

**LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, July 8, 2024

REGULAR BOARD MEETING

PAGE 1

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

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Discussion – Board Training
5. Discussion—2023-2024 Annual Report
6. Report—Committees of the Board
7. Discussion – Bond Update
8. Report—Investment
9. Report—End of Year Transfers and ESSER Recap
10. Report—Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS

MINUTES

12. Minutes of the June 10, 2024 Regular Board Meeting
Minutes of the June 26, 2024 Special Board Meeting

APPROVAL OF CLAIMS

13. Claims

INDIVIDUAL ITEMS

14. Approve MOA with Lewistown Education Association Regarding Adrienna DeCock
15. Approve Acceptance of Trustee Resignation
16. Approve Fergus High Student Handbook 2024-2025
17. Approve Jr. High Student Handbook 2024-2025
18. 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

07/08/2024

Agenda Item No.

4

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

ITEM TITLE: DISCUSSION—BOARD TRAINING

Requested By: Board of Trustees Prepared By: Brad Moore

SUMMARY:

The Lewistown Public Schools Board of Trustees will discuss scheduling Board Member Training with Jeff Weldon.

SUGGESTED ACTION: Discussion

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

5

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

ITEM TITLE: DISCUSSION—2023-2024 ANNUAL REPORT

Requested By: Board of Trustees Prepared By: Brad Moore

SUMMARY:

The Lewistown Public Schools 2023-2024 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



**2023-2024
Annual Report**

ANNUAL REPORT

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

REPORT / ASSIGNMENT

Garfield Elementary School	Jessica Miller
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Jeff Friesen
Fergus High School	Matt Lewis
Activities - Fergus High School	Paul Bartos
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**

Jessica Miller



Garfield Elementary School

415 East Boulevard Street

Lewistown, Montana 59457

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



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

2023-2024 Garfield Elementary Annual Report

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)

This year the team consisted of Dani Aamold, Megan Hicks, Rachael Swimley, Amy Gies, Pam Roberts, Audrey Boling, Allysann Karhi, and me. Mrs. Hicks and Miss Swimley co-chaired this committee, and I commend their leadership and dedication to improving our school.

The use of our “Tier Tracker,” a shared Google spreadsheet, allows us to track all student data and interventions, and share the information with classroom teachers, Title and special education teachers, specialists, and administration. This information was used by all of the staff at some point during the school year. The MTSS team used this information for student placement into intervention groups along with teacher input. It was very useful in streamlining our data collection and it acted as a fidelity check for all staff members. This documentation really helped when we followed up regarding the progress of the interventions. This process also allows us to efficiently transfer student data to Highland Park at the end of the school year.

We continued to use the Dibels 8th Edition Reading Assessment. At the Kindergarten and 1st grade level this assessment measures nonsense word fluency, word segmentation, letter sound recognition, letter identification, sight words and includes a fluency assessment at the end of 1st grade. As we began the school year, our fall benchmark scores were a little low with a large portion of our students falling into the intensive academic category. This trend is in line with national data. We administered the assessment the 3rd week of school, which is earlier than in the past. This gives teachers data right away to start the school year, and allows us to begin interventions as soon as possible.

This year we continued our ABC club and backwards ABC club to challenge students to know their ABCs and increase their working memory. Nearly all first grade students performed their ABCs and most Kindergarten students did as well. We also had many students who could recite the ABCs backwards. It is important to note that when we assessed students this was not timed, which is different from our Dibels assessments, which is a one minute, timed assessment.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

We also utilized our monthly MTSS meeting as a problem-solving tool to help teachers with individual student needs. The wealth of information provided by the team members to their fellow teachers is valuable, and we are often able to help teachers with specific strategies and interventions.

The MTSS Team also tracks behavioral data. We utilize our SOAR matrix to set schoolwide expectations. We explicitly teach these expectations to students and use positive reinforcement to help students learn the desired behavior.

Curriculum

Teachers and staff have continued to work hard to plan the integration of the new math and reading curricula. 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 use the Haggerty Phonemic Awareness, which is rooted in the Science of Reading, 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 1st 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' observations and classroom-based assessments. This allowed us to really focus on the phonemic awareness and phonics skills students were lacking in



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

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. This model also allowed us to serve more students over time. Our reading (and math) scores reflect strong Tier 1, Tier 2, and Tier 3 instruction and interventions as demonstrated in the assessment section below.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

KinderSteps

This was the 5th year for our KinderSteps program. This program was designed to assist students who are age eligible for kindergarten, but are not quite ready for school on a social/emotional and/or academic level. This year we had 12 students enrolled in the class, and these students made immense progress. Each year, the kindergarten teachers talk about how the prior year's KinderStep students become leaders in their classrooms.

Ms. Dohrmann and Miss Sandy spend a lot of time working on social interactions, such as sharing, peer assistance, manners, how to ask for something, how to apologize, and taking responsibility. Ms. Dohrmann does 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.

Next year, with the passage of HB 352, the program will morph into an early literacy program for 4-year-olds. The new KinderSteps program will become a classroom-based intervention program as defined by the legislation. We chose the OxEd & Assessment Language screen, which was on the list provided by the Board of Public Education as our screening tool. This assessment measurements oral language, phonological awareness, and alphabet knowledge and predicts student reading proficiency by 3rd grade. We screened 22 students in May and June, and have admitted 14 into our program. We revised our program description to ensure that it is in line with the intent of the law and helps us maintain a program that will help kids be proficient readers by 3rd grade. While I lament the transfer of local control to an assessment-based program, I look forward to serving more students and providing them with the literacy-based interventions they need to be successful readers by 3rd grade.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

DIBELS 8th 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.

Garfield Overall Composite Scores

Grade	Beginning	Middle	End
K	 n=96 53 (55%) 25 (26%) 13 (14%) 5 (5%)	 n=92 45 (49%) 14 (15%) 21 (23%) 12 (13%)	 n=93 32 (34%) 13 (14%) 32 (34%) 16 (17%)
1st	 n=74 21 (28%) 14 (19%) 25 (34%) 14 (19%)	 n=71 22 (31%) 14 (20%) 23 (32%) 12 (17%)	 n=69 10 (14%) 15 (22%) 23 (33%) 21 (30%)
2nd	No students with data.	No students with data.	No students with data.
3rd	No students with data.	No students with data.	No students with data.
4th	No students with data.	No students with data.	No students with data.
5th	No students with data.	No students with data.	No students with data.
6th	No students with data.	No students with data.	No students with data.
7th	No students with data.	No students with data.	No students with data.
8th	No students with data.	No students with data.	No students with data.
All	 n=170 74 (44%) 39 (23%) 38 (22%) 19 (11%)	 n=163 67 (41%) 28 (17%) 44 (27%) 24 (15%)	 n=162 42 (26%) 28 (17%) 55 (34%) 37 (23%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Kindergarten Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	96	92	93
Mean (Standard Deviation)	15.6 (10.6)	32.4 (18.3)	43.9 (17.1)
	23% Core	42% Core	53% Core
	24% Strategic	10% Strategic	22% Strategic



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

	53% Intensive	48% Intensive	26% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	96	92	93
Mean (Standard Deviation)	6.3 (11.7)	33.3 (21.7)	46 (20.3)
	18% Core^	35% Core^	47% Core^
	14% Core	30% Core	16% Core
	3% Strategic	8% Strategic	11% Strategic
	66% Intensive	27% Intensive	26% Intensive

Nonsense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	33	92	93
Mean (Standard Deviation)	7.7 (8.6)	14.2 (13)	30 (21.9)
	6% Core^	8% Core^	14% Core^
	30% Core	12% Core	29% Core
	21% Strategic	22% Strategic	14% Strategic
	42% Intensive	59% Intensive	43% Intensive



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Nonsense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	33	92	93
Mean (Standard Deviation)	1 (2.9)	2.6 (3.7)	6.8 (7.3)
		11% Core^	16% Core^
	15% Core	25% Core	27% Core
	85% Strategic	17% Strategic	16% Strategic
		47% Intensive	41% Intensive

Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	33	69	93
Mean (Standard Deviation)	0.9 (2.5)	6.2 (5.5)	10.5 (9)
		19% Core^	14% Core^
	33% Core	48% Core	40% Core
	67% Strategic	25% Strategic	14% Strategic
		9% Intensive	32% Intensive



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	96	92	93
Mean (Standard Deviation)	282.1 (30.1)	360.4 (27.8)	422.2 (36.7)
	5% Core^	13% Core^	17% Core^
	14% Core	23% Core	34% Core
	26% Strategic	15% Strategic	14% Strategic
	55% Intensive	49% Intensive	34% Intensive



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

First Grade Early Reading Benchmarks

Measure	Beginning	Middle	End
LNF – Letter naming Fluency	Goal: 42	Goal: 57	Goal: 59
Students tested	74	61	56
Mean	44.4 (16.2)	55.2 (15.1)	64.8 (15.5)
	57% Core	56% Core	66% Core
	15% Strategic	8% Strategic	7% Strategic
	28% Intensive	36% Intensive	27% Intensive
PSF – Phoneme Segmentation	Goal: 31	Goal: 43	Goal: 45
Students Tested	74	61	56
Mean	45.8 (16.1)	51.7 (17.1)	57.3 (14.5)
	50% Core^	33% Core^	45% Core^
	38% Core	46% Core	39% Core
	5% Strategic	8% Strategic	4% Strategic
	7% Intensive	13% Intensive	13% Intensive



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

NWF – Nonsense Word Fluency-CLS	Goal: 30	Goal: 52	Goal: 55
Students Tested	74	71	69
Mean	34.8 (24)	52.4 (28.9)	70.1 (35.8)
	23% Core	15% Core	25% Core
	27% Core	30% Core	36% Core
	11% Strategic	28% Strategic	12% Strategic
	39% intensive	37% Intensive	28% Intensive
NWF – Nonsense Word Fluency - WRC	Goal: 5	Goal: 14	Goal: 15
Students Tested	74	71	69
Mean	8.4 (8.6)	14.2 (10.4)	19.7 (12.9)
	18% Core	15% Core	22% Core
	46% Core	28% Core	42% Core
	23% Strategic	21% Strategic	14% Strategic
	14% Intensive	35% Intensive	22% Intensive



