school activities, in any one school year will result in:*<sup>1</sup>

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days.<sup>2</sup>
3. Suspension from participation<sup>3</sup> in all extracurricular activities for a period of one year<sup>4</sup> **OR** the principal shall extend the option to the student of suspension from participation in all extracurricular activities for a period of 6 weeks of competition or events<sup>5</sup> from the date of the disciplinary action and participation in an appropriate chemical awareness experience.<sup>6</sup>
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

*Further violations in school or at school activities in any one school year will result in:*

1. Notification of law enforcement and parents of that student.
2. Suspension from school for up to ten (10) days.<sup>2</sup>
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

### **CHEMICAL SALE OR DISTRIBUTION VIOLATIONS**

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.
2. Will receive up to ten (10) days out of school suspension.<sup>2</sup>



3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

### **SCHOOL TOBACCO/VAPING VIOLATIONS<sup>1</sup>**

Student use or possession of vaping, tobacco or tobacco products in school or at school activities will result in disciplinary action as follows:

First Offense: Suspension<sup>2</sup> from school for up to one (1) day, notification of parents and law enforcement, and an explanation of the consequences for subsequent violations. The student will also receive educational material concerning the dangers of tobacco use and the addiction process. The tobacco will be disposed of in the presence of the student.

Second Offense: Suspension<sup>2</sup> from school for up to two (2) days, notification of parents and law enforcement, suspension from participation<sup>3</sup> in all extracurricular activities for 3 weeks of competition or events<sup>5</sup> from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

Further Offense(s): Suspension<sup>2</sup> from school for up to three (3) days, notification of parents and law enforcement, suspension from participation<sup>3</sup> in all extracurricular activities for 6 weeks of competition or events<sup>5</sup> from the date of the disciplinary action. The tobacco will be disposed of in the presence of the student.

### **ENDNOTES**

1. In school as defined by School Laws of Montana, Section 20-5-201(d). "...in school or on the premises, on his way to and from school, or during the intermission or recess". A student is considered to be in school whenever he/she is attending or participating in a school activity.
2. Suspension at the high school will be for the maximum number of days recommended throughout the Policy. After four (4) days of in-school suspension at the high school for tobacco or alcohol/drug use, all additional suspension will be served out of school.
3. Students suspended from participation in extracurricular activities will not be allowed to perform or compete in an extracurricular activity in town or away for the duration of suspension. (extracurricular refers to existing school sponsored activities.) The student is, however, required to continue with scheduled practices and rehearsals. Some activities are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. For example, a student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Students will not be excluded from the graduation day ceremony as a result of an activity suspension.
4. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.
5. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to the completion of the activity suspension.
6. Appropriate chemical awareness experiences are activities which are designed to help students become aware of drug/alcohol concerns and other issues. These activities will vary depending on the frequency of violations and the age of the student. Potential examples are as follows:

First Offense: Chemical education class or other appropriate educational setting as determined by Central Montana Drug and Alcohol Services. The student may not participate in the same chemical education class more than once every two years, as per Endnote number 5. Expenses incurred will not be the responsibility of School District No. One.

Second Offense: Referred to the Central Montana Drug and Alcohol Services for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District No. One.

Further Offense(s): Referred to the Central Montana Drug and Alcohol Services for a possible evaluation or additional chemical educational class work. Expenses incurred will not be the responsibility of School District No. One.

*At school, support groups and counseling are available to all students either assigned or on a volunteer basis. Interested students are to contact the school guidance office.*

7. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a two year window of violations. Included in possible offenses is an In School or at School Activities offense generated within the mandatory two year aspect of these policies. For example, a participant who violates the Activities Chemical Policy during football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight week suspension represents the third offense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation.

# **ATHLETICS/ACTIVITIES**

## **PARTICIPATION**

In order to participate in sports a student must have the following items on file at the Junior High Office:

1. A current physical exam
2. Parent Permission Form
3. Completed ImPACT Concussion Test
4. Participation (PAC) fee of \$35-covers all sports a student participates in during the school year.

## **ACADEMIC ELIGIBILITY**

It is the belief of the faculty and staff of Lewistown Junior High School that:

- Participation in athletics is a **privilege**.
- **Academic excellence** is the **number one priority** for our school. All students are encouraged to put forth their absolute best effort within the classroom every day.
- Participation in athletics can be an **integral part** of a child's educational experience. Such programs can teach skills beneficial to students beyond their years at LJHS.

In order to be eligible for participation in athletics at LJHS the following minimum guidelines have been established.

1. Students must maintain a 1.67 grade point average and must be passing the equivalent of seven (7) classes in order to participate.
2. The grades of all students will be reviewed at the end of each grading period and at the mid-term of each quarter in order to determine eligibility.
3. Students who by this policy become ineligible at the quarter will not be allowed to participate in any sport for the next nine-week grading period.
4. Students who by this policy become ineligible at the mid-term will be placed on a 2-week probationary period. Grades will be checked again after 14 calendar days.
5. Students who are still ineligible, after the 14 calendar days, will not be allowed to compete for the remainder of the season and they would forfeit their letter for that activity.
6. During the 14 days, students will be required to practice, that is to remain a part of the team, but they will not be allowed to travel to, or play in, any interscholastic competition(s).
7. Students who participate in fall sports will be subject to the midterm grade check in order to determine eligibility.
8. Transfer students will be eligible based on the next available grade check after their enrollment. A two-week minimum is required.
9. Students must be in attendance the last half of the day in order to participate in a week night athletic activity or on Friday afternoon in order to participate in a weekend athletic activity. Extenuating circumstances will be reviewed by the school administration at the request of the student and/or parents.
10. The school principal or the head coach will notify the parent of every student who becomes ineligible.
11. Student athletes who earn detention(s) or Saturday school time as a result of misbehavior in school are required to fulfill their disciplinary obligation before participating in practices and/or interscholastic competition.

Students are strongly encouraged to participate in those activities, which are of interest to them. It is the hope of the Junior High Staff that their involvement will be a positive experience. The staff of LHJS is confident that each student will represent LJHS to the best of their ability and that the entire school community will be proud of his/her team's accomplishments.

## **LJHS THREE STRIKES, YOU'RE OUT POLICY**

Students at the Lewistown Junior High School are reminded that participation in extracurricular activities is a privilege and that good sportsmanship, positive participation and having fun are the key elements to being a member of any team and/or squad. This policy is intended to protect the integrity of the individual student, the activity in which they are engaged and the overall integrity of LJHS.

*A Student athlete will be removed from their team/squad if he/she accumulates a total of three strikes. A strike is earned when a student:*

1. Receives a detention from any adult for inappropriate behavior in any classroom.

2. Is absent from practice or late to any practice without an excuse for the absence or tardiness.
3. Is removed from a practice for inappropriate behavior.
4. Receives an unsportsmanlike technical or penalty during a contest.

**Note:**

If a student receives an unsportsmanlike technical or penalty during a contest, he/she will not play in that game, and he/she will not participate in the next game.

If a student receives 2 strikes in one week, he/she will not be allowed to participate in any contest that is scheduled during that week.

If a student receives Saturday school, he/she cannot participate in any contest that is held on the Saturday on which they serve their consequence.

**ATHLETICS TOBACCO & VAPING VIOLATIONS**

Students who are participants in athletics will not use tobacco or be in possession of tobacco or vaping products. Those in violation will be subject to the following consequences:

**First Offense:** Suspension from participation<sup>3</sup> in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events<sup>5</sup> from the date of the disciplinary action.

**Further Offense(s):** Suspension from participation<sup>3</sup> in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events<sup>5</sup> from the date of the disciplinary action.

**NOTE:** *Athletics who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.*

# GENERAL INFORMATION

## LJHS Daily Bell Schedule

The Junior High runs a class schedule where the electives are offered on a rotational basis. Electives schedule is based on whether the day is designated as an “A” or “B” day. **Each Monday and Tuesday will be designated as “A” days, while every Wednesday and Thursday will be designated as a “B” day. Fridays will rotate on a weekly basis between being an “A” or “B” day.**

Period	8th Grade	Time		Period	7th Grade	Time
Advisory	8:10 - 8:30	20		Advisory	8:10 - 8:30	20
1	8:33 - 9:21	48		1	8:33 - 9:21	48
2	9:24 - 10:12	48		2	9:24 - 10:12	48
3	10:15 - 11:03	48		3	10:15 - 11:03	48
4	11:06 - 11:54	48		4	11:06 - 11:54	48
8th Grade Lunch	11:54 - 12:29	35		Common Study Time (CST)	11:57 - 12:12	15
Common Study Time (CST)	12:32 - 12:47	15		7th Grade Lunch	12:12 - 12:47	35
5	12:50 - 1:38	48		5	12:50 - 1:38	48
6	1:41 - 2:29	48		6	1:41 - 2:29	48
7	2:32 to 3:20	48		7	2:32 to 3:20	48

**Schedule above needs to be updated!!**

The Junior High building will be open each school day from 7:30 a.m. to 4:30 p.m.

Breakfast will be available from 7:40 to 8:05 a.m.

By 8:05 a.m. of each school day students should be getting ready to attend their Advisory class.

## CAMERAS

The District uses video cameras in appropriate locations on District property to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard District facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or laws shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student’s educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention.

## EAGLE RENAISSANCE PROGRAM

The LJHS Renaissance program is used to recognize students for their high GPAs or improvement in their GPA over the last quarter. Renaissance cards are awarded at the end of each quarter. First quarter renaissance cards for the 8<sup>th</sup> graders will be based on their 7<sup>th</sup> grade 4<sup>th</sup> quarter GPA. Seventh graders who earned a Presidential Award during their 6<sup>th</sup> grade year will be given a Gold Card for first quarter. No Blue or Silver Cards will be awarded to 7<sup>th</sup> graders during the first quarter.

<b><u>Gold Card</u></b>	<b><u>Blue Card</u></b>	<b><u>Silver Card</u></b>
4.00	3.5 to 3.99	3.00 to 3.49
or increase in GPA	or increase in GPA	or increase in GPA
of 1.0 with no “Fs”	of 0.75, with no “Fs”	of 0.50, with no “Fs”

## FIRST AID, ILLNESS AND INSURANCE

The school makes available to the students an optional insurance program which will cover accidents at school. In case of injury, report immediately to your instructor or to the Principal. In order for the insurance to be effective, the accident must be reported at the time it happens. Claim forms are available in the office.

First aid supplies are located in the Principal's office. If a student becomes ill during the school day, the Principal will either furnish transportation or make the necessary arrangements to send the student home.

### **FIRE DRILLS**

Fire drills are a serious matter and may mean saving many lives in the event of a real fire. In order to know what to do in case of a real fire, we must practice our drills and follow instructions. Instructions concerning leaving the building during a fire drill will be given to the students by individual classroom teachers. When the fire bell rings, the persons first reaching the outside exits shall act as monitors by opening and holding the doors while the others continue outside to the playground area east of the street. There should be no talking, move quickly, but no running. Move down the stairways three abreast, being careful at all times. In event of a blocked stairway, or other emergency students are to follow instructions quickly, shut off lights, and close doors to prevent drafts.

Any student noticing anything which leads him/her to believe there might be a fire, should immediately notify the nearest teacher. Homeroom teachers are responsible to help any student needing special help out of the building.

### **GRADES**

There are four nine-week marking periods during the school term, and report cards are issued the week following the end of each marking period. The marking system used for subject marks is: A, B, C, D, & F.

#### **Weighted Marks for Determining GPA**

A	4.000	C	2.000
A-	3.667	C-	1.667
B+	3.333	D+	1.333
B	3.000	D	1.000
B-	2.667	D-	0.667
C+	2.333	F	0.000

#### **GRADING SCALE**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	59% & Below

### **GRADING POLICIES**

Individual grade levels will create common policies regarding penalties for late work.

### **GRADING SCALE**

Each nine-week period an Honor Roll will be published on the school bulletin boards and the Lewistown News-Argus. Any student receiving an overall grade of "B" average or higher for all subjects will achieve the Honor Roll.

### **HEARING SCREENING**

Hearing screening is conducted at your child's school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include immittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing rescreen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing rescreen. In addition to the pure tone and immittance screening, they may also conduct otoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

### **IMMUNIZATION REQUIREMENTS**

The Board requires all students to present evidence of their having been immunized against the following diseases:

diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Haemophilus Influenzae Type "B" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers. Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s). Exemptions for religious reasons must be filed annually. The statement for an exemption shall be maintained as part of the student's immunization record. The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists. Exclusion shall not exceed thirty (30) calendar days.

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, Haemophilus Influenzae Type "B", and tetanus vaccine and a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

## **LOCKERS**

*Goal: To maintain the quality of our lockers and school supplies.*

Lockers are provided for each student. If you bring your own combination lock the combination must be registered in the office. No money or valuables are to be kept in your locker. Please be reminded that the lockers are the possession of the Lewistown Public Schools and may be subject to search, as necessary.

As a student of LJHS I will:

1. Keep my locker orderly so the door is able to close unobstructed.
2. Gently close my locker door and avoid slamming or kicking the door shut.
3. Avoid storing opened liquid containers and food in my locker. Lunches brought from home may be stored in a student's locker but no open containers of liquid.
4. Avoid hanging items in my locker using tape that will damage the paint. Any tape that is placed on the locker must be fully removed.
5. Avoid writing on the lockers.
6. Understand that you are responsible for the repair or replacement if you are negligent for damages.
7. Avoid decorating the outside of lockers.
8. Make the choice on whether to secure items in my locker with a combination lock.
9. Provide the office with an extra key for keyed locks or the combination to my homeroom teacher.

## **LOST AND FOUND**

Lost and Found articles are placed in the Lost and Found locker #288 on the main floor and #220 in the upstairs hall. Valuables found should be brought to the office immediately for safe-keeping. If you have lost any articles or books, check first in the Lost and Found Lockers, then check with the office.

## **NOTICE OF CANINE INSPECTION**

Students should be aware that the School District may utilize canines in an effort to detect contraband (1) carried by students' (2) stored in lockers or other school property; and/or (3) stored in vehicles.

## **NOTICE OF INSPECTION**

Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to themselves and school officials and may be subject to inspection by school officials at any time, without notice and without student consent.

**NOTICE OF SEARCH**

Students should be aware that their persons and personal property not stored in lockers (e.g., purse, book bag, vehicle, etc.) may be subject to search when school officials have reason to believe that weapons, drugs, alcohol, or any objects/material evidencing a violation of school policy/rule or other laws and regulations are contained therein.

**SCHOOL FOOD PROGRAM**

Breakfast, lunch and a la carte items are available at Lewistown Junior High for all students and staff. The Infinite Campus program is used for meals and money management. Deposits for meal accounts are best made during the breakfast serving time before school begins, online through the Infinite Campus Portal and are also accepted through the lunch serving line. Seating is also available for those students who choose to bring their own lunch.

Applications for free and reduced meals are sent home with each student at the beginning of the school year. Applications are also available upon request at the school office during the school year.

Meal prices are as follows:

Student Breakfast (7-12)	2.25	Reduced Student Breakfast	.30
Reduced Student Lunch	.40	Adult Lunch	4.65
Adult Breakfast	2.25	Individual Milk	.45
Student Lunch (7-12)	3.60	A la Carte items are priced individually	

**BREAKFAST** is served from 7:40 a.m. until 8:05 a.m. each school day.

The **LUNCH Schedule** is as follows:

8 <sup>th</sup> Grade.....	11:54 – 12:29
7 <sup>th</sup> Grade.....	12:12 – 12:47

The pre-paid meal accounting system through Infinite Campus provides students and parents with purchase and balance information. Students receive verbal balance reminders and the automatic messaging system will alert parents/guardians with balance information. Students and parents/guardians are responsible for all charges to meal accounts and should practice proper account management with timely deposits. Students may charge meals on a limited basis and a la cart items cannot be charged.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

**STUDENT VISITATION POLICY**

The staff and students of the Lewistown Junior High School would like to welcome students to visit our positive learning community. While keeping and maintaining a safe and orderly school site, the following expectations apply to student visitors.