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

WRF – Word Reading Fluency	Goal: 12	Goal: 17	Goal: 25
Students Tested	74	71	69
Mean	13.2 (10.8)	21.8 (17.4)	33.6 (24.1)
	22% Core^	21% Core^	29% Core^
	26% Core	28% Core	22% Core
	19% Strategic	15% Strategic	28% Strategic
	34% intensive	35% intensive	22% Intensive
ORF – Oral Reading Fluency	Goal: 10	Goal: 21	Goal:39
Students Tested	72	71	69
Mean	17.7 (26.3)	28.8 (33.1)	59.6 (40.5)
	14% Core^	20% Core^	33% Core^
	32% Core	20% Core	30% Core
	22% Strategic	27% Strategic	14% Strategic
	32% Intensive	34% Intensive	22% Intensive



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Measure	Beginning	Middle	End
ORF – Oral Reading Fluency - Accuracy	Goal: 67	Goal: 87	Goal: 91
Students Tested	72	71	69
Mean	50.5 (31.8)	63 (29)	88.2 (14.2)
	35% Core	30% Core	57% Core
	32% Strategic	35% Strategic	17% Strategic
	33% Intensive	35% Intensive	26% Intensive
Composite	Goal: 330	Goal: 389	Goal: 441
Students Tested	74	71	69
Mean	336.6 (26.8)	394.6 (32.2)	462 (39.4)
	19% Core^	17% Core^	30% Core^
	34% Core	32% Core	33% Core
	19% Strategic	20% Strategic	22% Strategic
	28% Intensive	31% Intensive	14% intensive

The assessment scores you see above are based on one minute timed sessions with individual students. Mrs. Boling and Miss Allysann utilize 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. I am proud that we made strong gains in the number of Core plus, Core, and Strategic level students. Most, if not all, of our teachers have been trained in the Science of Reading, and their dedication to helping our students achieve the basic foundations of reading is highly commendable.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Goal Area 2: Facilities

Space at Garfield is limited, and the new bond construction permeates nearly every plan we have for facilities use in the future. Of course, we have done our best to ensure students have appropriate learning spaces. Currently our Tier 2 and Tier 3 intervention groups share a single classroom with a divider down the center. At times, there are as many as 30 students in that classroom. Upon the completion of the three new classrooms, I plan to separate the Tier 2 and Tier 3 instructional areas into two classrooms.

We have eight security cameras which monitor the hallways, common areas, and perimeter of the building. This spring, a roof leak partially ruined the video monitor. I appreciate that several local entities helped us quickly fix it. With the new playground, we will likely need to add one more outside camera. This would give us a better picture of our upper playground and improve our ability to ensure student safety. Garfield staff continue to use handheld radios to communicate. The radios especially came in handy during the construction this spring. We also continue to use the doorbell/intercom system at the front door of the school. This has allowed us to secure the front door of the school during school hours, as all exterior doors remain locked throughout the school day. Any person visiting the school must ring the doorbell at the front door in order to gain access to the building. I appreciate that Mr Lewis had these three safety measures implemented when I started at Garfield, and I am happy to be able to continue to use them.

We were happy to welcome Mr. Bradley back to Garfield, and he has done a good job keeping our building looking its best, especially in the midst of the new construction. I appreciate his direct communication style and willingness to get the job done right.



Garfield Elementary School

415 East Boulevard Street

Lewistown, Montana 59457

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



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Goal Area 3: Community/Parent Engagement

Goal Area 3 lends itself to my two main goals of ensuring that students have the skills to be successful beyond 1st grade and to make Garfield a place where parents, families, and students feel valued and welcome. Of course, my ultimate goal is to serve the community of Lewistown and our students and families. The Garfield staff and teachers excel at creating opportunities for families and community members to be in our building and collaborate with our students. This year we had presentations from local firefighters and police officers. We had bankers from different banks that came to give our students presentations regarding financial literacy and the importance of saving money early on. We hosted several class picnics and parties throughout the year. Parents volunteered in classrooms for special events as well as daily ones. We hosted two concerts and an awards assembly. With the help of the Lewistown PTO, we hosted a “Boo Hoo Breakfast” event on the first day of school. This spring, we invited families to come share breakfast and read books with their students and their teachers. I am proud to say that these events were successful, and we plan to do even more next year. Specifically, we are hoping to add family game night.

We continued the “meet and greet” model for the start of the school year. This gives parents and students one-on-one time with their teacher and an opportunity to explore the classroom as well. These are a great way to get families into the building and help make students comfortable as we begin the school year. I am looking forward to having families in the building on August 21st, 22nd, and 23rd.

We were able to invite families and community members to the high school for our Kindergarten and 1st grade music programs. Our music programs put on by Mrs. Jensen were well done. Teachers were very flexible and willing to lend a hand as well. Our holiday program was a combined K/1 program, and our spring program was separate as each grade level gave their own performance

I particularly enjoyed the Kindergarten and KinderStep Early Literacy screening this spring. First Christian Church was gracious enough to host us, and we registered and screened about 75 students. Next year, I look forward to being able to be in the building and host screening at Garfield.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Goal Area 4: Technology

Garfield teachers continue to look for ways to integrate technology into their instructional and professional development practices, while being mindful that many students may get significant screen time outside of the school day. All teachers utilize Chromebooks in their instruction. And we have two carts that are well-used also. Giving students a simple foundation regarding technology is very important for preparing our students for further educational opportunities. I commend our technology department, as they provided us with prompt and helpful service throughout the year.



Garfield Elementary School

415 East Boulevard Street
Lewistown, Montana 59457
Phone: (406)535-2366 Fax: (406)5352367



Jessica Miller, Principal

Lanna Schoenfelder, Secretary

Goal Area 5: Highly Qualified Staff

Finally, I feel immensely grateful for the Garfield staff. Throughout the school year, I have enjoyed working with each of them and learning from them. I am proud to say that I would be thrilled to have any of them as my own child's teacher. They are a dedicated and talented group of professionals. As a whole both the kindergarten and 1st grade teams work well together. One of the first things I learned about the Garfield staff is the importance they place on potlucks, dress up days, and appreciation days. I feel that we have a positive staff morale overall, and the aforementioned activities contribute to this. I am looking forward to continuing to build relationships with existing staff and hire quality staff in the future.

I also appreciate how willing the staff are to educate themselves and seek out educational opportunities. All attended professional development throughout the school year, and I enjoyed the many conversations I had with staff members regarding what they had learned and how we can implement it at Garfield. Our MTSS staff attended trainings at MSU-Billings together, and we have several teachers participating in an educational book club over the summer as well.

I also had the opportunity to formally observe and evaluate several staff this year. It was a very rewarding process, and I enjoyed the extra time I was able to spend in those classrooms. At the beginning of the year, teachers set goals, and we referred back to those during our evaluation meetings as well.

**HIGHLAND
PARK
ELEMENTARY
SCHOOL**

Matt Ventresca



Highland Park Elementary School

1312 7th Avenue North

Lewistown, Montana 59457

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



Matthew Ventresca, Principal

Jenni Bristol, Secretary

2023-2024 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Enrollment:

The following table represents the ending enrollment numbers for 2nd, 3rd & 4th Grade at Highland Park for the 2023-2024 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park since we moved Highland Park to 2nd-4th grade.

Highland Park Elementary	2023-24 HP	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
2 nd Grade	92	123	97	97	104	103	98	91
3 rd Grade	118	91	94	107	99	94	98	97
4 th Grade	89	100	111	93	100	94	99	92
Total	300	315	302	297	303	291	295	280
Change (+ / -)	-15	+13	+5	-6	+12	-4	+15	N/A due to move

Attendance:

Highland Park's average daily attendance for the 2023-2024 school year was 93.68%. This is a 0.32% INCREASE from last years' attendance rate of 93.36%. This is the largest attendance increase since tracking this statistic.

Highland Park Elementary	2023-24 HP	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
Student Count	300	315	302	297	303	291	295	280
Membership Days	50413	52910	50496	50630	51226	50515	49972	47433
Absent Days	3184	3511	3953	3045	2272	2627	2528	2358
Average Daily Membership (ADM)	286.45	298.94	286.90	282.84	291.06	282.19	279.18	264.99
Average Daily Attendance (ADA)	268.33	279.08	264.44	265.77	278.05	267.48	264.95	251.75
Attendance Rate (%)	93.68%	93.36%	92.17%	93.98%	95.56%	94.80%	94.94%	95.03%
Change (+ or -)	+0.32%	+1.19%	-1.81%	-1.58%	+0.76%	-0.14%	-0.09%	+0.26%

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 2nd, 3rd and 4th 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

2nd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	90% 80 students	9% 8 students	1% 1 student	194.1
2022-2023	89% 102 students	6% 7 students	4% 5 students	195.8
2021-2022	83% 72 students	13% 11 students	5% 4 students	191.8

1st year using this assessment for 2nd				
---	--	--	--	--

2nd 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 2nd grade.

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

3rd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	84% 89 students	11% 12 students	5% 5 students	204.6
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
2019-2020 Winter score used due to Closures	89% 80 Students	11% 10 students	0% 0 students	202.5
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	
2013-2014	84% 68 students	10% 8 students	6% 5 students	

3rd MAP Reading 2-5 Common Core 2010 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 3rd grade.

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

4th Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	80% 68 students	16% 14 students	4% 3 students	210.3
2022-2023	72% 63 students	18% 16 students	9% 8 students	208.6
2021-2022	79% 86 students	10% 11 students	11% 12 students	209
2020-2021	78% 66 students	12% 10 students	11% 9 students	209.5
2019-2020 Winter score used due to Closures	70% 69 students	23% 23 students	6% 6 students	206.6
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8
2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
2015-2016	86% 84 students	7% 7 students	7% 7 students	
2014-2015	82% 62 students	9% 7 students	9% 7 students	
2013-2014	70% 53 students	16% 12 students	14% 11 students	

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

of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **204** or higher by the end of 4th grade.

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

2nd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	79% 71 students	14% 12 students	7% 6 students	194.8
2022-2023	67% 76 students	21% 24 students	12% 14 students	191
2021-2022 **1 st year using this assessment for 2 nd **	76% 65 students	21% 18 students	5% 4 students	192.7

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

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

3rd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	84% 77 students	7% 8 students	9% 10 students	208.8
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
2015-2016	71% 60 students	13% 11 students	15% 13 students	
2014-2015	71% 67 students	20% 19 students	9% 9 students	
2013-2014	78% 63 students	21% 17 students	1% 1 student	

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

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

4th Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2023-2024	86% 74 students	10% 8 students	4% 3 students	218.6
2022-2023	56% 51 students	18% 16 students	26% 23 students	208
2021-2022	59% 64 students	25% 27 students	17% 18 students	208.7
2020-2021	63% 53 students	26% 22 students	11% 9 students	209.2

2019-2020 Winter score used due to Closures	56% 55 students	31% 30 students	13% 13 students	206.5
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	
2013-2014	59% 45 students	25% 19 students	15% 11 students	

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

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 2nd, 3rd, and 4th fared at the end of the year Spring Benchmark with all our different reading fluency assessments over the years.

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

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

2nd Grade Spring ORF	Benchmark	Strategic	Intensive
2023-2024 Dibels ORF	56%	20%	24%
2022-2023 Dibels ORF	54%	19%	27%
2021-2022 Dibels ORF	52%	17%	28%
2020-2021 *New Assessment – Dibels ORF*	59%	12%	29%
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%
2018-2019 FastBridge CBMR	73% 68 students	6% 6 students	20% 19 students
2017-2018 *New Assessment – FastBridge CBMR*	64% 58 students	17% 15 students	19% 17 students
2016-2017 AIMSweb RCBM	65.4% 55 students	28.5% 24 students	6% 5 students
2015-2016 AIMSweb RCBM	77% 72 students	18% 17 students	5% 5 students
2014-2015 AIMSweb RCBM	69.4% 57 students	20.6% 17 students	9.7% 8 students
2013-2014 AIMSweb RCBM	73% 68 students	25.7% 24 students	1% 1 student

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

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

3rd Grade Spring ORF	Benchmark	Strategic	Intensive
2023-2024 Dibels ORF	53%	20%	27%

2022-2023 Dibels ORF	56%	23%	21%
2021-2022 Dibels ORF	70%	15%	16%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2019-2020 FastBridge CBMR Winter - Covid	70%	16%	14%
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students
2017-2018 *New Assessment – FastBridge CBMR*	66% 60 students	9% 8 students	25% 23 students
2016-2017 AIMSweb RCBM	71.2% 62 students	16% 14 students	12.5% 11 students
2015-2016 AIMSweb RCBM	69.4% 57 students	19.4% 16 students	11% 9 students
2014-2015 AIMSweb RCBM	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014 AIMSweb RCBM	62.4% 50 students	28.8% 8 students	8.7% 7 students

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

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

4th Grade Spring ORF	Benchmark	Strategic	Intensive
2023-2024 Dibels ORF	48%	28%	23%
2022-2023 Dibels ORF	56%	24%	20%

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

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

Montana Smarter Balanced Assessment (SBAC)

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

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

3rd Grade Montana Smarter Balanced Summative Percentages

3rd Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2023-2024	19%	36%	30%	15%

2022-2023	17%	43%	31%	8%
2021-2022	12%	31%	37%	19%
2020-2021	16%	31%	39%	14%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	17%	42%	27%	14%
2017-2018	8%	32%	43%	17%
2016-2017	16%	31%	28%	25%
2015-2016	18.1%	37.3%	27.7%	16.9%
2014-2015	16%	41%	31%	12%
2012-2013 MontCAS Math	4%	55%	24%	17%

3rd Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2023-2024	20%	24%	37%	20%
2022-2023	17%	28%	38%	16%
2021-2022	24%	25%	33%	19%
2020-2021	18%	27%	33%	22%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%
2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Rdg	31%	62%	7%	0%

Our 3rd Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math scores have seen 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.

4th Grade Montana Smarter Balanced Summative Percentages

4 th Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2023-2024	15%	32%	40%	13%
2022-2023	9%	24%	34%	34%
2021-2022	7%	23%	41%	29%
2020-2021	9%	31%	38%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	5%	17%	58%	20%
2017-2018	10%	32%	41%	18%
2016-2017	5%	27%	55%	14%
2015-2016	14.7%	28.4%	49.5%	7.4%
2014-2015	22%	33%	34%	11%
2012-2013 MontCAS Math	31%	38%	16%	15%

4 th Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2023-2024	20%	26%	33%	21%
2022-2023	18%	24%	24%	35%
2021-2022	19%	31%	21%	30%
2020-2021	21%	29%	29%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	19%	33%	27%	21%

2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%
2012-2013 MontCAS Math	40%	47%	9%	4%

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

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2032 (2023-2024 4th graders), Class of 2031 (2022-2023 4th graders), Class of 2030 (2021-2022 4th graders), Class of 2029 (2020-2021 4th graders), Class of 2028 (2019-2020 4th graders), Class of 2027 (2018-2019 4th graders), 2026 (2017-2018 4th graders) and the Class of 2025 (2016-2017 4th graders) from MAP, Reading Fluency, and SBAC assessments that become common and taken every year beginning in 2nd or 3rd grade through their final year at Highland Park in 4th grade.

Class of 2032 MAP Reading and Math Longitudinal Data

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

Class of 2031 MAP Reading and Math Longitudinal Data

Class of 2031 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2021-2022	80%	16%	3%		65%	21%	13%

3rd Grade	72 students	14 students	3 students		58 students	19 students	12 students
2022-2023	72%	18%	9%		56%	18%	26%
4th Grade	63 students	16 students	8 students		51 students	16 students	23 students

Class of 2030 MAP Reading and Math Longitudinal Data

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

Class of 2029 MAP Reading and Math Longitudinal Data

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

Class of 2028 MAP Reading and Math Longitudinal Data

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

Class of 2027 MAP Reading and Math Longitudinal Data

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

Class of 2026 MAP Reading and Math Longitudinal Data

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

Class of 2025 MAP Reading and Math Longitudinal Data

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

Class of 2032 Fluency Longitudinal Data (Dibels ORF)

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

Class of 2031 Fluency Longitudinal Data (Dibels ORF)

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

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

Class of 2030 (4 th) Dibels ORF & FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2019-2020 FAST CBMR 2nd Winter - Covid	49%	21%	30%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2021-2022 4 th Grade Dibels ORF	57%	27%	16%

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

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

2020-2021 4th Grade *Dibels	70%	12%	19%
---	-----	-----	-----

Class of 2028 Fluency Longitudinal Data (FastBridge CBMR)

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

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

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

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

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

Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM)

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

Class of 2032 SBAC Longitudinal Data

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

Class of 2031 SBAC Longitudinal Data

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

Class of 2030 SBAC Longitudinal Data

Class of 2030 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
---	---------------------------	---------------------------	---------------------------	--	-------------------	-------------------	-------------------

2020-2021 3rd Grade	45%	33%	22%		47%	39%	14%
2021-2022 4th Grade	50%	21%	30%		30%	41%	29%

Class of 2029 SBAC Longitudinal Data

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

Class of 2028 SBAC Longitudinal Data

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

Class of 2027 SBAC Longitudinal Data

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

Class of 2026 SBAC Longitudinal Data

Class of 2026 (4th)	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
---	-----------------------------------	-----------------------------------	-----------------------------------	--	---------------------------	---------------------------	---------------------------

SBAC Longitudinal							
2016-2017 3 rd Grade	44%	36%	19%		47%	28%	25%
2017-2018 4 th Grade	56%	20%	24%		43%	41%	18%

Class of 2025 SBAC Longitudinal Data

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

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

Our Elementary Bond passed in the Fall of 2021. This will help with Safety/Security and lack of space issues. Reroofing of Highland Park was completed a little into the school year. The Bond remodel began May 20th. This remodel includes moving the entrance of Highland Park to north side of the building next to our parking lot and adding a secure entrance. By moving the entrance of Highland Park and adding a secure entry along with moving 4th grade to Lewis & Clark Elementary, we have a good start in addressing the Safety/Security and lack of space issues. Moving 4th grade to Lewis & Clark will open up four classrooms so that Highland Park Title and Special Education teachers will have their own regular sized classrooms and more flexibility if there is an enrollment increase in coming years. Moving the entrance of Highland Park to the north side 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 2023-2024 school year grades K-4 hosted their Parent Meet and Greets. Teachers scheduled times for each parent and student to

come in to meet with the teacher individually prior to the 1st day of school. The 2nd, 3rd, and 4th grade teachers feel this is a great way to start the year so we will be continuing these Parent Meet & Greets. They get a chance to meet with each parent individually prior to school starting and students get to see the classroom and put their supplies away before even starting school. We also held separate parent meetings for our Showdown Ski Trip and 4th Grade Science Fair.

3rd and 4th Grade Ski Days

With the help of our PTO, we were able to take our 3rd and 4th grade students skiing three times each this year. About $\frac{3}{4}$ 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. Jensen & Ms. Speranza for making music so much fun for our kids this year. Ms. Speranza started the year with our 4th grade Halloween Recorder Concert and both Mrs. Jensen and Ms. Speranza held Winter and Spring Programs. 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. Jensen & Ms. Speranza also coordinated our talent shows this year. We were able to host two HP Talent Shows this year due to so many students wanting to participate. We had 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 continued our K-8 PTO Fall Carnival this year. We turned this into our fall fundraiser and it was extremely successful. We ran a few fundraisers to help local staff and students who had medical issues by allowing students to wear hats and staff to wear jeans and/or hats and pay a dollar each day. This fundraiser netted hundreds of dollars for these families to help cover medical costs.

I Love to Read Month

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

Battle of the Books

Mrs. Gruener also continued our 3rd and 4th grade Battle of the Books. Students must read at least 4 out of 21 specific books labeled as Battle of the Books. Students who qualify then can choose to participate in the Battles. This year we had the most amount of participation (44 students) and teams (11 teams)>

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 for our Highland Park Family Picnic. The last 2 years we were rained out, but this year Mother Nature cooperated and we had a great time with families at the park. Our student body met their SOAR Ticket goal so each student got a popsicle at this end of the year celebration.