**Student Visitors:**

1. Upon entering the building, must sign in at the office and collect an LJHS Visitor Pass, which they must wear throughout their visit.
2. Must adhere to all school policies and expectations as outlined in the student handbook, including, but not limited to the dress code and behavior expectations.
3. Must be age appropriate for the Junior High.
4. Must have a book for AR, or the student will be allowed to borrow a book from the LJHS library.
5. Will be expected to participate fully in each of the classrooms they visit.
6. Are expected to make visitation arrangements at least one day in advance, if at all possible.
7. Are allowed to request visiting the LJHS campus every school day, with the following exceptions:
  - During the first two weeks of school
  - During the last two weeks of school
  - During any week and/or dates/times of Standardized testing



- During any day determined by the building principal to be inappropriate to the orderly operation of LJHS
- 8. May not be a previous LJHS student.
- 9. Are limited to a half day.

*Any student who visits the LJHS campus and knowingly violates any of these expectations will be asked to leave.*

### **TECHNOLOGY ACCEPTABLE USE & ONLINE RESOURCES**

The district has made a substantial investment in computer technology for instructional purposes. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement annually, regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

All students using the school's network and/or the Internet must have an approved Technology Acceptable Use Agreement on file at school. Students are expected to use the resources in a manner consistent with their agreement and will be held responsible for their use. Students and parents should be aware that email using District computers are not private and may be monitored by District staff.

Activities that are permitted and encouraged:

- Investigation of topics being studied in school;
- Investigation of opportunities outside of school related to community service, employment or further education;

Activities that are not permitted:

- Cheating on school assignments, projects or tests;
- Sharing of the student's home address, phone number or other personal information;
- Searching, viewing, or retrieving materials that are not related to school work, community service, employment, or further education;
- Copying, saving, or redistributing copyrighted material (users should assume that all material is copyrighted unless explicitly noted);
- Subscribing to any services or ordering of any goods or services;
- Playing games or using other interactive sites unless specifically assigned by a teacher;
- Using the network in such a way that you would disrupt the use of the network by other users;
- Participation in any activity that violates a school rule, or a local, state, or federal law.

The use of the Internet and the school's network is a privilege and inappropriate use may result in a cancellation of those privileges. Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

# **SAFETY PROCEDURES**

*The following procedures have been created in order to help ensure the safety of all students and staff of the Lewistown Junior High School.*

**IN AN EMERGENCY...WHEN YOU HEAR IT, DO IT.**

## **Lockout! Secure the Perimeter**

### Students

- Return inside
- Business as usual
- Lock all exterior doors

### Teachers

- Bring students into the building
- Increase situational awareness
- Take roll
- Business as usual

## **Lockdown! Locks, Lights, Out of Sight**

### Students

- Move away from sight
- Maintain silence

### Teachers

- Lock classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Wait for responder to open door
- Take roll

## **Evacuate! (Directions to Follow)**

### Students

- Leave your stuff behind
- Form a line
- Hand in hand when directed to do so

### Teachers

- Lead evacuation to location
- Take roll
- Notify if missing, extra or injured students

## **Shelter! (Directions to Follow)**

### Students

#### Shelter Types:

- For tornado and other weather related hazards
- For bomb
- For hazmat

#### Shelter Methods:

- Drop, cover and hold
- And seal
- In silence

### Teachers

- Shelter type
- Shelter method



# standard<sup>TM</sup> response protocol

## Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

## SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**Lockout** - "Secure the Perimeter"

**Lockdown** - "Locks, Lights, Out of Sight"

**Evacuate** - "To the Announced Location"

**Shelter** - "Using Announced Type and Method"

## Training

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>



## Lockout

### Secure the Perimeter

Lockout is called when there is a threat or hazard outside of the school building.

#### Students:

- Return to inside of building
- Do business as usual

#### Teachers

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## Lockdown

### Locks, Lights, Out of Sight

Lockdown is called when there is a threat or hazard inside the school building.

#### Students:

- Move away from sight
- Maintain silence

#### Teachers:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## Evacuate

### To the Announced Location

Evacuate is called to move students and staff from one location to another.

#### Students:

- Leave stuff behind
- Form a single file line
- Take the hands of person in front and behind
- Be prepared for alternatives during response.

#### Teachers:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## Shelter

### Using the Announced Type and Method

Shelter is called when the need for personal protection is necessary.

#### Types:

- For Tornado
- For Bomb
- For Hazmat

#### Methods:

- Drop, Cover and Hold
- And Seal
- In Silence

#### Students:

- Use Appropriate Method

#### Teachers:

- Use Appropriate Method
- Take roll, account for students



# **STUDENT RECOGNITION**

The following is a sampling of the awards which are made available to the students of LJHS.

## **A+ Award:**

Each month students in each grade will be selected for recognition in Academics, Activities, and Electives. At the end of the month teachers nominate students who have demonstrated positive behaviors, then teachers vote on the nominees to come up with the three recipients for each grade. Students are then recognized and a schoolwide assembly.

## **D.A.R. Citizenship Medal:**

This distinguished award is designated for 8<sup>th</sup> grade students and is voted on by LJHS staff members utilizing the following criteria.

### **Qualifications**

1. Honor: Honesty, high principles, trust-worthiness, loyalty, truthfulness, punctuality, moral strength and stability, cleanliness in mind and body.
2. Service: Cooperation, meritorious behavior bringing honor to school or community, kindness, unselfishness, true Americanism – individual responsibility to home, to country, to God.
3. Courage: Mental and physical determination to overcome obstacles.
4. Leadership: Personality, originality, ability to lead and hold others, good sportsmanship, responsibility.
5. Patriotism: Fundamental Americanism.

## **Eagle Renaissance Awards:**

Each quarter students are recognized with gold, blue or silver cards for their academic excellence and overall grade improvement through the Eagle Renaissance Program, as mentioned previously in the handbook.

## **LJHS Scholastic Award:**

1. Candidates must maintain an honor roll standing of “A” or “A-” for any three quarters of the school year.
2. A certificate and pin would be awarded to the first year recipients and an appropriate plaque for the second year award. The certificate and pin would be a prerequisite to the plaque award.
3. The names of all other honor roll students would appear on an “Honorable Mention” list. These students would have to maintain honor roll standing for any three quarters.

## **Perfect and Outstanding Attendance Award:**

1. Candidates for the Perfect Attendance Award must have been in attendance for every period of every day of the school year. School related absences are not counted.
2. Outstanding Attendance Awards will go to those who missed no more than the equivalent to 1.5 days of school not including school related absences.

## **Additional Individual Awards:**

Students will be recognized for their contributions to clubs and activities, as well as when they have won a specific contest or academic award.

# **STUDENTS RIGHT AND RESPONSIBILITIES**

## **Access to an Education:**

### **The student has the right:**

- To attend elementary school in the District in which his/her parent(s) or legal guardian resides. To attend high school in a district within the county in which the parent(s) or legal guardian resides.
- To a meaningful education without disruption, “Free quality public elementary and secondary schools” Montana Constitution, 1972, Article X, Section 1.
- To contribute information that will be considered when decisions that affect the quality and content of his/her education are made.
- To participate in school activities regardless of race, religion, ethnic origin, or economic status.
- To nondiscriminatory practices on the basis of sex in the educational program or activities in accordance with the requirements of Title IX of the Educational Amendments of 1972 as they relate to access to general courses, access to physical education courses, access to vocational courses, counseling, treatment of students, student marital and parental status, athletics, and financial assistance.

### **The student has a responsibility:**

- To comply with the compulsory attendance laws of Montana
- To pursue the required courses of instruction.
- To be regular in attendance and to be on time to all classes unless excused because of illness, bereavement, or other reasons authorized by District Policy.
- To be subject to the authority and control of the administration, teachers, and supportive staff while in school, on the school premises, on the way to and from school, or while representing the school at an off-campus activity.
- To be knowledgeable of and comply with the policies of the district and the school of attendance.
- To recognize the overall educational enterprise to the degree that the welfare of the group has priority over individual rights when these come in conflict.
- To be knowledgeable of Title IX regulations as they relate to the Lewistown Public Schools.
- To follow the School District’s Student-Grievance Procedure available for an equitable solution to a Title IX discriminatory claim.

## **Association:**

### **The student has the right:**

- To associate with political, social, or various groups without fear of punitive measures being taken against him/her.
- To utilize school facilities for authorized school-sponsored activities.

### **The student has a responsibility:**

- To be aware of and comply with all laws controlling secret societies.
- To avoid political or social demonstrations which interfere with the operation of the school or classroom.
- To cooperate with the school’s administration and faculty in scheduling authorized activities.

## **Inquiry and Expression:**

### **The student has the right:**

- To form and hold ideas.
- To present petitions for consideration.
- To produce student publications as authorized under the principles of the First Amendment Guarantee of Freedom of Press
- To express opinions verbally or in writing.
- To govern his/her appearance while attending school

### **The student has a responsibility:**

- To appear in such a manner that it does not substantially and directly endanger health and safety, damage property, infringe upon the district's interest in personal cleanliness and decency, or seriously and immediately disrupt the orderly conduct of school business.
- To use freedom of expression so that it does not mock, ridicule, or otherwise deliberately demean or provoke others because of race, religion, national origin, or individual views.
- To avoid libelous or obscene forms of expression.
- To express opinions and beliefs in an appropriate time and place and in a manner that does not interrupt the educational process.
- To assume responsibility as distributor or author of publications and to obtain permission from the building administrator prior to distribution.

### **Procedural Due Process:**

#### **The student has a right:**

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

#### **The student has a responsibility:**

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

## **GUN-FREE SCHOOLS**

In accordance with the provisions of the Gun-Free Schools Act, 20 USC 3351, any student who brings a firearm onto the school property, except as provided below, shall be expelled for a period of not less than one calendar year unless modified by the Board of Trustees, upon a recommendation from the district superintendent.

In accordance with the provision of the Gun-Free School Zones Act, 18 USC 992 (q), students may bring unloaded firearms onto school property for use in an approved program with the prior written permission of the district superintendent.

The term “firearm” shall be defined as provided in 18 USC 921. This term shall include any weapon which is designed, or may be readily converted, to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

The district superintendent may allow authorized persons to display firearms or other dangerous objects for educational purposes. Advance written permission must be received before such objects may be brought onto school property. The firearm must be unloaded and in a condition which renders it incapable of being fired. No ammunition for the firearm may be on school property concurrently with the firearm. At the conclusion of the display, the firearm must be immediately removed from school property.

If a student violating this policy is identified as a child with disabilities either under IDEA or Section 504, a determination must be made whether the child’s conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed for suspensions of greater than ten days.

Any student subject to expulsion shall be entitled to a hearing before the Board of Trustees in accordance with section 20-5-202 MCA. Nothing in this policy shall prevent the Board of Trustees from making an alternative placement for a student from the regular school program.

The District shall keep a record of all students disciplined under this policy and the circumstances surrounding their discipline, including the number of students expelled and the types of weapons involved. This information will be provided to other governmental agencies as required by law.

## **ASBESTOS NOTIFICATION**

Uncontrolled asbestos contamination in buildings can be a significant environmental and public health problem. Both the public and private sectors have been dealing with the asbestos issue for many years. In 1986, Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) primarily to require school districts to identify asbestos-contaminating materials (ACM) in their school buildings, and take appropriate actions to control the release of asbestos fibers. In 1987, the U.S. Environmental Protection Agency finalized a regulatory program which enforces the AHERA mandate.

In compliance with the AHERA regulations, we recently had our school facilities inspected by an EPA accredited building inspector. During the inspection, samples were taken of building materials suspected of containing asbestos. The results of the inspection and laboratory analysis of the samples have confirmed the presence of ACM in portions of the school facilities. It is important to note that these materials are in a form and condition that does not pose an imminent health threat to students, faculty or employees.

With confirmation of the presence of ACM, an Asbestos Management Plan was developed for our school by an EPA accredited management planner. The Management Plan includes the inspection and physical assessment reports, the training program for our custodial and maintenance personnel, the plans and procedures to be followed to minimize disturbance of the asbestos-containing materials, and a program for regular surveillance of the ACM.

A copy of the Asbestos Management Plan is available for your review in our administrative offices during regular office hours. Mr. Paul Stengel is our designated Asbestos Program Coordinator and all inquiries regarding the plan should be directed to him.

We have begun implementing the Asbestos Management Plan. It is our intent to not only comply with, but exceed applicable regulations in dealing with the asbestos issue. We will take whatever steps are necessary to ensure that our students, teachers, and employees have a healthy and safe environment in which to learn and work.



# **FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

## **(FERPA)**

The following policy and procedures are designed to meet the provisions of the Family Education Rights and Privacy Act (FERPA) and the Montana School Accreditation Standards. Students may request a copy of the Family Education Rights and Privacy Act and its implementing regulations by contacting the school district administration office. A student has the right to report violations of the Family Rights and Privacy Act to the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C.

Eligible student shall mean all rights and protections given parents or legal guardians under the Family Education Rights and Privacy Act. This policy transfers to the student when he or she reaches age 18 or enrolls in a post-secondary school.

Student record or education record shall mean records, documents and other materials which contain information directly related to a student and are maintained by the school district or a person acting for the school district. Education record or student record does not include records of instructional, supervisory and administrative personnel and other education personnel which are in sole possession of the maker and which are not accessible or revealed to any other person except a substitute teacher.

### **Parents and eligible students have the following rights:**

#### **1. The right to inspect and review the student education record.**

Parents of students and eligible students may inspect and review the student education records upon request submitting to the school building principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal or other school authority shall make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

#### **2. The right to seek to correct the student education record.**

Parents of students and eligible students have a right to seek to change any part of the student record they believe is inaccurate, misleading or in violation of students rights.

Procedures for correction of a student's education record are available in the building principal's office.

#### **3. The right to exercise control over disclosures of information not authorized under Family Education Rights and Privacy Act without consent of the parent, legal guardian, or eligible student.**

However, the district does release directory information which is not generally considered an invasion of privacy. The information could include, but is not limited to, name, address, parent's name, phone number, age, field of study, height and weight of athlete, participation in officially recognized activities and sports, honor roll, dates of attendance, degrees and awards. If a parent, legal guardian, or eligible student does not want this directory information released, they must notify the building principal in writing within two weeks of the student's enrollment of each school year. Additionally, student records will be forwarded upon request to officials of another school district in which the student seeks or intends to enroll.

#### **4. The right to know the location of student education record.**

Generally, an enrolled student's education record is located in the administration office of the school building where the student attends. Upon request by a parent, legal guardian or eligible student, education records will be gathered for purpose of review. Records of students who have graduated from high school remain in their school. Records of students who have transferred out of the district are typically kept at the district they transferred into.

## **TITLE IX**

### **Statement of Title IX Compliance:**

In an effort to comply with Title IX of the Education Amendments of 1972, the Lewistown Public Schools affirm that no person shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity. In a further effort to comply with the regulations, School District Number One has an appointed designee to coordinate its Title IX effort. Inquiries concerning Title IX can be referred to the Lincoln Building, 215 7th Ave. S., or by calling 535-8777, or by contacting the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

In further conformity with Title IX a grievance procedure has been formulated for use in reference to questions or complaints raised by students of the District, dealing specifically with Title IX.

For information purposes Title IX, is the portion of the education Amendments which prohibits sex discrimination in federally-assisted education programs.

***Specifically, Title IX states:***

“No person in the United States shall, on the basis of sex, be excluded to participate in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

The governing regulations, effective July 21, 1975, cover all aspects of sex discrimination in schools with regard to admissions, treatment of students and employment.

# **GRIEVANCE POLICY**

## **Uniform Grievance Procedure (policy #3215 and 4310)**

All individuals should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy.

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

### **Level 1: Informal**

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first-line administrator that is not involved in the alleged harassment.

### **Level 2: Principal**

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within sixty (60) days of the event or incident or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principals' decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principals' decision. This request must be submitted to the Superintendent within fifteen (15) days of the principals' decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

### **Level 3: Superintendent**

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principals' report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

### **Level 4: The Board**

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly

scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final, unless appealed within the period provided by law.

Level 5: County Superintendent

If the case falls within the jurisdiction of the County Superintendent of Schools, the decision of the Board may be appealed to the County Superintendent by filing a written appeal within thirty (30) days after the final decision of the Board, pursuant to the Rules of School Controversy.

# **DRIVER EDUCATION INFORMATION**

*There are three choices available for enrolling in Driver Education as provided by the Lewistown School District.*

## **In-School Sessions:**

The program offerings include two separate sessions that will meet during the last period of the school day: one during first semester and one during second semester at Fergus High School. Each of these in-school sessions will accommodate twenty-one students. To qualify for the in-school sessions, a student must be fully enrolled at Fergus High School, and must be 14 and one half years of age or older when the session begins. Interested students must visit with a counselor at Fergus High School first to be put on the list for Semester I or II so they can verify this class will work with their schedule.