Field Trips

We were able to get back to our regular field trips this year. We did our annual 3rd/4th grade ski days in February and March. Then in April, our 2nd graders were able to go to Farm Safety Days at the fairgrounds. We ended the year with our 2nd graders going to Great Falls to see the Children's Museum. 3rd grade took their students on the annual Zoo Montana field trip. 4th 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 7th Ave. North
Lewistown, MT 59457
(406) 535-2555

OCTOBER Refrigerator Reminders

- **PTO Fall Carnival** ~ The Lewistown K-8 PTO Fall Carnival is Saturday, October 8th from 4-7pm at the Trade Center.
- **After School Learning Center (ASLC)** –ASLC runs every Tuesday and Thursday for 3RD & 4TH grade from 3:10-4pm. This will start Tues., Oct. 11th. The ASLC will provide a quiet, structured place to work on assignments after school and also provide a snack. Please contact your child's teacher or the office to get the form if you are interested.
- **Flu Shots** – We will be hosting a Flu Shot Clinic at HP on Oct. 12th. Information to sign your child up will be coming soon.
- **Fire Prevention Week** – Oct. 10th-Oct. 14th is Fire Prevention Week. HP will be doing activities with the Lewistown Fire Dept. on Friday, Oct. 14th.
- **PTO Meeting** – Oct. 17th is our next PTO Meeting. It is 6:30pm at the Civic Center. Hope to see you there.
- **Bus Safety Week** – Oct. 17th-Oct. 21st is School Bus Safety Week. We will have an assembly on Oct. 19th reviewing bus safety.
- **Fall Vacation** – Oct. 20th & 21st there is NO SCHOOL due to Teacher Conventions.
- **Red Ribbon Week** – Students will be involved in a variety of Red Ribbon Week activities and dress up days focusing on being drug free Oct. 24th-28th. More info. will be sent as this week approaches.
- **1st Quarter** – The 1st quarter ends on Friday, Oct. 28th. Be on the lookout for Parent Teacher Conference info. later in Oct. Conferences will be Nov. 2nd 2-7pm and Nov. 3rd 8am-12pm

- **Halloween** – Our annual HP Halloween Parade is Monday, Oct. 31st starting about 8:45. Have students come to school in costume (**NO blood, swords/weapons**). Please send a change of clothes as we will change after parade. Your teacher will be notifying you of your child's specific party time.
- **4th Grade Recorder Concert** – As if the Halloween Parade isn't scary enough, this concert will be Oct. 31st 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 2 years ago. We used them to identify people involved in an act of vandalism to the school this year. They also were used for behavioral support with quite a few student behavioral issues where student stories did not match or there was a case of theft. These cameras are a great resource and give me a chance to watch video with students to review their acts, both good and bad.

Technology in the Classroom

Technology Plan

With the help of ESSER funds from Covid-19, we were able to bring Highland Park to a one-to-one student to chromebook ratio a few years ago. The access for students to have their own Chromebook for the year and for teachers to have access to a classroom set of computers at all times has helped us use personalized learning tools and has made our state/district benchmark testing much more efficient. 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 continue to use ClassDojo. This helps parents with multiple children in the district and/or year after year to have only one app to monitor and keep up with. This past year, I took an administrator training on ClassDojo and now our school is a ClassDojo school.

Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). On the EPAS rotation, I had eight tenured teacher evaluations (they are evaluated once every other year) and five non-tenured

evaluations (twice a year until tenured). Nine teachers were not on the evaluation rotation this year, meaning they had to complete three Peer Observations throughout the year.

Professional Development

Social Emotional Learning (SEL)

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

Curriculum Adoption – Science

We adopted new Science curriculum resources this year. 2nd and 3rd decided to update and renew their Myster Science subscription which includes engaging science videos and activities. 4th grade decided to get new science books.

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 2024-2025 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. As those funds are running out, we had to make some difficult decisions to help with a budget shortfall. Part of that impacted Highland Park, as a budget helper we did not hire a new teacher for one of our teachers who retired. 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
2023-2024 Annual Report

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

Lewis and Clark Vision Statement:

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



Attendance:

Our average daily attendance for the school year showed a slight decrease from the previous year, with students attending 93% 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 a decrease of 4 students. Next year we look forward to another large 4th grade with 111 students coming from Highland Park’s 3rd grade. We had a minimal number of students moving in or out during the school year.

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

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 our Building Level teams will continue 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 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, Ashley Nash, 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 over time 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, Ashley Nash, 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.

Our Schoolwide Title 1 team has included Danny Wirtzberger, Brad Breidenbach, Kelly Hart, and Cindy Gremaux.

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 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized 5 students for perfect attendance and twelve students for outstanding attendance this school year.

Dibels Oral Reading Fluency (CBM)

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

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade			
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%
2023-2024	20%	12%	66%
6th Grade			
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%
2023-2024	20%	12%	68%

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 us a look at this year's SuccessMaker data.

		Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade Math Computation				
2012-2013	10%		15%	75%
2013-2014	9%		15%	76%
2014-2015	10%		15%	75%
2015-2016	3%		16%	81%
2016-2017	9%		20%	72%
5th Grade Math Concepts and Applications				
2012-2013	10%		16%	74%
2013-2014	11%		13%	76%
2014-2015	10%		15%	75%
2015-2016	5%		36%	59%
2016-2017	9%		38%	53%
6th Grade Math Computation				
2012-2013	9%		16%	75%
2013-2014	10%		13%	77%
2014-2015	10%		16%	74%
2015-2016	6%		30%	64%
2016-2017	9%		14%	78%
6th Grade Math Concepts and Applications				
2012-2013	9%		16%	75%
2013-2014	9%		14%	77%
2014-2015	10%		14%	76%
2015-2016	19%		19%	62%
2016-2017	15%		8%	77%
5th Grade Math CAP (Overall Performance)				
2017-2018	5%		10%	85%
2018-2019	22%		4%	74%
2019-2020 (Winter)	21%		12%	66%
6th Grade Math CAP (Overall Performance)				
2017-2018	0%		11%	89%
2018-2019	21%		15%	64%
2019-2020 (Winter)	22%		2%	76%
5th Grade Math:				
	2021	2022	2023	2024
Level Average:	5.54	5.35	5.01	5.63
Gain:	0.77	0.75	0.65	0.69
6th Grade Math:				
Level Average:	5.98	6.16	6.26	6.56
Gain:	0.57	0.73	0.77	0.85

MAP Testing

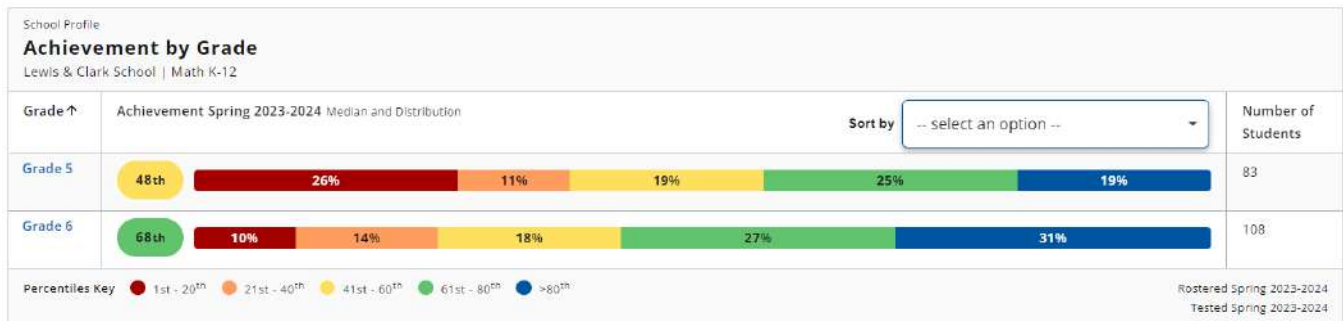
Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times this year in Reading, math, and language usage. The data from these tests help monitor progress of our students. It is also used to drive instruction and is used as a predictor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

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

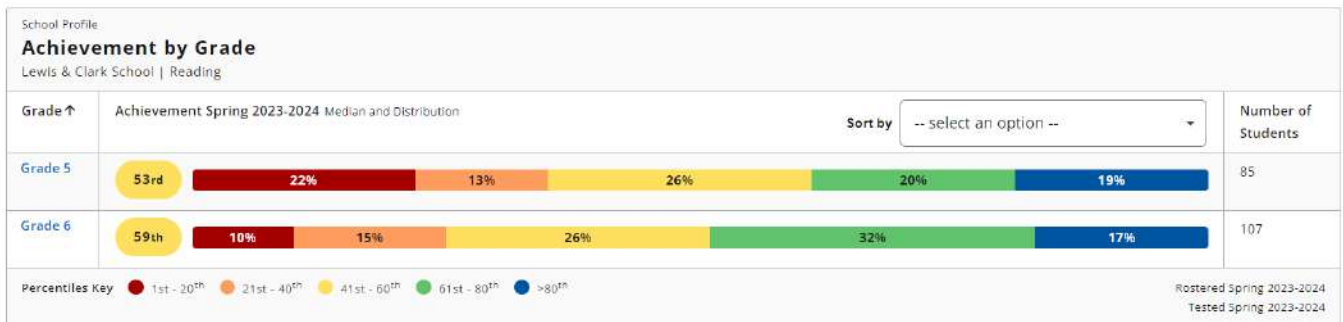
Novice Nearing Proficient Proficient Above Proficient Advanced

2023-2024

Math



Reading



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 2024 Smarter Balanced Tests.

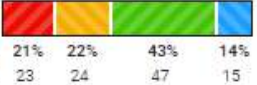
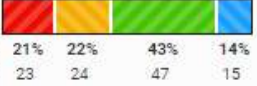
2024 Smarter Balanced 5th Grade ELA/Literacy Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		86	2498 ± 10	<div><div></div><div></div><div></div><div></div></div> <div>Percent Count</div> <div>23% 20</div> <div>27% 23</div> <div>31% 27</div> <div>19% 16</div>	50%
Lewis & Clark School	86	2498 ± 10	<div><div></div><div></div><div></div><div></div></div> <div>Percent Count</div> <div>23% 20</div> <div>27% 23</div> <div>31% 27</div> <div>19% 16</div>	50%	

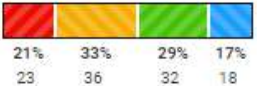
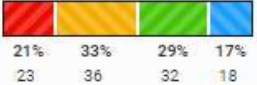
2024 Smarter Balanced 5th Grade Mathematics Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		86	2485 ± 10	<div><div><div></div><div></div><div></div><div></div></div><div>Percent Count</div><div>36% 31</div><div>31% 27</div><div>20% 17</div><div>13% 11</div></div>	33%
Lewis & Clark School	86	2485 ± 10	<div><div><div></div><div></div><div></div><div></div></div><div>Percent Count</div><div>36% 31</div><div>31% 27</div><div>20% 17</div><div>13% 11</div></div>	33%	

2024 Smarter Balanced 6th Grade ELA/Literacy Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		109	2530 ± 9	 Percent: 21%, 22%, 43%, 14% Count: 23, 24, 47, 15	57%
Lewis & Clark School		109	2530 ± 9	 Percent: 21%, 22%, 43%, 14% Count: 23, 24, 47, 15	57%

2024 Smarter Balanced 6th Grade Mathematics Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		109	2531 ± 9	 Percent: 21%, 33%, 29%, 17% Count: 23, 36, 32, 18	46%
Lewis & Clark School		109	2531 ± 9	 Percent: 21%, 33%, 29%, 17% Count: 23, 36, 32, 18	46%

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 three times a week for 40 minutes. Our formal concerts were well attended and students worked hard demonstrating growth throughout the year. Lewis & Clark welcomed Miss Speranza this year to help guide our music program. In the short time she 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, track 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 accomplishments and representing our school in a great way.