Students, who are enrolled in one of the in-school sessions, will have Driver Education during the seventh period each day. They will have classroom activities during that period, and their behind-the-wheel driving time will be scheduled after school.

## **Summer Session:**

There is also a summer session of Driver Education offered in June that will serve up to forty-two students, pending available staff. To qualify for the summer session, a student must be 14 and one half years of age or older by the time the session begins. Any age-eligible student in the Lewistown School District's geographical jurisdiction will have an opportunity to enroll in the summer program. A general Driver Education registration will be announced and held in February to accept enrollment for the June summer session.

## **Fees and Registration:**

Regardless of the session they participate in, all students will pay a \$280 fee. Completing registration for enrollment in any of the Driver Education sessions will take place at the Central Montana Education Center on Airport Road, where the parent or legal guardian will fill out and sign a Driver Education registration card and pay the \$280 fee.

Each successful student enrolled in Lewistown Public Schools will earn 1/2 a credit for the completed coursework from Fergus High School. Attendance and behavior policies for all Driver Education activities will be strictly adhered to by students enrolled in any of the three sessions. All sessions will be contingent upon an adequate number of students enrolling to cover District costs to operate the program.

**Questions:** Superintendent's Office, 215 7<sup>th</sup> Avenue South, or call 535-8777 week days.

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

14

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2050 – STUDENT INSTRUCTION

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of NEW board policy 2050 – Student Instruction.

**SUGGESTED ACTION:** Approve the second reading of board policy # 2050 Student Instruction

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**INSTRUCTION****Student Instruction**

The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy.

As outlined in District Policy 2100, and except for students determined by the School District to be proficient using School District assessments, the adopted calendar has a minimum number of 720 aggregate instructional hours for students in kindergarten through third grade; 1,080 hours for students in fourth through eleventh grade and 1,050 hours for students in twelfth grade. The School District may satisfy the aggregate number of hours through any combination of onsite, offsite, and online instruction. The District administration is directed to ensure that all students are offered access to the complete range of educational programs and services for the education program required by the accreditation standards adopted by the Montana Board of Public Education.

For the purposes of this policy and the School District's calculation of ANB and "aggregate hours of instruction" within the meaning of that term in Montana law, the term "instruction" shall be construed as being synonymous with and in support of the broader goals of "learning" and full development of educational potential as set forth in Article X, section 1 of the Montana Constitution. Instruction includes innovative teaching strategies that focus on student engagement for the purposes of developing a students' interests, passions, and strengths. The term instruction shall include any directed, distributive, collaborative and/or experiential learning activity provided, supervised, guided, facilitated, work based, or coordinated by the teacher of record in a given course that is done purposely to achieve content proficiency and facilitate the learning of, acquisition of knowledge, skills and abilities by, and to otherwise fulfill the full educational potential of each child.

Staff shall calculate the number of hours students have received instruction as defined in this policy through a combined calculation of services received onsite at the school or services

provided or accessed at offsite or online instructional settings including, but not limited to, any combination of physical instructional packets, virtual or electronic based course meetings and assignments, self-directed or parent-assisted learning opportunities, and other educational efforts undertaken by the staff and students that can be given for grade or credit. Staff shall report completed hours of instruction as defined in this policy to the supervising teacher, building principal, or district administrator for final calculation.

In order to comply with the requirements of the calendar, District Policy and Section 20-1-301, MCA, the District shall implement the instructional schedules and methods identified in this policy.

#### Offsite Instruction

The Board of Trustees authorizes offsite instruction of students in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year. Offsite delivery methods shall include a complete range of educational services offered by the School District and shall comply with the requirements of applicable statutes. Students completing course work through an offsite instructional setting shall be treated in and have their hours of instruction calculated in the same manner as students attending an onsite institutional setting.

Offsite instruction is available to students:

1. meeting the residency requirements for that district as provided in 1-1-215;
2. living in the district and eligible for educational services under the Individuals With Disabilities Education Act or under 29 U.S.C. 794; or
3. attending school in the district under a mandatory attendance agreement as provided in 20-5-321;
4. attending school in the nearest district offering offsite instruction that agrees to enroll the student when the student's district of residence does not provide offsite instruction in an equivalent course in which the student is enrolled. A course is not equivalent if the course does not provide the same level of advantage on successful completion, including but not



limited to dual credit, advanced placement, and career certification. Attendance under this provision is subject to approval of the Trustees.

The Board of Trustees authorizes the supervising teacher or district administrator to permit students to utilize an offsite or online instructional setting at when circumstances require.

#### Proficiency-Based Learning

The Board of Trustees authorizes proficiency-based learning and ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using District assessments consistent with District Policy 1005FE, or other measures approved by the Board of Trustees.

The Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments that include, but are not limited to, the course or class teacher's determination of proficiency as defined by the Board of Trustees. This determination shall be based on a review of the student's completed coursework, participation in course delivery, and other methods applicable to the specific course or class. The Board of Trustees authorizes the use of the proficiency determination process for students who have selected this method of delivery, students for whom the School District is unable to document satisfaction of the required minimum aggregate number of hours through the offsite or onsite methods outlined in this policy, or other students whom School District personnel determine satisfy the definition of proficient or meeting proficiency.

This provision is based in the declaration by the Montana Legislature that any regulation ~~inconsistent~~ discriminating against a student who has participated in proficiency-based learning is inconsistent with the Montana Constitution.

Legal Reference:       Article X, Section 1, Montana Constitution  
                               Section 20-1-101, MCA – Definitions  
                               Section 20-1-301, MCA – School Fiscal Year  
                               Section 20-9-311, MCA – Calculation of Average Number Belonging  
                               Section 20-7-118, MCA - Offsite Provision of Educational Services

Section 20-7-1601, MCA – Transformational Learning –Legislative Intent

ARM 10.55.906(4)) – High School Credit

Cross Reference: Policy 1005FE – Proficiency-Based Learning  
Policy 2100 – School Calendar  
Policy 2140 – Guidance and Counseling  
Policy 2168 – Distance Learning  
Policy 2420 – Grading and Progress Reports

Policy History:

Adopted on:

Reviewed on:

Revised on:

Terminated on:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

15

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2167 – CORRESPONDENCE COURSES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2167 – Correspondence Courses.

**SUGGESTED ACTION:** Approve the second reading of board policy # 2050 Correspondence Courses

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**INSTRUCTION****Correspondence Courses**

The District will permit a student to enroll in an approved correspondence course from a school approved by the National University Extension Association or the Distance Education Accrediting Commission, in order that such student may include a greater variety of learning experiences within the student's educational program.

Credit for correspondence courses may be granted, provided the following requirements are met:

Prior permission has been granted by the principal;

The program fits the education plan submitted by the regularly enrolled student;

Credit is granted for the following approved schools:

- a. Schools approved by the National University Extension Association or through one of the schools approved by the Distance Education Accrediting Commission;
  - b. Community colleges, vocational-technical institutes, four-(4)-year colleges and universities and state-approved private schools in the state of Montana; and
- for a particular course offering.

The District shall not be obligated to pay for a student's correspondence courses unless otherwise specified in Policy 2170. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121. No correspondence courses are allowed that serve to supplant required coursework in grades 9-12.

Cross Reference:                    2410 and 2410P High School Graduation Requirements  
   3121 Enrollment and Attendance

Legal Reference:                    § 20-7-116, MCA Supervised correspondence study  
   ARM 10.55.906 High School Credit  
   § 20-9-311, MCA Calculation of average number belonging (ANB)  
   -- three-year averaging.

Policy History:

Adopted on:

Reviewed on:

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

16

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2168 – ONLINE AND DISTANCE LEARNING

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2168 – Online and Distance Learning..

**SUGGESTED ACTION:** Approve the second reading of board policy # 2168 Online and Distance Learning

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

## INSTRUCTION

Distance, Online, and Technology-Delivered Learning

For purposes of this policy, “distance learning” is defined as: instruction in which students and teachers are separated by time and/or location with synchronous or asynchronous content, instruction, and communication between student and teacher (e.g., correspondence courses, online learning, videoconferencing, streaming video).

The District may receive and/or provide distance, online, and technology-delivered learning

1. The distance, online, and technology-delivered learning programs and/or courses shall meet the learner expectations adopted by the District and be aligned with state content and performance standards;
  2. The District shall provide a report to the Superintendent of Public Instruction, documenting how it is meeting the needs of students under the accreditation standards, who are taking a majority of courses during each grading period via distance, online, and/or technology-delivered programs;
  3. The District will provide qualified instructors and/or facilitators as described in ARM 10.55.907(3)(a)(b)(c);
  4. The District will ensure that the distance, online, and technology-delivered learning facilitators receive in-service training on technology-delivered instruction as described in ARM 10.55.907(3)(d); and
  5. The District will comply with all other standards as described in ARM 10.55.907(4)(5)(a32 e).
- The District will permit a student to enroll in an approved distance learning course, in order that such student may include a greater variety of learning experiences within the student’s educational program.

Credit for distance learning courses may be granted, provided the following requirements are met:

1. Prior permission has been granted by the principal;
2. The program fits the education plan submitted by the regularly enrolled student;
3. The course does not replace a required course offered by the District;

4. The course is needed as credit retrieval and cannot fit into the student's schedule; and
5. Credit is granted for schools and institutions approved by the District after evaluation for a particular course offering.

The District will not be obligated to pay for a student's distance learning courses unless otherwise specified in Policy 2170. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121.

The minimum aggregate hours are not required for any pupil demonstrating proficiency pursuant to 20-9-311(4)(d), MCA.

Cross Reference:	2170 Montana Digital Academy
	2410 and 2410P High School Graduation Requirements
	2100 School Calendar and Year
	3121 Enrollment and Attendance
Legal Reference:	§ 20-9-311(4)(d), MCA Calculation of Average Number Belonging
	ARM 10.55.705 Administrative Personnel; Assignment of School
	Administrators/Principals
	ARM 10.55.906 High School Credit
	ARM 10.55.907 Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on:

Reviewed on:

32 Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

17

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2170 – DIGITAL ACADEMY

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2170 – Digital Academy..

**SUGGESTED ACTION:** Approve the second reading of board policy # 2170 Digital Academy

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						



**INSTRUCTION**

NEW 2170

Digital Academy Classes

The District recognizes that the District and students may have a need for greater flexibility in the educational program due to funding, teacher availability, individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire for students to accelerate their learning and work at the college level before leaving high school. The District acknowledges that online learning solutions offered by the Montana Digital Academy (MTDA) may fulfill these needs.

MTDA is authorized by Montana law to charge fees for students to access offered courses. The District shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in District policy or the student handbook or as determined by the Superintendent or designee. The District may charge students a reasonable fee for an MTDA course or activity not required for graduation. The Board of Trustees authorizes the Superintendent to waive the fee in cases of financial hardship. Any courses the District does not pay for will not be included in the ANB calculation in accordance with Policy 3121.

The Superintendent, and/or designees, shall be responsible for developing procedures for the online learning program that address related topics that may include but are not limited to specification and determination of graduation requirements and fee collection for classes that are not required. Further, the

online learning solutions providers ensure that:

A. Online course providers are accredited by a nationally recognized accreditation program or agency or are approved and endorsed by the Montana Office of Public Instruction.

B. Qualified district staff provides information and guidance to students and parents regarding the selection of appropriate online courses to meet their needs, as well

as a suitable number of online courses in which a student may enroll.

C. The curriculum requirements of the state and school district are met.

D. All online courses taken by the students will be approved by the administration in advance of enrollment.

E. All teacher-led online courses include licensed, highly qualified teachers.

Cross Reference:        2100 School Calendar and Day  
                                 2170P Digital Academy Procedures  
                                 3520 Student Fees and Fines  
                                 3121 Enrollment and Attendance

Legal Reference:	§20-7-1201, MCA	Montana digital academy – purposes - governance
	§20-7-1202, MCA	Funding – rulemaking authority
	§20-9-213, MCA	Fees
	§ 20-9-311, MCA	Calculation of average number belonging (ANB) -- three-year averaging.

Policy History:

Adopted on:

Reviewed on:

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

18

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2170P – DIGITAL ACADEMY

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2170P – Digital Academy..

**SUGGESTED ACTION:** Approve the second reading of board policy # 2170P Digital Academy

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

## INSTRUCTION

Digital Academy Classes

The District will permit a student to enroll in Montana Digital Academy (MTDA) classes in order that such student may include a greater variety of learning experiences within the student's educational program or enroll in a class for credit recovery. The District will allow students in grades 7-12 to enroll in the Montana Digital Academy program under the following conditions:

1. The student must be an enrolled student in the District.
2. A part-time student must be enrolled for a minimum of 180 aggregate hours of instruction as provided in 20-9-311(4)(a)(i). This can be an onsite or an MTDA class.
3. Determination of Montana High School Association (MHSA) eligibility will be based on eligibility rules established by MHSA. Students who wish to take MTDA classes and participate in MHSA activities must follow all extra-curricular eligibility rules.
4. The student will be required to take the class(es) during the Digital Academy course within the schedule.

OR: The student will have the option of taking the MTDA class(es) in the school building, during school time, or outside of the school building at a remote location, depending how and when such MTDA class(es) is/are offered.

5. Any MTDA course offered may be made available to a student in the discretion of the Superintendent or designee and all courses offered by MTDA shall be considered approved by the Board of Trustees for the applicable school fiscal year.
6. The District shall pay fees for students enrolled in an MTDA class that is required for graduation as specified in District policy or the student handbook or as determined by the Superintendent or designee. Classes defined as being required for graduation include classes taken for purposes of credit recovery. Classes defined as being required for graduation do not include classes offered by the District onsite as determined by the Superintendent or designee and will therefore be considered an elective class, subject to a

student fee as referenced in this policy.

7. The District shall charge students a reasonable fee for an elective MTDA course or activity not required for graduation. The Board of Trustees authorizes the Superintendent to waive the fee in cases of financial hardship.

Policy History:

Adopted on:

Reviewed on:

Revised on:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

19

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 3100 – EARLY ENROLLMENT FOR EXCEPTIONAL CIRCUMSTANCES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 3100 – Early Enrollment for Exceptional Circumstances...

**SUGGESTED ACTION:** Approve the second reading of board policy # 3100 Early Enrollment for Exceptional Circumstances

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**STUDENTS**Early Childhood Education Enrollment Exceptional Circumstances

It is the policy of the District to provide enhanced educational opportunities to students under the age of 5 when either individual exceptional circumstances exist and/or when Community-Based exceptional circumstances are present. Prohibition: This policy cannot be used to provide what is otherwise characterized or referred to as a pre-school, pursuant to 20-7-117(2), MCA, which specifically prohibits the use of state equalization aid for preschool. This policy is intended for use to enroll students under the age of 5 when statutory criteria are met.

The administration shall ensure admission, enrollment and assignment of all qualifying children a half-time or full-time kindergarten program as an integral part of the elementary school program. The administration shall also ensure provision of a free appropriate public education in the least restrictive environment possible, pursuant to terms of each student's individualized education program, for all children enrolled under this policy who are qualified for services under the Individuals with Disabilities Education Act. The administration shall include children enrolled pursuant to this policy in the district's calculation of average number belonging (ANB) as reported to OPI.

Student-Specific Exceptional Circumstances: To be used when the board of trustees wants to define exceptional circumstances specific to the individual characteristics of each student or sub group of students.

The Board of Trustees declares the following to be qualifying "exceptional circumstances" within the meaning of that term as used in Section 20-5-101(3), MCA, that merit waiving the age provisions of Section 20-5-101(1), MCA for qualifying children under 6 years of age. These qualifying exceptional circumstances are based on the educationally relevant factors to establish a basic system of free quality public elementary and secondary school specified in Section 20-9-309, MCA and as required by Article X, section 1, of the Montana Constitution:

1. A child at least 3 years of age with a disability qualifying the child for services under the federal Individuals with Disabilities Education Act.
2. A child who is 4 years of age or older on or before September 10 of the school year in which enrollment is to occur who:
  - a. Meets the income eligibility guidelines for free or reduced price meals under the National School Lunch Program; and
  - b. **Elementary and** Secondary Education Act (ESEA);
  - c. Is Gifted and Talented within the meaning of that term as used in 20-7-901, MCA;
  - d. Is an enrolled member of a federally recognized American Indian Tribe;
  - e. Is homeless as defined in 42 U.S. Code § 11302, or, as determined by the administration, exhibits other characteristics or lives in circumstances that are uncommon, unusual, atypical, rare or otherwise distinguished from ordinary or typical which place the child at risk of failing to achieve at adequate levels;
  - f. Is an at-risk student as defined in Section 20-1-101(4), MCA.

The trustees shall annually review this policy based on changing circumstances pertaining to the criteria used for determination of the program. The administration is authorized to enroll students in a manner consistent with this policy and to develop procedures to implement this policy.

Legal Reference:	§ 20-4-101, MCA Definitions
	§ 20-5-101, MCA Admittance of child to school
	§ 20-6-501, MCA Definition of various schools
	§ 20-7-117, MCA Kindergarten and preschool programs
	§ 20-9-309, MCA Basic system of free quality public elementary and secondary schools defined
	Article X, section 1, of the Montana constitution
	Individual with Disabilities Act Federal Rehabilitation Act of 1973



National School Lunch Act (Public Law 396, 79th 36 congress, chapter 281 Title III, ESEA (English language Acquisition, language Enhancement, and Academic Achievement Act) McKinney-Vento Homeless Assistance Act of 1987 (Pub. L. 100-77, July 22, 1987, 101 Stat. 482, U.S.C. § 11301 et seq.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

20

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 3121 – ENROLLMENT AND ATTENDANCE RECORDS

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 3121 – Enrollment and Attendance Records.

**SUGGESTED ACTION:** Approve the second reading of board policy # 3121 Enrollment and Attendance Records.

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**STUDENTS**Enrollment and Attendance Records

Since accurate and enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

Lewistown School District may only include, for ANB purposes, **any student who participates in pupil instruction as defined in Section 20-1-101(17), MCA and for whom ANB may be claimed under Title 20,** including but not limited to an enrolled student who is:

- A resident of the District or a nonresident student admitted by trustees under a student attendance agreement and who is attending a school of the district;
- Unable to attend school due to a medical reason certified by a medical doctor and receiving individualized educational services supervised by the District, at District expense, at a home or facility that does not offer an educational program;
- Unable to attend school due to the student's incarceration in a facility, other than a youth detention center, and who is receiving individualized educational services supervised by the District, at District expense, at a home or facility that does not offer an educational program;
- Living with a caretaker relative under 1-1-215, MCA;
- Receiving special education and related services, other than day treatment, under a placement by the trustees at a private nonsectarian school or private program if the student's services are provided at the district's expense under an approved individual education plan supervised by the District;
- Participating in the Running Start program at district expense under 20-9-706, MCA;
- Receiving education services, provided by the District using appropriately licensed District staff at a private residential program or private residential facility licensed by the Department of Health and Human Services;
- Enrolled in an educational program or course provided at district expense using electronic or offsite delivery methods, including but not limited to tutoring, distance learning programs, online programs, and technology delivered learning programs, while attending a school of the district or any other nonsectarian offsite instructional setting with the approval of the trustees of the district; or

- A student of the district completing work on a proficiency basis in accordance with Sections 20-9-311(4) (d) and 20-9-324(18) (b), MCA;
- A student gaining credit for participating in a work-based learning program pursuant to [New Section 8] of Chapter 247, Laws of 2021 and Policy 2600;
- A student participating in an “innovative educational program” as defined in Section 15-30-3102, MCA;

A resident of the district attending a Montana Job Corps program under an interlocal agreement with the District under 20-9-707, MCA.

- A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the District under 20-9-707, MCA.

A resident of the district attending a Montana Youth Challenge Program under an interlocal agreement with the district under Section 20-9-707, MCA.

A student with a disability who is over 19 years old but under 21 years of age, has been enrolled by the Board of Trustees in accordance with Policy 3110, and qualifies in accordance with Section 20-9-311(7), MCA, to remain enrolled and be served by schools, if the following criteria are satisfied:

- the student has not graduated;
- the student is eligible for special education services and is likely to be eligible for adult services for individuals with developmental disabilities due to the significance of the student's disability; and
- the student's individualized education program has identified transition goals that focus on preparation for living and working in the community following high school graduation since age 16 or the student's disability has increased in significance after age 16.

In order for a student who is served through distance learning or offsite delivery methods to be included in the calculation of average number belonging, the student must meet **one or more of the conditions for participating in offsite instruction pursuant to Section 20-7-118, MCA.** ~~the residency requirements for that district; live in the district, and must be eligible for educational services under the Individuals~~

~~with Disabilities Education Act or under 29 U.S.C. 794; or attend school in the district under a mandatory attendance agreement as provided in 20-9-707, MCA.~~

### Enrollment for Purposes of Participation in Extracurricular Activities By an Unenrolled Child or Part Time Enrolled Student

The District shall include for ANB purposes a child who during the prior school year:

- a. resided in the District;
- b. was not enrolled in the District or was not enrolled full time; and
- c. completed an extracurricular activity with a duration of at least 6 weeks in accordance with Policy 3510.

Each completed extracurricular activity that, inclusive of practices and post-season tournaments, lasts 6 weeks or longer shall be counted as one-sixteenth enrollment. Each completed extracurricular activity lasting longer than 18 weeks may be counted as one-eighth enrollment. A child may not be counted as more than one full-time enrollment for ANB purposes.

For purposes of calculating ANB under this section “extracurricular activity” means:

- a. a sport or activity sanctioned by an organization having jurisdiction over interscholastic activities, contests, and tournaments;
- b. an approved career and technical student organization, pursuant to Section 20-7-306, MCA; or
- c. a school theater production.

### Homeless Youth and Foster Children

Assignment to schools shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a “school of origin” that differs from the assigned school.

Cross References:      Policy 3510      School Sponsored Activities  
                                  Policy 2600      Work Based Learning

Legal Reference:      1-1-215, MCA      Residence – rules for determining  
                                  20-9-311, MCA      Calculation of average number belonging (ANB) – three  
                                  year averaging.  
                                  20-9-706, MCA      Running Start Program – authorizing class credits at  
                                  postsecondary institution – eligibility – payment for  
                                  credits  
                                  20-9-707, MCA      Agreement with Montana Youth Challenge Program or

accredited Montana Job Corp Program

U.S.C. 794                      Nondiscrimination under Federal grants and programs  
CFR 300.1, et seq.           Assistance to states for the education of  
   children with disabilities.

Chapter 297      2021 General Legislative Session

Chapter 269      2021 General Legislative Session

Chapter 247      2021 General Legislative Session

Chapter 406      2021 General Legislative Session

Policy History:

Adopted on: June 28, 2004

Revised on: November 13, 2017

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

21

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 3121P –ENROLLMENT AND ATTENDANCE RECORDS AVERAGE NUMBER BELONGING

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 3121P – Enrollment and Attendance Records Average Number Belonging.

**SUGGESTED ACTION:** Approve the second reading of board policy # 3121P Enrollment and Attendance Records Average Number Belonging

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**STUDENTS**Enrollment and Attendance RecordsAverage Number Belonging

Average Number Belonging (ANB) is the enrollment measure used for the State Foundation Program calculations as defined in 20-9-311, MCA. The ANB of one year is based on the attendance records of the preceding year. Funding for districts is based on ANB, **which is based on attendance records of the preceding year. Funding for districts is based on ANB, which is based on “aggregate hours” per year and must be accurate. “Aggregate hours” means the hours of pupil instruction for which a school course or program is offered or for which a pupil is enrolled.**

For a child to be counted for ANB purposes:

- 1) The child must meet the definition of pupil as found in 20-1-101 (16), MCA;
- 2) **Attending 180 to 359 aggregate hours = One-quarter time enrollment**
- 3) **Attending 360 to 539 aggregate hours = One-half time enrollment**
- 4) **Attending 540 to- 719 aggregate hours = Three-quarter time enrollment**
- 5) **Attending 720 aggregate hours or more = Full-time enrollment**

**A school district may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under subsection 20-9-311(4) (a) or (4)(b) if the pupil had demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB must be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency. 20-9-311(4) (d).**

~~2) Kindergarten: Students enrolled in a program that provides one hundred eighty (180) hours or more of pupil instruction are counted for ANB purposes;~~

~~3) Grades 1-12:~~

~~a) Students enrolled less than one (1) hour per day are not counted for purposes of ANB;~~

~~b) Students enrolled between one (1) and two (2) hours per day are counted as parttime enrolled (one-half (2) ANB);~~

~~c) Students enrolled for two (2) hours or more per day are counted as full tim~~



enrolled (full ANB);

~~4) Students will be dropped from enrollment on their eleventh (11th) consecutive school day of absence immediately prior to and including the official count date.~~

#### Homebound Students

Students who are receiving instructional services, who were in the education program and, due to medical reasons certified by a medical doctor, are unable to be present for pupil instruction, may be counted as enrolled for ANB purposes, if the student:

- 1) Is enrolled and is currently receiving organized and supervised pupil instruction;
- 2) Is in a home or facility which does not offer a regular educational program; and
- 3) Has instructional costs during the absence, which are financed by the District's general fund.

If a homebound student does not meet the criteria set forth above, the District may request a variance through the Office of Public Instruction, for consideration of the student in the enrollment count for ANB purposes beyond the tenth (10th) day of absence.

#### Attendance Accounting

Days present and absent for every student are to be recorded in each building, for the purpose of informing parents of a student's attendance record.

On the first (1st) Monday in October and the first (1st) Monday in February, the number of all enrolled students (whether present or absent) by grade level and class will be recorded on the Student Information System provided by the District. Special education children who are enrolled in special programs sixteen (16) hours or more a week will be listed separately. The Director of Special Education should be contacted to verify this count. Monthly student counts of enrolled children by grade and classroom will be provided by the office.

Legal Reference:	10.20.102, ARM 20-1-101, MCA 20-9-311, MCA	Calculation of Average Number Belonging (ANB) Definitions Calculation of average number belonging (ANB) – three year averaging
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Policy History:

Adopted on: June 28, 2004

Revised on: January 13, 2014

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

22

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 3413– STUDENT IMMUNIZATION

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 3413 – Student Immunization..

**SUGGESTED ACTION:** Approve the second reading of board policy # 3413 Student Immunization

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**STUDENTS**Student Immunization

The Board requires all students to present evidence of their having been immunized against the following diseases: diphtheria, pertussis (whooping cough), poliomyelitis, measles (rubeola), mumps, rubella, tetanus, and varicella (chickenpox). Haemophilus influenzae type "b" immunization is required for students under age five (5), before enrolling in preschool. Proof of immunization must be in compliance with the school rules for attendance through the Montana Department of Health and Human Services.

Upon initial enrollment, an immunization records form for each student will be provided. The certificate shall be made a part of the student's permanent record.

A pupil who transfers into the District may photocopy immunization records in the possession of the school of origin. The District will accept the photocopy as evidence of immunization. Within thirty (30) days after a transferring pupil ceases attendance at the school of origin, the school shall retain a certified copy for the permanent record and send the original immunization records for the pupil to the school district to which the pupil transfers.

Exemptions from one or more vaccines shall be granted for medical reasons upon certification by a physician indicating the specific nature and probable duration of the medical condition for not administering the vaccine(s) **provided by Section 20-5-405, MCA**. Exemptions for religious reasons must be filed **in a manner provided by Section 2-5-405, MCA**. ~~annually~~. The statement for an exemption shall be maintained as part of the student's immunization record **in accordance with FERPA as specified in Policy 3600P**.

**All students who are enrolled under an exemption and have a disease listed in this Policy, have been exposed to a disease listed in his Policy, or may be exposed to a disease listed in this Policy while attending school may be excluded from school by the local health officer or the DPHHS until the excluding authority is satisfied that the students no longer risks contracting or transmitting that disease.** ~~The permanent file of students with exemptions shall be marked for easy identification should the Department of Health order that exempted students be excluded from school temporarily when the risk of contracting or transmitting a disease exists.~~

~~Exclusion shall not exceed thirty (30) calendar days.~~

The Superintendent may allow the commencement of attendance in school by a student who has not been immunized against each disease listed in 20-5-403, MCA, if that student has received one or more doses of varicella, polio, measles (rubeola), mumps, rubella, diphtheria, pertussis, ~~Haemophilus Influenza Type "B"~~, and tetanus vaccine, **except that Haemophilus influenza type "b" vaccine is required**

**for children under 5 years of age, unless** a conditional waiver for attendance has been completed.

The District shall exclude a student for noncompliance with the immunization laws and properly notify the parent or guardian. The local health department may seek an injunction requiring the parent to submit an immunization status form, take action to fully immunize the student, or file an exemption for personal or medical reasons.

This policy does not apply to or govern vaccinations against COVID-19. The Board does not require immunization against COVID-19 in order to enroll in the District in accordance with Montana law. District officials shall not inquire about the COVID-19 vaccination status of students, employees, or visitors. District officials shall not make decisions regarding access to District services for students, employees, or visitors based upon an individual's COVID-19 vaccination status. Students enrolled in dual credit courses in accordance with District policies may be subject to distinct immunization requirements of the applicable post-secondary institution.

Legal Reference:                   § 20-3-324(20), MCA Powers and duties  
  § 20-5-402 - 426, MCA Health  
  § 20-5-403, MCA Immunization required – release and  
  acceptance of immunization records  
  § 20-5-405, MCA Exemptions  
  Chapter 418 2021 General Legislative Session

Policy History:

Adopted on: June 28, 2004

Revised on: September 26, 2005

Revised on: May 11, 2015

Revised on: July 13, 2015

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

23

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 3417 – COMMUNICABLE DISEASES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 3417 – Communicable Diseases...

**SUGGESTED ACTION:** Approve the second reading of board policy # 3417 Communicable Diseases

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
<b>Bailey</b>						
<b>Birdwell</b>						
<b>Hodge</b>						
<b>Carlson</b>						
<b>Brady</b>						
<b>Koch</b>						
<b>Fulbright</b>						

**STUDENTS**

Communicable Diseases

In all proceedings related to this policy, the District shall respect a student's right to privacy. All applicable district policies and handbook provision governing confidentiality of student medical information remain in full effect.

The District is required to provide educational services to all school-age children who reside within its boundaries. Attendance at school may be denied to any child diagnosed as having a communicable disease which could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The District shall provide soap and disposable towels or other hand-drying devices shall be available at all handwashing sinks. Common-use cloth towels are prohibited. Sanitary napkin disposal shall be provided for girls of age ten or older and in teachers' toilet rooms and nurses' toilet rooms. The District shall provide either sanitary napkin dispensers in the girls', nurses', and teachers' toilet rooms or some other readily available on-site access to sanitary napkins.

The Board recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short term in nature, to chronic, life threatening diseases such as human immunodeficiency virus (HIV) infection. The District shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. Management of common communicable diseases will be in accordance with Montana Department of Health **DPHHS** guidelines and communicable diseases control rules. A student who exhibits symptoms of a communicable disease which is readily transmitted in the school setting may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Board and may be isolated immediately from other students or

staff and/or sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition. Offsite instruction will be provided during the period of absence in accordance with Policy 2050.

The District reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the District shall respect the student's right to privacy.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 16.28.202, ARM, Reportable Diseases, with the exception of common colds and flu.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Note: For purposes of this policy, the term "communicable disease" refers to the diseases identified in 16.28.202, ARM, Reportable Diseases, with the exception of common colds and flu.

Legal Reference: 16.28.101, et seq, ARM Communicable Disease Control

Policy History:

Adopted on: June 28, 2004

Revised on:



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

24

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 5230 –PREVENTION OF DISEASE TRANSMISSION

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 5230 – Prevention of Disease Transmission...

**SUGGESTED ACTION:** Approve the second reading of board policy # 5230 Prevention of Disease Transmission.

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

Prevention of Disease Transmission

All District personnel shall be advised of routine procedures to follow in handling body fluids.