After School Learning Center

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

Service Council

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

Fish, Wildlife, and Parks Program

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

Spelling Bee

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

Lewis & Clark Art Club

Lewis & Clark was able to take part in extra art classes this year after school. About 20 students were able to participate in the Art Center's program on six different projects. The program was started and led by our local Art Center.

Snowshoeing

This year we continued into our tenth 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, "Read Your Way" and we had a variety of activities throughout the month to promote the love of reading. Both the 5th and 6th grade students took part in "Reading Buddies" and took busses over to Garfield School where they read to K-1 students. The students in both schools really enjoyed this and got exposure to all kinds of new books.

Wax Museum

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

World Tour

The 6th grade students and teachers put on the annual World Tour 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 14th 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!

Math Boost

Lewis & Clark Elementary newly implemented a program geared to help struggling math students. There are 16 spots available for students who need an extra math “boost” twice a week after school. Our student advocate and volunteer for this program was the wonderful Rebekah Russell. Parents were asked to for their student participation and was completely voluntary. Also, thank you to our local Jaycees for approving a grant to buy snacks for these students during instruction.

Math Counts

Lewis & Clark Elementary newly implemented a program geared to help gifted math students. There are 8 spots available for students who were identified as being advanced in math once a week after school. Our student advocate and volunteer for this program was the wonderful Rebekah Russell. Parents were asked to for their student participation and was completely voluntary. Also, thank you to our local Jaycees for approving a grant to buy snacks for these students during instruction.

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. Other 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

2023-24

Jeff Friesen, Principal

This school year started off with a race to the finish line. The major addition to the Junior High as part of the bond levy became a reality! Construction proceeded literally to the last possible minute before the first day of school. Starting on day 1, our beautiful new space was enjoyed by staff and students alike. We now have 2 new science (STEM) classrooms and a new music room. The new music room more than doubled the square footage of the existing music room. The old music room will be turned into a space for weightlifting and classroom space for physical education. The former 8th grade science room and the STAR room will be converted into a cafeteria area. The former 7th grade science room will become the new classroom space for STAR/Life Skill students. What changed very little was our junior high staff members. We were unable to hire an 8th grade Special Education teacher at the beginning of the year. Despite this setback, a strong collective effort by all of our staff members made this a successful year for all students.

This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2023-24 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. 10. We had a great turnout at our assembly from area veterans. Our featured speaker this year was retired Commander Dr. Monte Bawden. Dr. Bawden served as a microbiologist in the military for 20 years studying infectious diseases. We were proud to honor Dr. Bawden and all of our area veterans during this assembly. This ceremony is our way of recognizing those that have given so much to our nation while teaching our students the importance of the sacrifices they have made.

Expedition Yellowstone - Lewistown Junior High School again went to Yellowstone National Park this year from May 3rd - May 6th. Mr. Shelagowski and Mr. Buehler escorted 34 students down to Yellowstone National Park. *Expedition Yellowstone* teaches students about the natural and cultural history of Yellowstone National Park, investigates current issues affecting the Greater Yellowstone Ecosystem, and promotes stewardship and preservation in the park and in home communities. Emphasis is on learning through direct experience in the outdoors. Students participate with teachers and parent chaperones in hikes, field investigations, discussions, creative dramatics, and journal writing.

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. Birdwell was the advisor for Builders Club. Builders Club operates with a mission of community service in cooperation with the Kiwanis organization.

Science Olympiad - Science Olympiad is an exciting and competitive tournament that showcases innovative Science, Technology, Engineering & Math (STEM) content to students and teachers throughout the United States. There were 14 total events and 16 JH students and 9 HS students competed in Bozeman this Spring. There were 30+ teams competing from around the state and the Division B Lewistown Team took 4th overall!

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 \$40, 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 costs and the cost of lift tickets for each day they travel.

Student Council- This year’s student council officers were: President - Dylan Johnson, Vice President - Brinli Murphy, Treasurer - Rylen Thompson, and Secretary- Anna Parks. Mr. Rhoades was the advisor for student council. Each year the student council puts on dances, organizes spirit days, runs the end-of-year awards ceremony and, 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 and provided money for SOAR reward prizes. We appreciate their support.

Recognition of Talent

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

Talent Show - Two 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 Elijah Webb. Our top performing students that went to the County Spelling Bee were Tram Brooks, Chloe Gremaux, Gabe Martignoni, Rowan Orms, Amy Sallee, Elijah Webb and Cooper Ziolkowski. Our very own Gabe Martignoni (8th grade) qualified for the State Spelling Bee by winning the Fergus County Bee.

Staffing

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

Certified Staff

Jake Rhoades.....	8 th Grade Social Studies
Jenifer Blazicevich.....	7 th Grade Special Education
Jill Schwede.....	STAR Room Teacher
Matt Donaldson.....	7 th Grade Math
Emily Standley.....	8 th Grade English
Jocelyn Krogstad.....	Family and Consumer Science
Katie Wirtzberger.....	Art/Yearbook
Dylan Buehler.....	8 th Grade Science
Orin Johnson.....	Health/PE
Lora Poser-Brown.....	Librarian
Steve Zieglowsky.....	Counselor
Jeff Friesen.....	Principal
Nicole Wichman.....	7 th Grade English
Brett Shelagowski.....	7 th Grade Science
*Rachael Grensten.....	Choral (0.5 FTE)
Chase Auger.....	Band (0.5 FTE)

Jondie Rianda.....	VoAg (0.5 FTE)
*Brett Thackeray.....	Spanish (0.2 FTE)
Katherine Spraggins.....	8 th Grade Math
Brooke Zeiler.....	7 th Grade Social Studies

Classified Staff

Sara Peterson.....	Secretary
Misti Birdwell.....	Paraprofessional
Bob Agostinelli.....	Paraprofessional
*Zach Hould.....	Paraprofessional
*Kyrstin Duggins.....	Paraprofessional (1-on-1)
Tasha Lahr.....	STAR Room Paraprofessional
*Amanda Yarger.....	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: Matt Donaldson, Jenifer Blazicevich, Emily Standley and Steve Zieglofsky.

District Goal Area 1: Measurable Student Achievement

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

Data from:

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

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

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

Our goal for the 2023-24 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	89	94.11%	94.23%	91.39%	93.58%
8th grade	102	92.18%	90.95%	89.64%	89.78%

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

	First Year Recipients	Second Year Recipients
7th Grade	29	--
8th Grade	3	27

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

Gold Card achieved a 4.0 GPA or increased GPA by 1.0

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

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

3. Benchmark and criteria reference testing- NWEA MAP testing continues to be our benchmarking tool for student progress. NWEA provides schools with a number of report options to desegregate the data on individual students and student groups and helps determine their potential on the state SBAC tests. Below is a chart that provides a set of data regarding projected growth. The NWEA MAP test is assessed up to three times a year to monitor student growth. Our task as educators is to seek the most effective means of helping each student progress with the targeted growth.

Grade 8 - Spring MAP Data

8th Spring MAP	Benchmark	Strategic	Intensive
Math	74% 74 students	15% 15 students	11% 11 students
Reading	56% 56 students	22% 22 students	22% 22 students
Language Arts	72% 71 students	17% 17 students	11% 11 students

Grade 7 - Spring MAP Data

7th Spring MAP	Benchmark	Strategic	Intensive
Math	81% 70 students	10% 9 students	9% 8 students
Reading	73% 63 students	18% 16 students	9% 8 students
Language Arts	82% 72 students	12% 10 students	6% 5 students

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 including a comparison to 2023 SBAC results:

2024 Smarter Balanced Results

	Advanced	Proficient	Nearing Proficient	Novice
8th Math - 2024	21%	19%	25%	36%
8th Math - 2023	9%	16%	37%	38%
7th Math - 2024	20%	33%	25%	22%
7th Math - 2023	16%	29%	28%	27%
8th ELA - 2024	8%	34%	29%	28%
8th ELA - 2023	10%	30%	37%	23%
7th ELA - 2024	16%	44%	24%	16%
7th ELA - 2023	11%	32%	31%	25%
8th Science - 2024	23%	28%	33%	16%
8th Science - 2023	21%	28%	34%	17%

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2023-24 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 need improvement include:

Short Term goals -

- Integrate the After School Learning Center into the regular school day
- Differentiate Learning Center and Detention time
- Improve accountability system for attendance - specifically tardies
- Continue to find ways to build school pride and promote school spirit

Long Term goals -

- Facilities - adequately equip the new Life Skills room
- Facilities - work towards a furnished 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 continue to provide several electronic outlets on the student website for students to have a “voice” if there is a need for more anonymity. This includes a counselor referral form, a bully reporting form 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	6	51
8th grade	14	115

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.
- 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. We currently offer MathCounts, Ag&Tech, STEM Physical, Fisheries, Graphic Design, Textiles, Entrepreneurship, Montana Geographical Information Systems (GIS), Intro to Weightlifting and Programming class. This year we added 2 additional elective classes - Drama and Intro to Leadership. Electives give students more class options and reflects our 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 was completed adding a music room and 2 STEM classrooms. This summer a vestibule will be added to the front entryway and 2 classrooms will be converted to a cafeteria area.

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

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

D. Facebook- 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 Heja - Parent Communication improved with the use of Facebook as a means of getting information out to parents. Facebook use by parents is vital to communicating almost everything and Heja is an app 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.

Below were the staff changes at LJHS this year:

1. Certified Staff: 8th SPED - unfilled, Zach Hould - paraprofessional, Kyrstin Duggins - 1-on-1, Mandy Yarger - STAR room paraprofessional, Brett Thackeray - Spanish, Rachael Grensten - JH Choir/Drama teacher

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

Matt Lewis



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Fergus High School 2023-2024 Annual Report

Goal Area 1: Measurable Student Achievement

Multi-Tiered System of Support (MTSS)

As we entered this year we had several goals for our team and school. The MTSS team consisted of Michelle Trafton, Melaine Smith, Mike Mangold, Chase Auger, and Jondie Rianda. A big thank you to the team for the work and time they spent on our goals. The team looked at the data systems we have in place, participated in district wide building implementation team training, reviewed the State's Whole Child Skill Development Competencies and several other policies and procedures.