These procedures, **developed in consultation with public health and medical personnel**, shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

The ~~administration~~ **District** shall develop, in consultation with public health and medical personnel, procedures to be followed by all staff. The procedures shall be distributed to all staff, and training on the procedures shall occur on a regular basis. Training and appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

**The District shall provide soap and disposable towels or other hand-drying devices shall be available at all handwashing sinks. Common-use towels are prohibited. The District shall provide sanitary napkin disposal in teachers' toilet rooms and nurses' toilet rooms. The District shall provide either sanitary napkin dispensers in the girls', nurses', and teachers' toilet rooms or some other readily available on-site access to sanitary napkins.**

**If a staff member develops symptoms of any reportable communicable or infectious illness while at school, the responsible school officials shall do the following:**

- (a) isolate the staff member immediately from students or staff**
- (b) consult with a physician, other qualified medical professional, or the local county health authority to determine if the case should be reported.**

Healthy Hand Hygiene Behavior

**All staff and volunteers present in any school building shall engage in hand hygiene at the following times, which include but are not limited to:**

- (a) Arrival to the facility and after breaks**
- (b) Before and after preparing, eating, or handling food or drinks**
- (c) Before and after administering medication or screening temperature**

(d) After coming in contact with bodily fluid

(e) After recess

(f) After handling garbage

(g) After assisting students with handwashing

(h) After use of the restroom

Hand hygiene includes but is not limited to washing hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based or other approved hand sanitizers ~~with at least 60% alcohol~~ can be used if soap and water are not readily available.

Staff members **may** supervise children when they use hand sanitizer and soap to prevent ingestion. Staff members shall place grade level appropriate posters describing handwashing steps near sinks.

#### Confidentiality

This policy in no way limits or adjusts the School District's obligations to honor staff privacy rights. All applicable district policies and handbook provision governing confidentiality of staff medical information remain in full effect.

Legal Reference:	37.114.101, et seq., ARM	Communicable Disease Control
	37.111.825, ARM	Health Supervision and Maintenance

#### Policy History:

Adopted on: June 28, 2004

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

25

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 5130 – STAFF HEALTH

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 5130 – Staff Health.

**SUGGESTED ACTION:** Approve the second reading of board policy # 5130 Staff Health

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**Staff Health**

**Medical Examinations**

Through its overall safety program and various policies pertaining to school personnel, the Board shall promote the safety of employees during working hours and assist them in the maintenance of good health. It shall encourage all its employees to maintain optimum health through the practice of good health habits. Under the circumstances defined below, the Board may require physical examinations of its employees. Results of such physical examinations shall be maintained in separate medical files and not in the employee's personnel file and may be released only as permitted by law.

**Physical Examinations**

If the work is of a physically demanding nature, subsequent to a conditional offer of employment and prior to a commencement of work, the District may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the State. The District may condition an offer of employment on the results of such examination, if all entering employees in the applicable job category are subject to such examination. If approved by personnel services, a thirty-(30)-day grace period beginning from the date of employment may be allowed for the employee to obtain the required medical examination.

All bus drivers, including full-time, regular part-time, or temporary part-time drivers, are required by state law to have a satisfactory medical examination prior to employment.

**Communicable Diseases**

The term "communicable disease" refers to the diseases identified in 37.114.203, ARM, Reportable Diseases, with the exception of common colds and flu.

If a staff person has a communicable disease and has knowledge that a person with compromised or suppressed immunity attends the school, the staff person must notify the school nurse or other responsible person designated by the Board of the communicable disease which could be life threatening to an immunocompromised person. The school nurse or other responsible person designated by the Board must determine, after consultation with and on the advice of public health, if the immunocompromised person needs appropriate accommodation to protect their health and safety. An employee with a communicable disease shall not report to work during the period of time in which the employee is infectious. An employee afflicted with a communicable disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness, in case there are precautions that must be taken to protect the health of others. The District reserves the right to require a statement from the employee's primary care provider prior to the employee's return to work.

**Confidentiality**

In all instances, District personnel shall respect the individual's right to privacy and treat any medical diagnosis as confidential information. Any information obtained regarding the medical condition or history of any employee shall be collected and maintained on separate forms and in separate medical files and be treated as confidential information. Only those individuals with a legitimate need to know (i.e., those persons with a direct responsibility for the care of or for determining workplace accommodation for the staff person) will be provided with necessary medical information.

Supervisors and managers may be informed of the necessary restrictions on the work or duties of the employee and necessary accommodations. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment.

Cross Reference	5005	Section 504 of the Rehabilitation Act
Legal Reference:	29 U.S.C. 794	Section 504 of the Rehabilitation Act
	42 U.S.C. 12101, et seq.	Americans with Disabilities Act
	Title 49, Chapter 2, MCA	Illegal Discrimination
	Title 49, Chapter 4, MCA	Rights of Persons with Disabilities
	20-10-103(4), MCA	School bus driver qualifications
	37.111.825, ARM	Health Supervision and Maintenance

Policy History:

Adopted on: June 28, 2004

Revised on:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

26

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

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 5223 – PERSONAL CONDUCT

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 5223 – Personal Conduct...

**SUGGESTED ACTION:** Approve the second reading of board policy # 5223 Personal Conduct

☒ Additional Information Attached

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

Personal Conduct

School District employees will abide by all district policies, state, and federal laws in the course of their employment. Where applicable, employees will abide by and honor the professional educator code of conduct.

All employees are expected to maintain high standards of honesty, integrity, and impartiality in the conduct of District business. All employees shall maintain appropriate employee-student relationship boundaries in all respects, including but not limited to personal speech, print, and digital communications. Failure to honor the appropriate employee student relationship boundary will result in a report to the Department of Public Health and Human Services and the appropriate law enforcement agency.

In accordance with state law, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which create a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed to be not for public consumption as determined by state law and Board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Any employee who discloses confidential and/or private information learned during the course of the employee's duties or learned as a result of participating in a closed (executive) session of the Board, may be subject to discipline up to and including discharge. Discretion should be employed even within the school system's own network of communication. Employees shall not record or cause to be recorded a conversation by use of a hidden electronic or mechanical device which may include any combination of audio or video that reproduces a human conversation without the knowledge of all parties to the conversation.



Administrators and supervisors may set forth specific rules and regulations governing an employee's conduct on the job within a particular building.

### Firearms and Weapons

Employees of the District shall not injure or threaten to injure another person; damage another's property or that of the District; or possess any firearm or other non-firearm weapon on school property at any time.

For the purposes of this policy, the term "firearm" means (A) any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921(16). For purposes of this policy, "non-firearm weapon" means any object, device, or instrument designed as a weapon or through its use is capable of intimidating threatening or producing bodily harm or which may be used to inflict injury, including but not limited to air guns; pellet guns; BB guns; fake or facsimile weapons; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

District administrators are authorized to appropriate action, as circumstances warrant, to enforce this section of the policy including but not limited to requesting the assistance of law enforcement in accordance with Montana law.

For the purposes of this policy, "school property" means within school buildings, in vehicles used for school purposes, or on owned or leased school land or grounds. "Building" specifically means a combination of any materials, whether mobile, portable, or fixed, to form a structure and the related facilities for the use or occupancy by persons or property owned or leased by a local school district that are used for instruction or for student activities as specified in Section 50-60-101(2), MCA and Section 45-8-361, MCA. The term is construed as though followed by the

words "or part or parts of a building" and is considered to include all stadiums, bleachers, and other similar outdoor facilities, whether temporary or permanently fixed.

This section does not apply to a law enforcement officer acting in the officer's official capacity or an individual previously authorized by the Board of Trustees to possess a firearm or weapon in a school building.

The Board of Trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Cross Reference: Professional Educators of Montana Code of Ethics  
 5121 Applicability of Personnel Policies  
 3311 Firearms and Weapons  
 5232 Abused and Neglected Children  
 4332 Conduct on School Property

© MTSBA

Legal Reference: § 20-1-201, MCA School officers not to act as agents  
 Title 2, Chapter 2, Part 1 Standards of Conduct  
 § 39-2-102, MCA What belongs to employer  
 § 45-8-361, MCA Possession or allowing possession of  
 a weapon in a school building  
 § 45-5-501, MCA Definitions  
 § 45-5-502, MCA Sexual Assault  
 ARM 10.55.701(2)(d) Board of Trustees  
 § 45-8-213, MCA Privacy in communications

Policy History:

Adopted on: June 28, 2004

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

27

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 5321 – LEAVES OF ABSENCE

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 5321 – Leaves of Absence..

**SUGGESTED ACTION:** Approve the second reading of board policy # 5321 Leaves of Absence

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

## Lewistown School District

### PERSONNEL

5321

Page 1 of 2

#### Leaves of Absence

##### Sick and Bereavement Leave

Certified employees shall be granted leave according to the terms of the current collective bargaining agreement.

Classified employees shall be granted sick leave benefits in accordance with ' 2-18-618, MCA. For classified staff, "sick leave" means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. ~~"Immediate family" is defined as the employee and spouse and their grandparent, father, mother, sister, brother, daughter, son and grandchild.~~ Sick leave may be used by an employee when they are unable to perform job duties because of:

- A physical or mental illness, injury, or disability;
- Maternity or pregnancy-related disability or treatment, including prenatal care, birth, or medical care for the employee or the employee's child;
- Parental leave for a permanent employee as provided in § 2-18-606, MCA;
- Quarantine resulting from exposure to a contagious disease;
- Examination or treatment by a licensed health care provider;
- Short-term attendance, in an agency's discretion, to care for a person (who is not the employee or a member of the employee's immediate family) until other care can reasonably be obtained;
- Necessary care for a spouse, child or parent with a serious health condition, as defined in the Family and Medical Leave Act of 1993; or
- Death or funeral attendance of an immediate family member or, at an agency's discretion, another person.

Nothing in this policy guarantees approval of the granting of such leave in any instance. Each request will be judged by the District in accordance with this policy and the governing collective bargaining agreements.

It is understood that seniority shall accumulate while a teacher or employee is utilizing accumulated sick leave credits. Seniority will not accumulate unless an employee is in a paid status. Abuse of sick leave is cause for discipline up to and including termination. The administration is authorized to request documentation or evidence supporting a leave request.

Immediate family is defined as an employee's spouse and any member of the employee's household, or any parent, child, grandparent, grandchild, or corresponding in-law.

~~An employee who has a death in the immediate family shall be eligible for bereavement leave. The Superintendent shall have the authority to give bereavement leave for up to five (5) days. Bereavement leave of greater than five (5) days must be approved by the Board. Such leave shall~~

~~not exceed three (3) months, unless prescribed by a physician.~~

### Personal and Emergency Leave

Teachers will be granted personal and emergency leave according to the terms of the current collective bargaining agreement. Upon recommendation of the Superintendent, and in accordance with law and District policy, classified staff may be granted personal leave pursuant to the following conditions:

1. Leave will be without pay unless otherwise stated. If leaves are to include expenses payable by the District, the leave approval will so state.
2. Leave will only be granted in units of half or full days.
3. Notice of at least one (1) week is required for any personal leave of less than one (1) week. Notice of one (1) month is required for any personal leave exceeding one (1) week.
4. The Superintendent, with approval of the Board, shall have the flexibility, in unusual or exceptional circumstances, to grant personal leave to employees not covered by sick or annual leave. During any personal leave of greater than fifteen (15) days, the employee will not receive fringe benefits. During the leave, the employee may pay the District's share of any insurance benefit program in order to maintain those benefits, provided that such is acceptable to the insurance carrier. Staff using personal leave shall not earn any sick leave or annual leave credit or any other benefits during the approved leave of absence.

### Civic Duties Leave

Leaves for service on either a jury or in the legislature shall be granted in accordance with state and federal law. A certified staff member hired to replace one serving in the legislature does not acquire tenure.

An employee who is summoned to jury duty or subpoenaed to serve as a witness may elect to receive their regular salary or take annual leave during jury time. If the employee elects not to take annual leave, however, all juror and witness fees and allowances (except for expenses and mileage) must be remitted to the employer. An employer may request the court to excuse an employee from jury duty if he or she is needed for the proper operation of the school.

Legal Reference:	42 USC 2000e	Equal Employment Opportunities
	2-18-601(10), MCA	Definitions
	2-18-618, MCA	Sick leave
	2-18-618, MCA	Jury Duty – Service as Witness
	39-2-104, MCA	Mandatory Leave of Absence for employees
		Holding public office
	49-2-310, MCA	Maternity leave - unlawful acts of employers
	49-2-311, MCA	Reinstatement to job following pregnancy-related leave of absence

Policy History:

Adopted on: June 28, 2004

Revised and readopted on: September 13, 2004

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

28

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 1310 – DISTRICT POLICIES AND PROCEDURES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 1310 – District Policies and Procedures..

**SUGGESTED ACTION:** Approve the second reading of board policy # 1310 District Policies and Procedures

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

District Policy and Procedures

The policies in this manual are adopted, implemented, and enforced in accordance with the supervisory authority vested in with the Board of Trustees in accordance with Article X, section 8 of the Montana Constitution and related statutes, regulations and court decisions.

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. ~~Policy proposals shall first be referred to the Superintendent. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy.~~ Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy.

Any written statement by a person, relative to a proposed policy or amendment, should be directed to the District Clerk prior to the second (2nd) reading. The final vote for adoption shall take place not earlier than at the second (2nd) reading of the particular policy.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual. Policies of the District shall be reviewed annually on a regular basis or as recommended by MTSBA Model Policies program, by the Board.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual which contains the policies of the District. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the District and shall be subject to recall at any time.

Proposals for new policies or changes to existing policies shall be referred to the Superintendent for detailed study prior to consideration by the Board.

Waiver Suspension of Policies

On a case-by-case basis and under exceptional circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all trustees must have received written notice of the meeting, which included a proposal to suspend the policies and an explanation of the purpose of such proposed suspension. ~~If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by~~



~~a unanimous vote of all trustees present.~~

#### Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent shall submit it to the Board as an information item.

Legal References:	20-3-323, MCA	District policy and record of acts
	10.55.701, ARM	Board of Trustees

#### Policy History:

Adopted on: June 28, 2004

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

29

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2221 – SCHOOL EMERGENCIES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2221 –School Emergencies.

**SUGGESTED ACTION:** Approve the second reading of board policy # 2221 School Emergencies

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**INSTRUCTION**School Closure

The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities. An emergency declaration issued by the Board of Trustees authorizes the School District to take extraordinary measures to protect students and staff while delivering education services in a manner authorized by law. The method and location of instruction and related educational services shall be implemented in a manner that serves the needs of students, their families and staff and preserves District's full entitlement of funding. The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency. The 1-school-day closure under this subsection is not subject to the reduction in BASE aid pursuant to Section 20-9-805, MCA.

In the event of a declared emergency, the School District shall avail itself of all flexibilities allowed by law, rule, or regulation and shall be otherwise governed by the school finance laws and rules of the state of Montana. The School District shall comply with auditing requirements and reserves the authority to assert its rights to manage school district funds or seek state and federal funds in a manner consistent with the full flexibility available under all applicable laws.

If a declaration of emergency is declared by the Board of Trustees, it may later adopt a resolution that a reasonable effort has been made to reschedule the pupil-instruction time lost because of the unforeseen emergency. If the trustees adopt the resolution, the pupil-instruction time lost during the closure need not be rescheduled to meet the minimum requirement for aggregate hours that a school district must conduct during the school year in order to be entitled to full BASE aid. At least 75% of the pupil-instruction time lost due to the unforeseen emergency must have been

made up before the trustees can declare that a reasonable effort has been made.

For the purposes of this and related policies, "reasonable effort" means the rescheduling or extension of the school district's instructional calendar to make up at least 75% of the hours of pupil instruction lost due to an unforeseen emergency through any combination of the following as outlined in accordance with Policies 2050 and 2100:

- (a) extending the school year beyond the last scheduled day;
- (b) the use of scheduled vacation days in the district's adopted school calendar
- (c) the conduct of pupil instruction on Saturdays;
- (d) extending instructional hours during the school day.

Cross Reference:                   2100 School Calendar and Day  
  2050 Student Instruction  
  8110 Bus Routes and Schedules

Legal Reference:                   Section 20-9-801-802, MCA Emergency School Closure  
  Section 20-9-806, MCA School closure by declaration of emergency  
  Section 20-9-805, MCA Rate of reduction in annual apportionment entitlement.

Policy History:

Adopted on: June 28, 2004

Revised on: September 26, 2005

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

30

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 2221P – SCHOOL CLOSURE

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 2221P –School Closure.

**SUGGESTED ACTION:** Approve the second reading of board policy # 2221P School Closure

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**INSTRUCTION**

Page 1 of 2

School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan out communication procedure to all administrators.

The provisions of this procedure may be terminated, amended, or adjusted, by the Board of Trustees in the event of circumstances requiring extended school closure due to a declaration of emergency.

Work Schedules and Responsibilities for School Closures**Superintendent**

Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders which are of doubtful origin should be confirmed with the Superintendent.