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

We looked at the State's Whole Child Skill Development Competencies, they focus on five core areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Each of those core areas are broken down into specific skills. The research provided by OPI (Durlak, et al., 2011. Journal of Child Development, Volume 82, Number 1, 405-432; Committee for Children, 2022) references the impact these skills have on attendance, academic performance, and decrease in behavior. Using those competencies as a foundation the MTSS team looked for programs that we could implement as a school to assist our students. In the end, we found the Wayfinder program and after reviewing the program determined that it would be a good fit for our school and look forward to implementing the program next year.

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

The MTSS team also looked at our attendance and phone policies. The goal was to bring a greater awareness to parents and students for attendance and creating consistency in our phone policy. Two challenging areas but the brainstorming sessions that happened will help shape the future of those policies at FHS. We did begin sending letters home for all unexcused and unverified absences along with parent notification through Infinite Campus. As far as the cell phone policy goes, we found that our own inconsistency was hindering our ability to



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

maintain a constant standard. So, beginning next year the high school policy will be no cell phone in the classrooms during instructional time. We all recognize the challenge behind this change but feel it is in the best interest of our educational setting.

We had students take the “Student Voice Survey” which measures eight conditions that have a positive effect on student motivation in school. The eight conditions are:

- Belonging
- Heroes
- Sense of Accomplishment
- Fun & Excitement
- Curiosity & Creativity
- Spirit of Adventure
- Leadership and Responsibility
- Confidence to take action

The staff looked at the survey and helped identify two to three questions in each of the conditions that scored low on the survey. We then took those questions and brainstormed ideas that we could do as a staff in order to make a positive impact on our school. At the beginning of next year we will sit down with our student council and share these results and get their feedback on what and how to improve our school.

Belonging

Question	Total in Agreement	Possible action for improvement
I'm proud of my school	45%	First maybe we break this down, into I am proud of my teachers, classmates, etc. Then maybe look further. Also 30% are undecided, so maybe they don't understand the question either. Also only 24.5% are not proud. This doesn't mean we can't take steps to improve this. Additionally it was suggested that involvement in activities is closely tied to this number (see improvement ideas below). Continue to build Fergus pride in our activities and consistency in our practices.
I'm a valued member of my school community	41.9%	We want to find out what percentage of students are involved in activities, and see if there is a correlation. Club/activity presentations possibly in addition to the Club Fair so students know all of the possibilities for getting involved. Students from club/activities could also talk to Advisory classes.



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Heroes

Question	Total in Agreement	Possible action for improvement
Students respect each other	29.4%	consistent consequences for negative behavior(bullying, etc.); establish a feedback loop; next year's phone policy should help decrease negative social media influence during the school day
students respect teachers	40.8%	**lack of apathy for learning, overall respect for school property focus on the future consequences of their current actions; improve staff-student relationships (greet them at the door, be present in the hallways)
teachers care if I'm absent from school	44.7%	Need to find source of data - too broad of a question
adults at this school listen to students' suggestions	46.2%	kids don't know what they don't know; realistic suggestions
my parents care about my education	91.6%	the data reflects higher than what we experience on a daily basis; except the weeks before graduation ;)

Sense of Accomplishment

Question	Total in Agreement	Possible action for improvement
Teacher let my parents know what I do well	38.7%	Do a better job of emailing parents when students are doing a good job in class.
Adults and students work together to make our school a better place.	36.1%	Have the student council give us solutions to the problems, not complain about the problem.
I put forth my best effort at school.	68.1%	There is a big difference between what students think is their best effort and what teachers feel the students best effort is. We feel that this number is higher than it really is. We need to challenge students more.

Fun and Excitement

Question	Total in Agreement	Possible action for improvement
I enjoy being at school	43.8%	more relevant to their likes/career goals
Teachers enjoy working with students	57.2%	-keep being a positive role model -there needs to be a cell phone policy that everyone follows. Have a committee, even with parents



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

		-depends upon the climate of the school, when the school is running smoothly, then it is a better place to be for everyone
School is boring	56.8%	-kids would rather play games and be on phones than be engaged in any type of learning.

Curiosity and Creativity

Question	Total in Agreement	Possible action for improvement
Homework is Helpful	18%	<ul style="list-style-type: none">• Use class time/coreflex wisely. Most teachers allow time in the school day to get homework done• Communicate with parents the value of Core/Flex
Classes help me understand what is happening in my everyday life	26%	<ul style="list-style-type: none">• Rationale for why this is important (critical thinking, problem solving skills)• Connect which jobs the content can relate to (chemistry = cooking)
Students work with adults to find solutions to school problems	38%	<ul style="list-style-type: none">• encourage students that they have the ability to advocate if they see solutions to the minor problems• Let students know that we analyze the MyVoice survey• Participate in Student Council (freshman)

Spirit of Adventure

Question	Total in Agreement	Possible action for improvement
I am afraid to try something if I think I'm going to fail.	32.1%	<ul style="list-style-type: none">• Redefine failure to how it can be successful.• More prompts or incentives to promote thinking outside of the box.
I like challenging assignments.	38.4%	<ul style="list-style-type: none">• Intervention at lower grades, but how can we help? Not to throw elementary under the bus cause we know they work their butts off.• More excitement for success in challenges
Students are supportive of one another.	44.6%	<ul style="list-style-type: none">• I think students as a whole show more support for each other than we can remember.• How do we reel in the outliers?• How do we open up others to accept outliers?• Wayfinder?



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Leadership and Responsibility

Question	Total in Agreement	Possible action for improvement
I know the goals my school is working on this year.	30.1%	Be more open and clear about school wide goals, we could include our student council in setting goals for the year
Other students see me as a leader	31.3%	How are students defining leadership, in what areas, how do we build leadership opportunities?
Students have a voice in decision making at school	39.4%	What kinds of decisions should students be involved with?

Confidence to Take Action

Question	Total in Agreement	Possible action for improvement
Students develop programs that improve the whole school	30.3%	Maybe visit with clubs and/or student council about programs they would like to see at our school.
School is preparing me well for my future	41.5%	What do students feel like they are lacking?

Fergus High School Data

Attendance

Student Count	Grade level	Daily % for the 2023-2024 school year
87	9	91.76%
91	10	92.26%
76	11	91.48%
86	12	91.98%
340		91.88%



Fergus High School
 1001 Casino Creek Drive
 Lewistown, Montana 59457
 Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
 Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
 Wendy Pfau, Activities Secretary

MAP Scores

		Benchmark		Strategic		Intensive	
		Fall	Spring	Fall	Spring	Fall	Spring
9th grade	Reading	78%	71%	17%	21%	5%	6%
9th grade	Math	73%	76%	21%	17%	6%	7%

		Benchmark		Strategic		Intensive	
		Fall	Spring	Fall	Spring	Fall	Spring
10th grade	Reading	77%	69%	16%	21%	7%	10%
10th grade	Math	80%	76%	17%	19%	3%	6%

ACT Scores

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

This chart shows the trend of how Fergus High School students have done on the ACT for the past several years. In looking for the 2023-2024 school year data, I found that it will not be reported until September of 2024.



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Course Offerings

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

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

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

Advanced Placement

We offer six Advanced Placement courses this year with a total of 127 students taking AP courses. The following are the Advanced Placement courses offered at Fergus High School. Results from the AP Exams will be available in July.

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

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

# of students	Course Name	Instructor	# taking AP Test
23	AP Calculus	Feller	4
20	AP Chemistry	Nefzger	15
22	AP English 12	Cirrioncione	21
31	AP Government	Brandon	28



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

8	AP Physics	DeCock	1
23	AP World History	Henderson	5

Dual Credit

We have a total of eight Dual Credit courses this year with a total of 73 Juniors and Senior students taking one or more Dual Credit courses. Students have the option to sign up with the Universities to receive the dual credit. Fergus High School partners with MSU Northern, UM Western, and the University of Great Falls for our dual credit classes offerings.

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced American History - HTSA 101 History of America
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Child & Adolescent Development
- Emergency Management Technician (EMT) - ECP 131- EMT/Lab
- Welding I/II - WLDG 110/111 - Welding Theory/Lab

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

Juniors

Number of students	FHS course	Course Name	College Course #	College	Instructor	College credits
12	Adv. Math/ Pre Calculus	College Algebra	M 121	MSUN	Feller	4
20	Adv. English 11	College Writing	WRIT 101	MSUN	Smith	3
22	English 12	College Writing	WRIT 101	MSUN	Cirrioncione/ Smith	3
40	Adv. American History	History of America	HSTA 101	MSUN	Henderson	3
7	Adv. Biology	Principal of Living Systems/Lab	BIOB 160/161	MSUN	Mangold	4/1
4	Welding I/II	Welding Theory/Lab	WLDG 110/111	MSUN	Rianda	2/2



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Seniors

# of students	Course Name	College Course #	College	Instructor	College credits
1	American History 1/2	HSTA 101/102	MSUN	Henderson	3/3
18	College Algebra	M 121	MSUN	Feller	4
21	College Writing	WRIT 101	MSUN	Cirrioncione	3
14	EMT/Lab	ECP 131	MSUGF	Slivka	7
17	Principal of Living Systems/Lab	BIOB 160/161	MSUN	Mangold	4/1

Club Participation

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

BPA	Art Club	FFA	Key Club	FCCLA	Ski Club	Mentor	Spanish	Stucco	SP/D
3.74	3.35	3.3	3.72	3.7	3.4	3.6	3.78	3.84	3.65

Average for clubs/groups 3.61

Club/Activity	Staff	Position	# of students
Annual	Diane Lewis	Advisor	12
BPA	Diane Lewis	Advisor	15
Earth Club	Melanie Smith	Advisor	18



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

F Club	Vic Feller	Advisor	31
FFA	Jared Long and Jondie Rianda	Advisors	50
FCCLA	Megan Vincent	Advisor	33
National Honor Society	Meggan Cirrincione	Advisor	26
Key Club	Lisa Screeton	Advisor	22
Science Bowl/Olympiad	Tim Nefzger and Mike Mangold	Co-Advisors	23
Ski Club	Brett Thackeray	Advisor	75
Spanish Club	Brett Thackeray	Advisor	23
Student Government	Luke Brandon	Advisor	22
Unreserved	Meggan Cirrincione/Dani Phillips	Advisors	Oct. event - approx. 60 MSUB event - approx. 21
Youth Mentor Program	Letha Manning/Yvette Hersel	Advisors	60

Some highlights for our activities include the following:

BPA
BPA had an excellent year and their performance demonstrates that very well. At the State Competition we had 20 students place in a variety of events out of 1335 BPA members competing at the Montana State Leadership Conference this year. Out of the 20 Fergus High School students who placed at State, 4 students (Julia Kuanu, Alex Naber, Mylee Ruckman, and Lauren Plagenz) qualified for the National Convention in Chicago in 9 different events. We also had Julia Kuanu elected to a National BPA office as the BPA Historian.