**Central Administrative Personnel**

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the maintenance supervisor, business manager, and personnel director, depending on the nature of the emergency. If it is absolutely impossible for a central administrator to report for duty, the administrator may take the day as a personal leave day or vacation day with the permission of the Superintendent.

**Building Level Administrators, Non Teaching “Exempt” Personnel, and Key Support Staff**

All building level administrators and non teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with

the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per District policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year, by memorandum to the Superintendent, by the number of hours not worked on the day or days of school closure.

**12-Month Classified Employees**

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

**10- and 11-Month Classified Employees**

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor. If such employees do not report for duty, they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

**Aides, Food Service Workers, and Other 9 1/4 Month Classified Employees**

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9 1/4 month employees should not report for duty unless otherwise directed by their immediate supervisor. 9 1/4 month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

**Teachers (Teachers, Librarians, Psychologists, Counselors)**

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Policy History:

Adopted on: June 28, 2004

Revised on:



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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

31

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

**ITEM TITLE:** APPROVE SECOND READING BOARD POLICY 4330 – COMMUNITY USE OF FACILITIES

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

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 4330 – Community Use of Facilities.

**SUGGESTED ACTION:** Approve the second reading of board policy # 4330 Community Use of Facilities

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**COMMUNITY RELATIONS**Community Use of School Facilities

School facilities are available to the community for education, civic, cultural, and other noncommercial uses consistent with the public interest, when such use does not interfere with the school program or school-sponsored activities. Use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the District's conduct rules at all times.

Student and school-related organizations shall be granted the use of school facilities at no cost. Other organizations granted the use of the facility shall pay fees and costs. The Superintendent shall develop procedures to manage community use of school facilities, which shall be reviewed and approved by the Board. Use of school facilities requires the Superintendent's approval and is subject to the procedures.

The administration shall approve and schedule the various uses of the school facilities. A master calendar will be kept in each building office, for scheduling dates to avoid conflicts during the school year. Should a conflict arise, the District reserves the right to cancel an approved request when it is determined that the facilities are needed for school purposes. Requests for use of the school facilities must be submitted to the building principal in advance of the event.

The School Facilities and Grounds Use and Liability Release Agreement can be obtained by contacting the District Office. The School Facilities and Grounds Use and Liability Release Agreement must be completed, signed, and returned to the School office administration prior to the use of the facilities or grounds.

Legal Reference: 20-7-805, MCA Recreational use of school facilities secondary  
Lamb's Chapel v. Center Moriches Union Free School Dist., 113 S.Ct. 2141

Policy History:

Adopted on: June 28, 2004

Revised on:

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

32

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

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 8301 – DIRECT SAFETY

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

The Board of Trustees needs to approve the second reading of board policy 8301 – Direct Safety..

**SUGGESTED ACTION:** Approve the second reading of board policy # 8301 Direct Safety

☒ Additional Information Attached

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

District Safety

For purposes of this policy, “disaster means the occurrence or imminent threat of damage, injury, or loss of life or property”.

The Board recognizes that safety and health standards should be incorporated into all aspects of operation of the District. Rules for safety and prevention of accidents will be posted in compliance with the Montana Safety Culture Act and the Montana Safety Act. ~~Occupational Safety and Health Act (OSHA) requirements.~~ Injuries and accidents will be reported to the District office.

The building principal will develop a plan of fire, civil defense, tornado, and earthquake warning, protection, and evacuation. ~~The trustees shall certify to the office of public instruction that a school safety or emergency operations plan has been adopted.~~ This plan will be distributed to each teacher at the beginning of each school year. There will be at least eight (8) disaster drills a year, four (4) of which will be fire drills. ~~All teachers shall discuss safety drill procedures with their class at the beginning of each year and shall have them posted in a conspicuous place next to the exit door. A record shall be kept of all drills.~~ The drills will be held at different hours of the day or evening to avoid distinction between drills and actual disasters. The Superintendent will develop necessary safety and health standards which comply with the Montana Safety Culture Act.

~~The trustees shall review the school safety or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to Section 2, 20-1-401, MCA to make improvements to school safety and security~~

Safety Program

~~As a result of the Montana Safety Culture Act, the District is mandated to bring workers and employees together to create and implement a workplace safety philosophy.~~ ~~The Superintendent shall develop safety and health standards which comply with the Montana Safety Culture Act. [Optional]: The Superintendent shall ensure District employees are provided~~

equipment, tools, and devices designed to ensure a safe and health workplace in accordance with this policy. Failure to use the provided equipment in a suitable or timely manner may be considered a violation of District policy. If a staff member requires equipment that is not available, an employee may submit a request to the administration in accordance with established District practice. Therefore, it is the responsibility and duty of the District to participate in development and implementation of safety programs meeting the specific needs of the workplace, thereby establishing a safety culture which will create a safe work environment for all future generations. To ensure a safe school setting and to comply with regulations governing schools in Montana, the following safety measures shall be implemented in the District:

- (a) Janitorial and other storage areas that contain toxic or hazardous materials must be kept locked between periods of use. Custodial closets, boiler rooms, and other areas where hazardous or poisonous compounds are stored must be inaccessible to students.
- (b) All cleaning compounds and other toxic chemicals not stored in the product container or package in which it was obtained must be stored in a labeled container that clearly identifies the product by name.
- (c) Chemicals must be stored as specified by the chemical's Safety Data Sheet.
- (d) The school and school site must be free of objects or conditions which create unreasonable or unnecessary dangers to health or safety.
- (e) First aid kits and AEDs must be provided and stored in accessible locations that are easily identifiable to staff and trained personnel.
- (f) Playground and school yards must be inspected every month by the facility manager or other school personnel and the inspection must be recorded and records kept on the school site. Inspections must be conducted using a playground safety checklist approved by DPHHS.
- (g) Playground inspection results must be made available for review by the local health authority or DPHHS upon request.
- (h) Periodic maintenance and repair must be performed on playground equipment according to the manufacturer's specifications. Repairs, not including the leveling of fall protection material, must be documented.

**(i) Playground equipment must be maintained in a safe condition.**

~~1. An accident- and injury-free work environment through:~~

~~a. A hazard-free workplace;~~

~~b. A safety-conscious workforce.~~

~~2. Reduction in costs associated with occupational accidents through:~~

~~a. A reduction in accident frequency;~~

~~b. A reduction in injury severity.~~

~~3. Accident and injury protection to students and the general public.~~

~~The achievement of these objectives is based on good planning and effective implementation of a formal loss control program which ensures safety is an integral part of day-to-day operations and work procedures. This can be accomplished, only if all District personnel take an active interest and participate in the loss control program and abide by the applicable federal, state, local, and District regulations. It is imperative that all employees recognize their individual responsibility to prevent accidents and take all necessary actions to do so.~~

~~An accident resulting in personal injury, property and equipment damage represents needless waste. The success of the District loss control program can be measured directly by its ability to prevent unnecessary loss. It is important that all employees proactively devote their serious attention and effort toward making this program an integral part of day-to-day work activities.~~

**Accident Reports**

The building principal or program supervisor will submit to the Superintendent written reports of all accidents occurring on school premises or at school-sponsored activities or involving staff members who may be elsewhere on school business. Reports will provide details of property damage as well as personal injury.

A report of all serious accidents will be telephoned to the Superintendent as soon as possible by the principal or program supervisor. The information to be transmitted will include:

1. Date, time, and place of accident;

2. Name and address of injured person;

3. Name of teacher in attendance;

4. Type of accident;

5. Treatment given;

6. Description of accident.

The telephone report should be followed by a complete, written accident report prepared in duplicate.

Each principal and program supervisor will maintain a log of reportable accidents occurring on school property and/or to students and staff members while under school jurisdiction.

The Superintendent will inform the Board of serious accidents and provide statistical reports on the number and types of accidents occurring in the schools.

Legal Reference:	§ 20-1-401, MCA	Disaster drills to be conducted regularly – districts to identify disaster risks and adopt school safety plan
	§ 20-1-402, MCA	Number of disaster drills required – time of drills to vary
	§§ 39-71-1501, et seq., MCA	Montana Safety Culture Act 37.111.812, ARM Safety Requirements

Policy History:

Adopted on: June 28, 2004

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

33

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

**ITEM TITLE:** APPROVE FIRST READING OF NEW BOARD POLICY 5322 – MILITARY LEAVE

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

**SUMMARY:**

The Board of Trustees needs to approve the first reading of NEW board policy 5322 – Military Leave.

**SUGGESTED ACTION:** Approve the first reading of board policy # 5322 Military Leave

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						



## Lewistown School District

### PERSONNEL

5322

Page 1 of 1

#### Military Leave

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the Montana Military Service Employment Rights, the Superintendent shall grant military leave to employees for voluntary or involuntary service in the uniformed services of the United States, upon receipt of the required notice. Benefits shall be maintained for these employees as required by law and/or collective bargaining agreements. A service member who returns to the District for work following a period of active duty must be reinstated to the same or similar position and at the same rate of pay unless otherwise provided by law.

Time spent in active military service shall be counted in the same manner as regular employment for purposes of seniority or District service unless otherwise provided in a collective bargaining agreement.

The District will not discriminate in hiring, reemployment, promotion, or benefits based upon membership or service in the uniformed services.

All requests for military leave will be submitted to the Superintendent, in writing, accompanied by copies of the proper documentation showing the necessity for the military leave request.

When possible, all requests for military leave will be submitted at least one (1) full month in advance of the date military service is to begin.

Persons returning from military leave are asked to give the Superintendent notice of intent to return, in writing, as least one (1) full month in advance of the return date.

The District shall post notice of the rights, benefits, and obligations of the District and employees in the customary place for notices.

Legal Reference:     38 U.S.C. §§ 4301-4334 The Uniformed Services Employment and Reemployment Act of 1994  
                           §10-1-1004, MCA Rights under federal law  
                           §10-1-1005, MCA Prohibition against employment discrimination  
                           §10-1-1006, MCA Entitlement to leave of absence  
                           §10-1-1007, MCA Right to return to employment without loss of benefits – exceptions – definition  
                           §10-1-1009, MCA Paid military leave for public employees

Policy History:

Adopted on:

Reviewed on:

Revised on:

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

34

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

**ITEM TITLE:** APPROVE EXTENTION OF WINIFRED BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT

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

**SUMMARY:**

The Board of Trustees needs to approve the extension of Winifred bus routes into the Lewistown School District.

**SUGGESTED ACTION:** Approve the Extension of Winifred Bus Routes into the Lewistown School District

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

# Fergus County Bus Transportation Agreement

## Out -of- District Approval

The Board of Trustees of Winifred District No. 115, Fergus County and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out of district/county approved bus route extensions to pick up students to attend the Winifred Schools for the 2023-2024 school year.

This agreement is a blanket coverage for students who are transported by District 115 buses to attend Winifred Schools.

Description of Route:

Winifred to Hilger – Highway Route for 23 miles to Hilger. Turn around at mile 23 by Hilger Grain Elevator and head back to Winifred.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
School Dist # \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
School Dist # \_\_\_\_\_

Date \_\_\_\_\_

\*\*\*\*\*

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_ No \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chairman

# Fergus County Bus Transportation Agreement

## Out -of- District Approval

The Board of Trustees of Winifred District No. 115, Fergus County and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out of district/county approved bus route extensions to pick up students to attend the Winifred Schools for the 2023-2024 school year.

This agreement is a blanket coverage for students who are transported by District 115 buses to attend Winifred Schools.

### Description of Route:

The Salt Creek Bus Route enters the Lewistown Elementary School District from the intersection of the Salt Creek Road and Moulton Road and continues west and north for approximately 5.3 miles where it reenters the Winifred k-12 School District.

Salt Creek Bus Route turns west off of the Salt Creek Road on to the Plum Creek Road for approximately 3.1 miles. It then turns around in a private driveway, and then returns to the Salt Creek Road for the remainder of the route.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
School Dist # \_\_\_\_\_

\_\_\_\_\_  
School Dist # \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

\*\*\*\*\*

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_

No \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chairman

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

35

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

**ITEM TITLE:** APPROVE EXTENSION OF ROY BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT

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

**SUMMARY:**

The Board of Trustees needs to approve the extension of Roy bus routes into the Lewistown School District.

**SUGGESTED ACTION:** Approve the Extension of Roy Bus Routes into the Lewistown School District

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

# Fergus County

## Bus Transportation Agreement

Out-of-District Approval

Out-of-County Approval

The Board of Trustees of Roy District No. 74, Fergus County and the Board of Trustees of \_\_\_\_\_  
Lewistown No. 1, \_\_\_\_\_ Fergus County, agree and approve the out of district/county  
approved bus route extensions to pick up students to attend the Roy School for the 2023-2024 school  
year.

This agreement is a blanket coverage for students who are transported by District #74 buses to attend  
Roy School.

Description of Route: We request to pick up and turn around in Hilger in the mornings and drop off  
after school.

Individual Transportation Contracts will be approved on another Attendance and Transportation  
Agreement.

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
Board Chairman

\_\_\_\_\_  
School Dist. # \_\_\_\_\_

\_\_\_\_\_  
School Dist. # \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

---

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_

No \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chairman

\*Proposed new bus routes must follow current laws, approval between school districts and approved by  
the Fergus County Transportation Committee

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

36

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

ITEM TITLE: REVIEW AND APPROVE THE ESSER RE-OPENING PLAN

Requested By: Board of Trustees Prepared By: Thom Peck

**SUMMARY:**

The Board of Trustees needs to have this on the agenda in June and December FY22 through FY24 in order to review the school re-opening plan on an ongoing basis. It is required to be reviewed at least every 6 months.

This plan is required to be posted on the District's website as of June 24, 2021 in order to be eligible for ESSER funding.

Policies referred to in the Plan can be found on the District Website at:  
<http://w.w.w.lewistown.k12.mt.us/Content2/134>

**SUGGESTED ACTION:** Review and Approve the ESSER Re-Opening Plan

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**Lewistown School District #1**  
**Safe Return to School and Continuity of Services Plan**

Date of Original Adoption: July 13, 2020

Date Plan was Last Revised: June 14, 2021

Next Regularly Scheduled Month for Consideration August 9, 2021

Dates Reviewed: August 25, 2020; September 14, 2020; December 21, 2020;  
January 11, 2021; April 12, 2021; June 10, 2021; December 2022; July 2023;

Evaluation of the plan occurs twice each year

**THIS PLAN SHOULD BE MADE PUBLICLY AVAILABLE ON THE DISTRICT  
WEBSITE BY December 30, 2022**

**March 2020 - June 2021.**

1. The Lewistown School District #1 was ordered to close to in person instruction on March 15, 2020, under an executive order issued by then-Governor Bullock. Districts were provided a two week period of time during which they could remain fully closed to instruction of any kind while developing a plan for remote instruction required by the Governor.
  - a. Although our district was authorized to remain closed, we quickly mobilized and began remote instruction during the timeframe when we were authorized to remain closed. Thereafter, our district continued pursuant to a reopening plan approved by the Governor beginning March 23, 2020.
2. On April 22, 2020, then-Governor Bullock lifted his Stay at Home Order, and Announced a Plan to Begin Phased Reopening of Montana. As part of that plan, effective May 7, 2020, all schools were provided the option to return to in-classroom teaching at the discretion of local school boards.
  - a. Our school district reopened to in classroom teaching on May 14, 2020, and has remained open throughout the remainder of the 2019-20 school year while targeting those students who struggled with remote learning or for students who chose to come to school in-person and during the entirety of the 2020-21 school year. The only exception during this timeframe was for temporary closures of part or all of in classroom teaching pursuant to quarantine or isolation orders issued by our county department of health. In addition, Lewistown Junior High and Fergus High School went to a "Modified" Hybrid Schedule in which approximately 15% of all students came to school every day for in-person instruction and the rest of the student body either came Mondays and Wednesdays or Tuesdays and Thursdays with Friday being a Flex Friday" for those students who were struggling, were required to come to school in-person. The "Modified" Hybrid Schedule at LJH and FHS continued until February 1, 2021. Families were offered complete distance learning but that number



dwindled from 26 students in September to 9 students, K-12 in May, less than 3%.