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

FCCLA

Our FCCLA crew had an amazing year as well. At their State Conference the team was recognized on a variety of levels, with our Chapter winning a Gold Star Chapter Award and the Service Hall of Fame Award for the 3rd most community service hours in the State. We had one scholarship awarded to Brooklyn Ruckman, Lauren Plagenz and Allie Ucker Ultimate Leader Awards, and finally Mrs. Vincent was named the New Advisor of the Year. In the ProStart Competition area our Culinary Team took 2nd place and the Management Team took 2nd place. In the Skill Demonstration events Aldysen Morris took 1st place in Creed Speaking Level 1 and Alora Carroll & Issy Eades earned a Silver in Toys that Teach. In the Star Competitive Events, Ali Kolar won a Silver medal in Career Investigation, Kyle Crawford, Ali Kolar, Mylee Ruckman, and Jenna Vaughn won a Silver medal in Parliamentary Procedures and Rylee Cowen qualified for the National Conference in designing the Online Chapter Website.

FFA

The school's FFA team had a great year preparing for both the state and national competitions. A number of students performed exceptionally well at the State Conference. In the Outdoor Recreation Division Talmadge Brooks brought home a State Championship for the Gazebo he designed and built. In the Trailer Division the team of Carter Ricks, Weston Hersel, Kolten Cripps, and Ethan Smith won the State Championship for their Mud Recycling trailer. They also won the Grand Champion of the Show for the same trailer. In the Meat Science and Technology competition the team took 6th place and we had two individuals place 13th and 17th respectively. In the Veterinary Science Competition our team took 5th place and had an individual place 17th. In the Livestock Evaluation Competition the team of Regan Comes, Stockton Stoh, Payton Hersel and Nathan Long took 2nd place. In the individual competition Nathan Long took 1st place, winning a \$1,000 college scholarship, Stockton Stroh placed 9th and Regan Comes placed 19th. It was a great way to end the year.

National Honors Society

We had a great year with our National Honors Society this year. We had 26 active members and inducted 29 new members to the club. According to Mrs. Cirrincione this is the most new members inducted into the club during her tenure as the club's advisor.

Principals Cup

We had two teams participate in the Principals Cup this year. Both teams did a great job, we did have one team make it to the championship round vs. CMR. Our team finished in 2nd place and earned a berth to the State Academic Bowl held in Missoula.



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Science Olympiad

The Science Olympiad team competed in Bozeman this spring. There were a total of 45 teams competing from around the state and the Fergus Team took 4th.

Top 10 finishers are as follows:

1st Anatomy - Lauren Plagenz and Julia Kunau
1st Scrambler - Tyson Dubbs and Tal Brooks
2nd Tower - Tyson Dubbs and Tal Brooks
3rd Wind Power - Pedro Martignoni and McKay Shobe
3rd Astronomy - Alex Naber and Lucas Golik
3rd Optics - Julia Kunau and Isha Vanderbeek
5th Write It Do It - Megan Vaughn and Isha Vanderbeek

7th Codebusters - Pedro Martignoni, Megan Vaughn, Alex Naber
8th Chem Lab - Holly Myers and Kai Painter
8th Fermi - Aidan Manning and Beau Blumhardt
9th Microbe Mission - Lauren Plagenz and Kai Painter

Music

Two of our graduates received prestigious awards for their outstanding musical performance. Isha Vanderbeek was honored with the Philip Sousa Award, and Owen Day earned the Louis Armstrong Award. Both students have demonstrated tremendous talent and dedication in their musical endeavors, bringing pride to our school and setting a high standard for future students. Congratulations to Isha and Owen on these remarkable achievements!

The District Music Festival yielded great results for our Fergus High School students. We had 24 solo or ensemble groups qualify for the state music festival in Missoula. As the soloist and ensembles moved on to state they continued to show confidence and excelled in their performances. 17 out of the 21 groups who performed received "Superior" ratings at the competition. The State results are below:

Owen Day	I	Piano Solo
Alex Naber	I	Tenor Saxophone Solo
Holly Myers & Jenna Vaughn	I	Mallet Duet
Harrison Wicks	I	Trombone Solo
Owen Day	I	Drumset Solo



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Haylee Williams	I	Vocal Solo
Josie Konert	I	Vocal Solo
Rose Barman	II	Vocal Solo
Anna Welsh	I	Vocal Solo
Maggie Fulbright	I	Vocal Solo

Sea Fever Group	I	Vocal Ensemble
Haylee and Josie	I	Vocal Ensemble

Fergus Trombone Quartet	I	Trombone Quartet
Fergus Percussion Trio	II	Percussion Trio
Maggie Fulbright	I	Clarinet Solo
Fergus Percussion Quartet	I	Percussion Quartet
Aiden/Owen	II	Saxophone Ensemble
FHS Percussion Ensemble	I	Percussion Ensemble
Isha VanderBeek	I	Flute Solo
Kaiden Gardner	I	Euphonium Solo
Fergus Trumpet Trio	III	Trumpet Trio

HiSet Options Program

The HiSET Option Program to seniors who, because of life circumstances, would come up short on credits for graduation. This year five students participated in the program and three of those students 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.



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

Goal Area 2: Facilities

Our facility was well used this year. We made an effort to collect some data on how much our performing arts center was used this year. We were tracking the usage in hope of using that data for some grant opportunities to upgrade the lighting, sound system and curtains. We have hosted 111 different events in our performing arts center, which means that facility was not used 68 days this year. Thanks to our district maintenance crew who completed 177 Preventative Maintenance tasks and 150 Reactive Maintenance requests. The maintenance tasks included heating/cooling/ventilation, electrical, plumbing, door maintenance and lighting, plus a few other areas.

Goal Area 3: Community/Parent Engagement

They say New York City is the city that never sleeps, well in Lewistown Fergus High School is the building that never sleeps. Starting the year with Cowboy Poetry, which is a big community event hosted in our performing arts center. We also hosted multiple community concerts for Lewistown to enjoy. We tracked how many events we hosted in our Performing Arts Center this year, with all of the concerts, rehearsals, talent shows, awards ceremonies and so many more, we had 111 different events this year.

We do our best to engage our parents throughout the school year. During our fall and spring parent teacher conferences we had scheduled time to meet with parents, students and the teachers. We also had some open time set aside for parents to come in and visit with specific teachers if they wanted to. In the Fall the teachers conduct individual conferences with each of their students over the two weeks before conferences. These individual meetings addressed student successes and areas in need of improvement. After meeting with their teachers the students were asked to share with their parents the notes from the individual meeting.

Fergus High School booster banner sponsors have experienced significant growth over the past few years. When we compare the number of banner sponsors from 2021 to 2024, there is a remarkable 41 percent increase.

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

Year	Banner Sponsors
2021	36
2022	44
2023	47



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

2024

53

Extra-Curricular Student Athlete Parent Meetings:

On Tuesday, August 8th, Fergus High School hosted its annual student-athlete parent orientation meeting. This important event provides an opportunity for parents and student-athletes to receive essential information about the upcoming sports seasons.

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

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

Social Media:

Fergus High School acknowledges that while social media may not be the most authentic and effective way to communicate with our community, it serves as a valuable supplementary tool for reaching out to the Lewistown community. Our social media presence has grown significantly, now boasting over 1,300 followers. This increase allows us to engage with a broader audience and keep them informed about school events, updates, and achievements.

Goal Area 4: Technology

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

Goal Area 5: High Qualified Staff

High quality staff is always at the top of our list when it comes to creating a welcoming learning environment. We did have a few hic-ups throughout the year but in reflecting on the year as a whole we have come out better in the end. We did have one staff member resign mid-year and were very fortunate enough to find a quality long term guest teacher to finish the year out. There were a few moments after the first of the year



Fergus High School
1001 Casino Creek Drive
Lewistown, Montana 59457
Phone: (406)535-2321 Fax: (406)535-3835



Matthew Lewis, Principal
Yvette Hersel, Secretary

Paul Bartos, Assistant Principal/ AD
Wendy Pfau, Activities Secretary

when we started receiving staff resignations that I wondered how we were going to fill all our positions for this upcoming year. The retirement of Mrs. Pfau, Mr. Nefzger and Mr. Olsen will be a big loss for Fergus High School. Ms. Fisk, Mrs. Miller, Ms. Rianda, and Ms. Screeton's resignations will be felt as well, it is always tough when good staff members move on. Replacing six classroom teachers is challenging, but as things unfolded this spring we have replaced all of our retiring or resigning teachers. Replacing Mrs. Pfau as our Activities Secretary will be a challenge and we will continue to look for a qualified individual to fill her shoes.

It has been a pleasure working with the Fergus High staff this year. We have learned from each other and I look forward to the years to come at Fergus High School.

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Paul Bartos

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

2023-2024
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 2023-2024 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 2023-2024 school year we had a grand total of **134** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-12; Football-20; Cross Country-12; Wrestling-11; Volleyball-9; Boys Basketball-13; Cheerleading-10; Track and Field-10; Tennis-16; Softball-14; and Golf -7.

The Fergus High School **Band** program returned for a pre-season marching band camp to prepare for Homecoming. The bands marched down main street for the homecoming parade, accompanied by the eighth grade band and LJH drumline. Later that evening, the Screamin’ Eagle Marching Band gave a homecoming halftime performance of Macklemore tunes during the football game. The band gave the halftime performance at MSU’s annual “Showcase of Bands” on the Bobcat football stadium, Fergus’s second year participating in the event along with 7 other high school marching bands. The pep band also traveled to Billings Lockwood to play for the Divisional Volleyball tournament.

The symphonic band and concert bands performed a wintery-themed concert for the December performance, consisting of concert band, symphonic band, jazz band, and percussion ensemble. Concerts in March and May also saw the addition of junior high jazz band and percussion ensemble. In addition to these regular performances, the symphonic band attended Eastern A Band Festival in Hardin. Ten students represented Fergus High in the Eastern A Honor Band.