3. Our district developed a plan for reopening to in person instruction, with contingencies, and we implemented that plan for the 2020-21 school year. The reopening plan, details regarding which are provided below, included adoption of various model policies provided by the Montana School Boards Association under its 1900 Series, including model policies aligned with CDC guidance regarding mitigation strategies to limit exposure to and transmission of COVID-19 in school settings. Currently, due to the low occurrence of COVID-19 we are not using the 1900 Series policies. Now that the Emergency is over we no longer have 1900 Policy Series and will undergo the 2<sup>nd</sup> reading of our own Board Policies as recommended by MTSBA to avoid any confusion.
4. Our district is finishing the 2020-21 school year strong, having provided high quality learning opportunities to the students in our community in safe and effective learning environments. During the 2021-22 school year we were full in-person learning, 5 days/week. Beginning the 2022-2023 school we are still full in-person instruction, 5 days/week. We remain in full in-person instruction, 5 days/week.
5. We embraced a fundamental principle of providing extensive transparency to our community throughout the above timeframe. We publicly noticed, held meetings regarding, and provided extensive opportunities for our community to provide us with feedback regarding the School District's plans and we carefully considered such feedback in developing and refining the School District's plans throughout the last 24-28 months.

### **Safe Return to Schools and Continuity of Services Plan Contents:**

#### **March 2020-June 2021**

##### **Part I: Documentation of Meaningful Consultation in Developing and Refining the School District's plan from March 2020 Through June 2021:**

We noticed, held, and invited public comment on our evolving plans for a safe return to school and continuity of services on the following dates since March 2020:

1. Leadership Team Meetings, 2020-21 Year: March 16; March 17; March 19; March 20; March 24; March 26; April 3; April 7; April 22; April 24; May 5; May 13; May 20; June 2; June 11; August 4; September 15; October 6; October 20; November 3; November 17; December 1; January 5; January 19; February 2; March 2; March 16; April 6; April 20; May 4; May 18; June 1; BiMonthly on the 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of each month during the school year
2. School Board Meetings 2020-21 Year: March 18; March 26; April 13; April 28; May 11; June 11; July 13; August 12; August 19; August 25; September 14; October 12; November 2; November 9; December 14; January 11; February 8; March 8; March 23; April 12; April 27; May 10; June 14; Monthly meetings on the 2<sup>nd</sup> Monday of each month

3. Town Hall/Community Forums 2020-21 Year: April 16; May 14, December 8; January 25; We no longer convene for Town Hall/Community Forum meetings for the purpose of COVID 19.
4. Food, Transportation, Building & Grounds Meeting, 2020-21 Year: April 29; July 22; September 22; October 5; February 5; February 17; April 15, May 12; part of Leadership Team meetings on the 1 and 3<sup>rd</sup> Tuesday of every month.
5. Staff Meetings 2020-21 Year: April 29; May 11; May 13; May 18; October 5; October 29; November 9; December 7; December 9; January 4; January 20; February 8; March 1; April 5; April 12; May 3; Each School Building has staff meetings every Wednesday.
6. Re-Opening District Team, Summer 2020-21: June 4; June 11; June 17; July 8; July 14; July 30; August 4; The Re-Opening Team has not meet since January of 2022.
7. Community COVID Team Meetings 2020-21 Year: (Public Health Officials, Daycare, Head Start and LPS): November 13; November 20; December 4; December 11; December 18; January 8; January 22; February 12; March 19; April 9; April 23; May 14. The Community COVID Team meets every other month on the second Friday of each month. The Community COVID Team no longer meets unless there is some other health emergency.

Our invitation for public input included a general opportunity for the public to provide input and was provided to everyone interested, including:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

## **Part II: Contents of The School District's plan for Safe Return to In-Person Instruction and Continuity of Services:**

1. A description of how the district will maintain the health and safety of students, educators, and other staff:

Following the lifting of the Stay-at-Home Order and subsequent reopening of the state on April 22, 2020, Lewistown School District #1 utilized the Montana Public Education Center *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* and accompanying MTSBA Model Emergency Policies. Utilizing these resources supported our district's continued service to students with transparency and accountability while ensuring the operations of the school district reflected the circumstances in our community.

The policies ensured our Board of Trustees and school leaders honored the following priorities: quality instruction to students; a healthy and safe setting for students, staff, and the community; needed support of teachers and staff; and responsible financial and operational procedures. The policies provided an actionable plan for completing the 2020-2021 school fiscal year in a manner that met these priorities and secured district funding while providing an operational platform for considering long term innovations in the delivery of education services.

Lewistown School District #1 implemented policy options that facilitated collaboration between the Board of Trustees, administrative team, employees, parents, students, health officials, and community as we established protocols aligned with CDC guidance addressing how instruction was to be delivered to students; how gatherings and events would take place on school property; how the health and safety of staff and students would be protected and preserved while schools were open; and how financial and operational functions of the school district would continue during the period of public health emergency.

Lewistown School District #1 reviewed, considered, and addressed numerous areas of operation in our reopening process. On the topic of school district policy and procedures, the district considered emergency policies and procedures, adoption and amendment of policies, suspension of policies, and administrative procedures. To support students' academic, mental, social and emotional success, the district considered alternative grading, counseling, extended school year, student instruction proficiency determinations and declarations, support for particularly vulnerable students, transportation services, access to internet for students, food preparation and service, summer school and additional student instruction resources. To ensure the health and safety of students, teachers, and staff, the district considered cleaning and disinfection, community use of facilities, county board of health orders, diagnosis and confidentiality, hand washing and related hygiene protocols, telework, school closure orders, stay at home orders, symptom monitoring and isolation, travel quarantines, visitors, volunteers, vulnerable individuals, masks and personal protective equipment, and physical distancing.

Following the *Roadmap for Safely Reopening Montana's Public Schools Using Emergency School District Policies* ensured Lewistown School District #1 has remained in compliance with guidance and best practices provided by federal, state, or local health officials. Our school district has continued to adapt and adjust our policies as new and updated guidance and best practices have become available.

Further, the policies provide options for consideration through input from our board of trustees, administrative team, employees, parents, students health officials, and community as collaborative partners as we have worked our way through ever evolving changes due to the pandemic. By considering all possible perspectives and factors when making the decisions to adopt or adjust a policy, or to implement a policy, we focused on the health and safety of our students, staff, and community for delivery of learning and services to our students. The policies have enabled us to adjust our

procedures and practices during different phases in compliance with guidance and best practices provided by federal, state, and local agencies.

Lewistown School District #1 will continue to follow the policies noted below while engaging in a quarterly reevaluation process to continue to ensure the health, safety and wellbeing of our students, teachers, staff, and community through 2024.

2. The extent to which the district has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

<b>Topic</b>	<b>School District Policy Reference</b>	<b>Description of Policy</b> (All referenced policies can be found at the end of this document.)	<b>Policy Adopted and Revised Date(s)</b>
Universal and correct wearing of masks.	1905	<b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations making optional face coverings as personal protective equipment.	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/21</li> <li>6. 4/12/21</li> <li>7. 6/14/21</li> </ol>
Modifying facilities to allow for physical distancing (e.g., use of cohorts/pods).	1905; 1905P	<b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding physical distancing by requiring students, staff, volunteers, and visitors will maintain a three-foot distance between themselves and their colleagues and peers throughout the school day inside any school building, on school provided transportation, and on school property before and after school. Staff members will arrange classrooms and	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/21</li> <li>6. 4/12/21</li> <li>7. 6/14/21</li> </ol>

		<p>restructure courses, transportation services, and food service to meet this standard.</p> <p><b>1905P:</b> The administrative team of the School District has adopted these procedures regarding symptoms of illness, physical distancing and work areas, physical barriers and guides, and ventilation in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	
Handwashing and respiratory etiquette.	1905; 1905P	<p><b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding healthy hand hygiene behavior and symptoms of illness.</p> <p><b>1905P:</b> The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and water systems in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/21</li> <li>6. 4/12/21</li> <li>7. 6/14/21</li> </ol>
Cleaning and maintaining healthy facilities, including improving ventilation.	1905; 1905P	<p><b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher,</p>	

		<p>principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, cleaning and disinfecting, temperature screening, vulnerable individuals, food preparation and meal service, and transportation services.</p> <p><b>1905P:</b> The administrative team of the School District has adopted these procedures regarding personnel cleaning and disinfecting, symptoms of illness, and ventilation in accordance with Policy 1310 in order to implement Policy 1905 during the term of the declared public health emergency to ensure a safe and healthy work and instructional setting. These procedures were developed in accordance with the latest available guidance from the Centers for Disease Control and in coordination with applicable state, tribal, and local health officials. These procedures supplement Policy 1905.</p>	
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.	1905; 3417	<p><b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, temperature screening, public awareness, and confidentiality.</p> <p><b>3417:</b> In all proceedings related to this policy, the District will respect a student's right to privacy. Although the District is required to provide educational services to all school-age children who reside within its boundaries, it may deny attendance at school to any child diagnosed as having a communicable disease that could make a child's attendance harmful to the welfare of other students. The District will rely on advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff. The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. The</p>	<ol style="list-style-type: none"> <li>1. 7/13/2020</li> <li>2. 8/25/2020</li> <li>3. 9/14/2020</li> <li>4. 12/21/2020</li> <li>5. 1/11/2021</li> <li>6. 4/12/2021</li> <li>7. 6/14/2021</li> </ol>

		District may temporarily exclude from school attendance a student who exhibits symptoms of a communicable disease that is readily transmitted in a school setting. The District may notify parents of other children attending a school that their children have been exposed to a communicable disease without identifying the particular student who has the disease.	
Diagnostic and screening testing.	1905	<b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials. The policy establishes regulations regarding symptoms of illness, and temperature screening.	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/2021</li> <li>6. 4/12/2021</li> <li>7. 6/14/2021</li> </ol>
Efforts to provide vaccinations to school communities	3413	<p>Please note that House Bill 702 passed the 2021 Legislature and was signed into law effective May 14, 2021. New Section 1 of that law provides that it is an unlawful discriminatory practice for a governmental entity to refuse, withhold from, or deny to a person any local or state services, goods, facilities, advantages, privileges, licensing, educational opportunities, health care access, or employment opportunities based on the person's vaccination status. The law also provides it is unlawful for an employer to refuse employment to a person, to bar a person from employment, or to discriminate against a person in compensation or in a term, condition, or privilege of employment based on the person's vaccination status. Finally, House Bill 702 provides it is unlawful for a public accommodation to exclude, limit, segregate, refuse to serve, or otherwise discriminate against a person based on the person's vaccination status.</p> <p><b>3413:</b> Upon initial enrollment, an immunization status form shall be completed by the student's parent or guardian. The certificate shall be made a part of the student's permanent record.</p>	<ol style="list-style-type: none"> <li>1. 6/14/2021</li> </ol>
Appropriate accommodations for children with disabilities with respect to health and safety policies.	1908; 2162; 2162P	<b>1908:</b> The Board of Trustees authorizes the supervising teacher or district administrator to provide Policy 1908F to families requesting to opt-out of onsite instruction at the school facility for the duration of the declared public health emergency. Students of families opting out of onsite instruction at the school facility shall receive offsite, online, and proficiency-based instruction, or any	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/20</li> <li>6. 4/12/21</li> <li>7. 6/14/21</li> </ol>

		<p>combination of the foregoing at the discretion of the School District in accordance with District Policy 1906. Students of families opting out of onsite delivery shall be treated the same as students instructed at the school facility for purposes of grading, discipline, and other educational rights.</p> <p><b>2162:</b> It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards.</p> <p><b>2162P:</b> If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set in the policy.</p>	
Coordination with State and local health officials.	1900; 1905; 1907; 3417	<p><b>1900:</b> In light of the COVID-19 pandemic, the Board of Trustees has found it necessary to adopt temporary policies related to emergency school closures, the ongoing provision of educational services to students, meetings of the Board, gatherings on school property, health and safety of students, staff and community members, human resource matters and budgetary matters. To ensure clarity and transparency, the board has organized all emergency school policies into a temporary chapter. School District Policies Numbered 1900-1999 are intended to govern during any emergency related to COVID-19 declared by the President, Congress, Montana Legislature, Governor, Montana Department of Public Health and Human Services, County Health Department or the Board of Trustees.</p> <p><b>1905:</b> The School District has adopted the protocols outlined in this policy during the term of the declared public health emergency to ensure the safe and healthy delivery of education services provided to students on school property in accordance with Policy 1906, and a safe workplace when staff are present on school property in accordance with Policy 1909, and the</p>	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 8/25/20</li> <li>3. 9/14/20</li> <li>4. 12/21/20</li> <li>5. 1/11/21</li> <li>6. 4/12/21</li> <li>7. 6/14/21</li> </ol>



		<p>safety, health and well-being of parents and community members. The supervising teacher, principal, superintendent or designated personnel are authorized to implement the protocols in coordination with state and local health officials.</p> <p><b>1907:</b> The Board of Trustees is authorized to declare that a state of emergency exists within the community. A declaration issued by the Board of Trustees is distinct from any declaration in effect or previously issued by local, state or federal authorities.</p> <p><b>3417:</b> The District will manage common communicable diseases in accordance with Montana Department of Public Health and Human Services guidelines and communicable diseases control rules. When information is received by a staff member or a volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer will promptly notify a school nurse or other responsible person designated by the Board to determine appropriate measures to be taken to protect student and staff health and safety. A school nurse or other responsible person designated by the Board, after consultation with and on advice of public health officials, will determine which additional staff members, if any, have need to know of the affected student's condition.</p>	
How the district will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.	1906; 1906P; 2050	<p><b>1906:</b> The School District has adopted the protocols outlined in this policy to govern during the term of the declared public health emergency to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources including but not limited to online methods. The supervising teacher, principal, superintendent or designated personnel are authorized to implement this policy. The Board of Trustees may revise the school calendar to adjust the completion of the school year for particular grade levels and groups once students have satisfied the required number of applicable aggregate hours.</p> <p>The Board of Trustees authorizes instruction of students at the school facility in a manner that satisfies the aggregate number of instructional hours outlined in the School District's adopted or revised calendar for a school year affected by a public health emergency.</p> <p>The Board of Trustees authorizes proficiency-based ANB calculation in situations when a student demonstrates proficiency in a course area as determined by the Board of Trustees using</p>	<ol style="list-style-type: none"> <li>1. 7/13/20</li> <li>2. 9/14/20</li> <li>3. 12/21/20</li> <li>4. 1/11/21</li> <li>5. 4/12/21</li> <li>6. 6/14/21</li> </ol>

		<p>district assessments consistent with the School District's adopted Plan of Action, District Policy 1005FE, or other measures approved by the Board of Trustees during the course of a school year affected by a public health emergency.</p> <p>The Board of Trustees authorizes a summer program of instructional offerings for the purpose of remediation of credit, maintenance of skills, and enrichment. All classes offered for credit must meet minimum state requirements for accreditation and may be delivered at the school or at another offsite location. Remediation credit courses shall be offered, grades 9-12, in accordance with District advancement requirements. Credit course offerings must be approved by the Board of Trustees</p> <p>Students shall receive services in accordance with the applicable Individualized Education Plan or Section 504 Plan based on methods and locations agreed upon and documented by the applicable team to meet the student's needs and goals. Students shall have access to regular school counseling services whether their instruction is provided in an onsite, offsite or online setting. Staff shall promptly report any suspected student distress or concern to their supervisor for review and referral. Students receiving instruction in an offsite setting are governed by the staff obligation to report suspected child abuse or neglect. This policy in no way limits or adjusts the School District's obligations to homeless students or students in foster care. Applicable District policies serving these students, or this population of students remain in full effect.</p> <p><b>1906P:</b> Proficiency or satisfying aggregate hours of instruction can be achieved through an on-site, off-site, or blended learning model as outlined in Policy 1906. Best practices will assist districts in facilitating quality learning for each student regardless of background or circumstance. Best practices include but are not limited to, planning and communication, clear expectations, differentiated instruction and learning models, and flexible demonstrations of learning.</p> <p><b>2050:</b> The School District has adopted the protocols outlined in this policy to ensure the delivery of education services to students onsite at the school, offsite at other locations using available resources. The District administration or designated personnel are authorized to implement this policy</p>	
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## **June 2021**

### **Part III – Updated Compliance for the District’s Previously Adopted Plan for the Safe Return to In-person Instruction and Continuity of Services:**

Section 2001(i)(3) of the ARP Act states that a school district that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (*i.e.*, is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The School District’s plan meets the requirements of Section 2001(i)(1) and (i)(2) of the ARP Act. The School District’s plan is available on our website and, as noted above, was developed through a process that included extensive public comment. Further, we have, as part of the organization of the School District’s plan for purposes of the ARP Act, revised the School District’s plan at a meeting held on 6/14/2021 that included not just a notice of opportunity for public input but which specifically invited meaningful consultation with and input from:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and
2. To the extent present in or served by LPS, Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

We have considered the input of all affected parties and have carefully deliberated regarding the best possible means by which our district can provide safe effective learning environments for each of our students.

## **June 2021 - September 30, 2024**

### **Part IV – Schedule for Future Review and Updates:**

Consideration of this Safe Return to Schools and Continuity of Services Plan shall be added as a standing agenda item on each regular and special meeting of the board of trustees throughout the 2021-24 school years. The agenda item shall, at a minimum, include notice of any changes to the plan recommended by the administration with an invitation for input, notice of opportunity for public input, and consultation with:

1. Students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; and

2. Tribes; civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

**Appendix – Attach and/or provide a website URL for the school district’s adopted 1900 policies in their entirety.**

**MT-PEC *A Roadmap for Safely Reopening Montana’s Public Schools Using Emergency School District Policies.***

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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

37

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

**ITEM TITLE:** APPROVE CHANGE OF BUS STOP AT HILGER

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

**SUMMARY:**

The Board of Trustees needs to approve the change of bus stop at Hilger. Attached is a map of the current and proposed routes. We would like to change the stop from in front of the post office to the south side of the fire hall. I have spoken to the fire chief in Hilger and he verbally agreed.

**SUGGESTED ACTION:** Approve the Change of Bus Stop at Hilger

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						



GREEN = PROPOSED STOP  
PINK = CURRENT STOP





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

**BOARD AGENDA ITEM**

**Meeting Date**

07/10/2023

**Agenda Item No.**

38

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

**ITEM TITLE:** APPROVE RECOMMENDATION OF 8<sup>TH</sup> GRADE SPORTS PARTICIPATION AT FERGUS HIGH SCHOOL FOR THE 2023-2024 SCHOOL YEAR

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

**SUMMARY:**

The Board of Trustees needs to approve the recommendation from Mr. Paul Bartos, Fergus High School Athletic Director, for 8<sup>th</sup> grade student sports participation for the 2023-2024 School Year.

**SUGGESTED ACTION:** Approve Recommendation of 8<sup>th</sup> Grade Sports Participation at Fergus High School for the 2023-2024 school year.

☒ **Additional Information Attached**

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

The purpose of this recommendation to the board of trustees is to ensure high school students have the ability to participate and have a positive experience in high school extracurricular activities. Lewistown Public Schools administrators and coaches have been discussing the scenario of 8th graders participating in high school MSHA approved activities.

This school year was the first year Class A high schools were allowed by the high school association the option of 8th graders participating at the high school level. Fergus High School coaching staff has been in communication about this topic for over a year. Majority of coaches are in agreement to allow 8th graders the opportunity to tryout at Fergus High School with the following stipulations:

- 1.) Threshold of high school participants is under number of individuals needed to sustain a positive practice and game environment
- 2.) No cuts will be made to 9th-11th grade high school participant(s).
- 3.) Head Coach will approve case by case basis
- 4.) High School administration will approve case by case basis
- 5.) Junior High Principal will approve case by case basis
- 6.) All eighth-grade students participating in a high school contest must adhere to all other MSHA rules and guidelines.
- 7.) All eighth-grade students participating will need to be in "good" standing academically, behaviorally and attendance.
- 8.) No parental request of 8th grade students to try out at high school level.

Sport	High school roster size below to allow 8th grade participation
Football	NA
Girls Volleyball	24
Girls Golf	5
Boys Golf	5
Girls Cross Country	5
Boys Cross Country	5
Girls Wrestling	Coach's discretion
Boys Wrestling	Coach's discretion
Girls Basketball	24
Boys Basketball	24
Girls Track	20
Boys Track	20
Girls Tennis	10
Boys Tennis	10
Girls Softball	18



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

07/10/2023

Agenda Item No.

39

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

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees Prepared By: Christy Rogers

**SUMMARY:**

Attached is the Personnel Report for your review.

**SUGGESTED ACTION:** Approve All Items

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**Monday July 10, 2023**

<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>
<b>BARTOS, Paul</b>	Assistant Principal/Athletic Director	Fergus High School	Approve out-of-state travel for the wrestling team and coaches to participate in the Powell, WY wrestling tournament	1/12 - 1/13/2024	Matt Lewis	This request is replacing the traditional participation in the Mining City Duals held in Butte
<b>BARTOS, Paul</b>	Assistant Principal/Athletic Director	Fergus High School	Approve out-of-state travel for the volleyball team and coaches to participate in the Border Wars Tournament in Cody, WY	9/1 - 9/2/2023	Paul Bartos	This request is replacing the traditional participation in the Sidney-Glendive tournament. Cody is closer than Sidney for mileage
<b>BERGAN, Nichole</b>	Accounts Receivable Clerk	Central Office	Approve appointment on schedule - ACCOUNTS RECEIVABLE Step 0 for up to 6 hours per day for up to 235 days	8/7/2023	Rebekah Rhoades	Replacing Elizabeth (Betsy) Anderson
<b>BOYLES, Joe</b>	Bus Driver	Transportation	Approve appointment on schedule - BUS DRIVER, Step 0 for up to 4 hours per day for up to 186 days	8/21/2023	Rob Odermann	Replacing Chris Stansberry who is now Custodian at Garfield
<b>RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS</b>	EXTRA CURRICULAR ASSIGNMENTS	Lewistown Jr. High School	Approve appointment on schedule as recommended	8/1/2023	Jeff Friesen	See Attached List
<b>RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS</b>	EXTRA CURRICULAR ASSIGNMENTS	Fergus High School	Approve appointment on schedule as recommended	8/1/2023	Paul Bartos	See Attached List
<b>WATSON, Linda</b>	Food Server/Kitchen Aide	Highland Park Elementary School	Accept letter of resignation	8/21/2023	Amie Friesen	Verbal Resignation

<b>2023-2024 School Year</b>					
				<b>Starting Salary</b>	<b>\$35,269.00</b>
<b>FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS</b>					
<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>CMY MENTOR ADVISOR</b>	<i>Yvette Hersel</i>	Advisor	0.0350	\$ 1,234.42	
<b>ANNUAL</b>	<i>Diane Lewis</i>	Advisor	0.050	\$ 1,763.45	
<b>BUSINESS PROFESSIONALS OF AMERICA</b>	<i>Diane Lewis</i>	Advisor	0.0350	\$ 1,234.42	
<b>F CLUB</b>	<i>Vic Feller</i>	Advisor	0.015	\$ 529.04	
<b>FFA</b>	<i>Jared Long</i>	Advisor	0.110	\$ 3,879.59	
	<i>Jondie Rianda</i>	Advisor	0.110	\$ 3,879.59	
<b>FCCLA</b>	<i>Megan Vincent</i>	Advisor	0.035	\$ 1,234.42	
<b>HONOR SOCIETY</b>	<i>Meggan Cirrincione</i>	NHS Advisor	0.035	\$ 1,234.42	
<b>MUSIC</b>	<i>Chase Auger</i>	Instrumental Activities	0.110	\$ 3,879.59	
	<i>Chase Auger</i>	Jazz Band Director	0.040	\$ 1,410.76	
	<i>Rachael Grensten</i>	Vocal Activities	0.070	\$ 2,468.83	
<b>RENAISSANCE</b>	<i>Michelle Trafton</i>	Advisor	0.047	\$ 1,657.64	
<b>SCIENCE BOWL/OLYMPIAD</b>	<i>Tim Nefzger</i>	Co-Advisor	0.0275	\$ 969.90	
	<i>Mike Mangold</i>	Co-Advisor	0.0275	\$ 969.90	
<b>SOFTBALL</b>	<i>Mike Mangold</i>	Head Coach	0.125	\$ 4,408.63	
	<i>Kirsten Miller</i>	Assistant	0.085	\$ 2,997.87	
<b>STUDENT GOVERNMENT</b>	<i>Luke Brandon</i>	Advisor	0.047	\$ 1,657.64	
<b>TENNIS</b>	<i>Sherry Briedenbach</i>	Co-Head Coach	0.125	\$ 4,408.63	
<b>TRACK &amp; FIELD</b>	<i>Steve Olson</i>	Head Coach	0.145	\$ 5,114.01	
	<i>Vic Feller</i>	First Assistant	0.105	\$ 3,703.25	
	<i>Gary Cecrel</i>	Assistant - 1	0.085	\$ 2,997.87	
	<i>Orin Johnson</i>	Assistant - 2	0.085	\$ 2,997.87	

<b>2023-2024 School Year</b>					
				<b>Starting Salary</b>	<b>\$35,269.00</b>
<b>JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS</b>					
<b>Activity</b>	<b>Name</b>	<b>Positions</b>	<b>Index</b>	<b>Stipend</b>	<b>Date Approved</b>
<b>COORDINATOR</b>	<i>Brooke Zeiler</i>	Coordinator	0.1050	\$ 3,703.25	
<b>BASKETBALL</b>	<i>Derek Lear</i>	Boys Head Coach	0.070	\$ 2,468.83	
	<i>Morgan Ray</i>	Boys First Assistant	0.062	\$ 2,186.68	
	<i>James Derheim</i>	Boys Assistant - 1	0.055	\$ 1,939.80	
	<i>Jimmy Graham</i>	Girls Head Coach	0.070	\$ 2,468.83	
	<i>Jaymie Phillips</i>	Girls Assistant - 1	0.055	\$ 1,939.80	
<b>CHEERLEADERS</b>	<i>Rayna Phelps</i>	Head Coach	0.030	\$ 1,058.07	
<b>CROSS COUNTRY</b>	<i>Nicole Wichman</i>	Head Coach	0.065	\$ 2,292.49	
<b>FOOTBALL</b>	<i>Michael Vanek</i>	First Assistant	0.057	\$ 2,010.33	
	<i>Brandon Carreira</i>	Assistant - 1	0.050	\$ 1,763.45	
<b>MATHCOUNTS</b>	<i>Katherine Spraggins</i>	Advisor	0.015	\$ 529.04	
<b>MUSIC</b>	<i>Chase Auger</i>	Instrumental Activities	0.034	\$ 1,199.15	
	<i>Rachael Grensten</i>	Vocal Activities	0.034	\$ 1,199.15	
	<i>Taught in Schedule</i>	Jazz Band	0.040	\$ 1,410.76	
	<i>Taught in Schedule</i>	Select Choir Director	0.040	\$ 1,410.76	
<b>PHOTO CLUB</b>	<i>Katie Wirtzberger</i>	Advisor	0.015	\$ 529.04	
<b>SPORTING EVENT MGM</b>	<i>Brenden DeCock</i>	State Wrestling Tournament		\$ 75.00	
<b>STUDENT COUNCIL</b>	<i>Jake Rhoades</i>	Advisor	0.0250	\$ 881.73	
<b>TRACK &amp; FIELD</b>	<i>Mariah Patterson</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Rebekah Rhoades</i>	First Assistant	0.057	\$ 2,010.33	
	<i>Mike Vanek</i>	Assistant - 1	0.050	\$ 1,763.45	
		Assistant - 2?			
<b>VOLLEYBALL</b>	<i>Jean Irish</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Maria Henderson</i>	First Assistant	0.057	\$ 2,010.33	
<b>WRESTLING</b>	<i>Wyatt Blythe</i>	Head Coach	0.065	\$ 2,292.49	
	<i>Clint Mrnak</i>	Assistant	0.050	\$ 1,763.45	
<b>ELEMENTARY SCHOOLS ACTIVITY &amp; ATHLETIC RECOMMENDATIONS</b>					
<b>COORDINATOR</b>	<i>Derek Lear</i>	Coordinator	0.065	\$ 2,292.49	
<b>ELEMENTARY MUSIC</b>	<i>Rebecca Speranza</i>	4-6 Concert	0.035	\$ 1,234.42	
	<i>Noelle Allerdings</i>	K-3 Concert	0.035	\$ 1,234.42	

# LEWISTOWN PUBLIC SCHOOLS

# 2023-2024 SCHOOL CALENDAR

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

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

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

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

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

JANUARY 2024						
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 2024						
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		

MARCH 2024						
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 2024						
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 2024						
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 2024						
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 2024						
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	New Staff Orientation
August 21-22	All Staff Orientation/PIR
October 19-20	Staff Development Days Teachers Convention (Billings)
Oct 30-Nov 10	Parent-Teacher Conferences Schedules vary by school PIR November 2nd No school November 2nd-3rd
March 25-27	Parent-Teacher Conferences Schedules vary by school Full school days for students
May 13	PIR Day

## HOLIDAYS & VACATIONS

No School for Teachers or Students

September 4	Labor Day
November 3	Vacation Day
November 22-24	Thanksgiving Vacation
Dec 25 - Jan 2	Winter Break
February 22-23	Vacation Days
March 28-April 1	Easter Vacation
April 26	Vacation Day
May 27	Memorial Day

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

PUPIL INSTRUCTION (INCLUDING FLEX DAYS)	First Semester				88 days	Second Semester				91 days
	FIRST QUARTER				DAYS	THIRD QUARTER				DAYS
	First Week	Aug 23	to	Aug 25	3	First Week	Jan 16	to	Jan 19	4
	Second Week	Aug 28	to	Sept 1	5	Second Week	Jan 22	to	Jan 26	5
	Third Week	Sept 5	to	Sept 8	4	Third Week	Jan 29	to	Feb 2	5
	Fourth Week	Sept 11	to	Sept 15	5	Fourth Week	Feb 5	to	Feb 9	5
	Fifth Week	Sept 18	to	Sept 22	5	Fifth Week	Feb 12	to	Feb 16	5
	Sixth Week	Sept 25	to	Sept 29	5	Sixth Week	Feb 19	to	Feb 21	3
	Seventh Week	Oct 2	to	Oct 6	5	Seventh Week	Feb 26	to	March 1	5
	Eighth Week	Oct 9	to	Oct 13	5	Eighth Week	March 4	to	March 8	5
	Ninth Week	Oct 16	to	Oct 18	3	Ninth Week	March 11	to	March 15	5
	Tenth Week	Oct 23	to	Oct 27	5	Tenth Week	March 18	to	March 22	5
					<b>45</b>					<b>47</b>
	SECOND QUARTER				DAYS	FOURTH QUARTER				DAYS
	First Week	Oct 30	to	Nov 1	3	First Week	March 25	to	March 27	3
	Second Week	Nov 6	to	Nov 10	5	Second Week	April 2	to	April 5	4
	Third Week	Nov 13	to	Nov 17	5	Third Week	April 8	to	April 12	5
	Fourth Week	Nov 20	to	Nov 21	2	Fourth Week	April 15	to	April 19	5
	Fifth Week	Nov 27	to	Dec 1	5	Fifth Week	April 22	to	April 25	4
	Sixth Week	Dec 4	to	Dec 8	5	Sixth Week	April 29	to	May 3	5
	Seventh Week	Dec 11	to	Dec 15	5	Seventh Week	May 6	to	May 10	5
	Eighth Week	Dec 18	to	Dec 22	5	Eighth Week	May 14	to	May 17	4
	Ninth Week	Jan 3	to	Jan 5	3	Ninth Week	May 20	to	May 24	5
	Tenth Week	Jan 8	to	Jan 12	5	Tenth Week	May 28	to	May 31	4
					<b>43</b>					<b>44</b>
										<b>Total Days 179</b>

PUPIL INSTRUCTION-RELATED DAYS (PIR)	August 14	New Staff Orientation	
	August 21-22	All Staff Orientation/PIR	2.0
	October 19-20	Staff Development Days <i>Teachers Convention</i>	2.0
	Oct 30-Nov 10	Parent-Teacher Conferences <i>Schedules vary by school</i> <i>PIR November 2nd</i> <i>No school November 2nd &amp; 3rd</i>	1.5
	March 25-27	Parent-Teacher Conferences <i>Schedules vary by school</i> <i>Full school days for students</i>	.5
	May 13	PIR Day	1.0
		Floating PIR Day	<u>1.0</u>
			<b>8.0</b>
HOLIDAYS & VACATIONS	September 4	Labor Day	
	November 3	Vacation Day	
	November 22-24	Thanksgiving Vacation	
	Dec 25-Jan 2	Winter Break	
	February 22-23	Vacation Days	
	March 28-April 1	Easter Vacation	
	April 26	Vacation Day	
	May 27	Memorial Day	
	July 4	Vacation Day (12-mo employees)	