The Screamin' Eagle Pep Band's winter season consisted of many energetic nights playing for the girls' and boys' basketball teams, following them to Billings to play at divisional tournament, and getting to witness the third consecutive year that the boys won the Divisional Championship. State tournaments were held in Butte, where the band was also in attendance to see the boys play Dillon at the State Championship.

For District 8 Music Festival in April, the symphonic band again received "straight Superior" ratings, and the concert band received 2 "Excellent" ratings. Seventeen solos and small ensembles performed for adjudicators, as well as the FHS percussion ensemble and jazz band. Both percussion and jazz, as well as 15 student groups received superior ratings to perform at State Music Festival. Eleven student ensembles 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 "1812 Overture". Mr. Auger wishes the 10 graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

We had an excellent year in our 7th-12th grade Choir program! The main changes and highlights were:

- We added a brand new soprano-alto choir to FHS this year. The students in the class named it SAPphire Choir (capitalizing the S and the A to stand for sopranos and altos). This group was non-auditioned and ultimately received a perfect score on their adjudication from one adjudicator at District Music Festival. They formed some incredible friendships and did outstanding musical things this year. We will continue this class as an auditioned class capped at 16-20 members.
- We added an October concert to the FHS choir schedule to ensure at least one performance each quarter.
- Our LJHS students sang at the Veteran's Day Ceremony, had a December concert, a March Concert and a May concert. They also went "patriotic caroling" around town in October and visited Valle Vista to sing once.
- Our FHS choirs had October, December, March and May Concerts. Each choir also was adjudicated in our District 8 Music Festival.
- Our FHS choirs attained beautiful choir dresses and are able to share tuxes with the band to give our choir a much more modern and professional look. We debuted those dresses and tuxes in our March concert.
- Our LJHS Choirs took 24 students to the Central Montana Youth Sings event in Great Falls in February (this was a first-time experience for LPS). The students learned a lot and loved this experience. We will take students to this every year. The students are already excited to do it again!
- Our FHS Choirs also took 17 students to the bi-annual Soprano-Alto Festival in Bozeman in February. Our students did an outstanding job! This festival alternates years with the Tenor-Bass

festival also in Bozeman. This was also the first time LPS did this event and we will continue to make it a tradition.

-Sapphire Choir received “Superior” ratings on both their prepared pieces and their sight-reading at District Music Festival. Symphonic Choir and Concert choir received “Excellent” ratings on both their prepared pieces and sight-reading at District Music Festival.

-FHS Choirs had 7 Vocal Solos, 1 Duet and 1 Small Ensemble prepare pieces for District Music Festival. Of the 9 pieces 7 received “Superior” ratings allowing them to advance to State Music Festival. The other two received “Excellent” scores with great praise from adjudicators. Of the 7 State qualifying groups 6 received “Superior” ratings (the ensemble, duet and 4 solos) and one solo received an “Excellent” rating at State Music Festival in Billings. Two soloists did advanced foreign language pieces. Every student received personal feedback and did outstanding.

-We will have a soprano-alto choir we created for the summer, FHS Harmony Collective, that will sing at CenterFest at Creekside Pavilion on August 3. This will be a fundraising event for our choir program.

-Tom Wojtowick is celebrating 10 years as our choral accompanist and intends to do one more year before retiring from the position. He is an incredible asset to our program and the students love him!

-Mrs. Grensten had a wonderful year and learned A LOT. She is greatly looking forward to next year already with almost a year of experience under her belt. She intends to teach more sight-reading skills and music theory next year. She also hopes to start Choralaires (an advanced SATB choir of 16, 4 people on a part) by the 2025-2026 school year at the latest. Thanks to the school board for supporting the choir program!

The Student Council started off the year by planning for our annual Homecoming festivities. They got right to work and had several meetings, led by Julia Kunau, the 2023-24 student body president. Homecoming week, we had several spirit days allowing students and staff to show their school pride. Monday was Barbie and Ken day, Tuesday was Famous Feuds, Wednesday dress up day (for coronation), Thursday was class day, and Friday was Blue and Gold Day. In addition, students decorated the hallways in the traditional competition. The senior hallway was declared the victors by the staff. Their theme was “Haunted House”.

Homecoming 2023 was a big success! An amazing pep assembly including all the elementary schools was orchestrated by student council and our annual Homecoming parade through downtown kicked off the festivities on Friday with fantastic floats from all the different clubs and organizations. The football team defeated Miles City, and the volleyball team played Park High, and won in 5 sets. It was also Pack the Place in Pink Night. Students then danced the night away at the Homecoming dance, where a great time was had by all.

One of our major accomplishments this year was our book drive to collect books for the Small Wonder Daycare Center. Thanks to everyone's generous donations, we collected nearly 100 books for the kids! Small Wonder was extremely grateful for the new additions to their library.

We kicked off 2024 with Winter Spirit Week featuring dress up days like Jersey Day, Hawaiian Day, Pajama Day, Western Day and Blue and Gold Day. The week was capped off with an awesome pep assembly featuring performances from the cheer team, and band.

In May, we held elections for next year's student council and welcomed a new group of officers.

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

The 2023 Fergus High School Golf team ended the season with 9 girls and 12 boys. The first practice was Thursday August 10th and the State tournament ended on Saturday, September 30. We attended 15 tournaments in all: 3 were JV only, 1 was JV and Varsity combined, and 13 were Varsity only which included the Divisional and State tournaments in Sidney, Montana.

The girl's team placed 7th at the Divisional Tournament in Sidney at the Sidney Country Club. One of the five (Lexi Breidenbach) qualified as an individual to play in the state tournament. One girl (Lexi Breidenbach) earned All-Conference. She competed as an individual at the state tournament which was held in Sidney also. All five girls that played in the Divisional tournament, plus our alternate, will earn their letters. (Lexi Breidenbach, Brook Behl, Delaney Rixford, Kylie Moline, Autumn Goodan and Kami Moline-alternate).

The boy's team (Carter Wichman, Liam Catron, Kason Brown, Andrew Sura and Sean Zimmer) placed 4th at the Divisional Tournament in Sidney, Montana, at the Sidney Country Club, with two (Carter Wichman and Kason Brown) earning All-Conference Honors. They competed in the State tournament in Sidney and placed 7th as a team. One of the boys (Carter Wichman) earned All-State recognition. All five boys that played in the Divisional tournament, will earn their Letters.

Coaching was done by Sherry Breidenbach (2nd year with the team, 1st year as co-head coach) and Steve Olson (first year as co-head coach).

The 2023-2024 Speech, Drama and Debate Team from Fergus had an incredible year. It was a year full of firsts and new learning while still giving us many of our favorite call backs. We attended many meets, cancelled our own meet due to weather and experienced many victories along the way. Our season included invitationals in Miles City, Billings at MSUB, Carroll College, Laurel, Park High, Billings Skyview, Sidney and finished with State in Columbia Falls.

The team was led by our single senior, Julia Kunau, as Team Captain. Captain Kunau led her team from the debate side of events in Lincoln Douglas debate. Her Lieutenant was Sofia Ramirez Galdamez, a junior dominating her events of duo interpretation of literature and humorous interpretation of literature. Other team members from the junior class were Rachel Comer, our other debater in Lincoln Douglas, and Olivia Tucker who performed with the drama team in pantomime and dramatic solo. The sophomore class was represented by Malikai Aminkeng, partner in duo interpretation to Sofia and original oratory speaker, Kylie Crawford a humorous soloist and theater extraordinaire, Katie Ellestad who tried many different events looking for the right fit, and Olotauatia Setu who spoke as an informative speaker and partner for duo interpretation. We had only one freshman finish the year with us. Amara Manning brought new life to the drama team in humorous theater.

The team was very busy at every meet. Every student who could double entered two events, which kept them hopping around the schools. All students worked hard and were strong competitors throughout the entire season. Our Captain, Julia, kept her State Champion Place by taking 1st at State in Lincoln Douglas debate for the second year in a row. She has shown what dedication, hard work and determination can achieve. Overall, our team placed well, for its size, taking 10th at State in Speech out of 25 schools. A resounding success for our season.

The team also had its first assistant coach in many years. Lisa Screeton added her experience and understanding of both dramatic speaking and debate to the team arsenal and helped hone and refine the students' abilities throughout the season. While her stay with the team was brief, she was an essential asset and will be sorely missed.

We are already starting work on our 2024-25 competitive season. It will mark the 10th anniversary of Coach Lee Stahl's tenure at Fergus High. He continues to be part of the Montana Forensic Educators Association on several committees and has taken on the role of Secretary of the East for the MFEA. He was nominated again for Coach of the Year in Drama and continues to chase the award on the speech side of the program. It was a marvelous year for Coaches Screeton and Stahl, and all the students.

2023 was another tremendous year for Fergus Football. We had 16 Seniors on the team with 11 of them being returning starters. We had another great off season with true dedication to becoming better athletes together. We averaged around 25 players in the weight room every morning at 6:30 a.m.

Our season started out with a bang with a 44-7 road win against the new Eastern A team East Helena Vigilantes. With the win also came the start of our injury ridden season. Week two was a 27-0 win over Laurel at home. Week 3 was a 35-0 road win at Sidney. Kieran Netburn went down with a knee injury the 3rd play of the game which ended up being his last play of his excellent career as a Golden Eagle. Kieran was missed greatly for the remainder of the season. We had 3 key players injured for this game, a QB/FS, RB/ILB/K, RB/SS. Game 4 saw a 31-7 win at home against Lockwood and game 5 a 7-0 win against Hardin. This game will be known time locker room. We climbed our way back into the game in the 4th quarter with great defense and 2 rushing TD's to cut the deficit to 14-17. With under a minute left we drove the ball down the field and ran the ball down to the 1-yard line but we were called for holding which pushed us back and our final throw to the end zone was knocked to the ground. Havre came away with a 17-14 hard fought win. We went into the playoffs as the 2nd seed in the Eastern A and received a 1st round playoff bye. Hamilton defeated Big Fork in a 1st round game, which set up a rematch of 2021 Fergus vs Hamilton this time in Lewistown. Game 10, Quarter Final game against Hamilton was a dominant performance for us in front of our great fans. We beat Hamilton 33-13 to get our revenge. Scoring started on a reverse play where Dash Ruff ran in from 10 yards out. Our 2nd touchdown of the day was the 1st of our special teams scores. Maxx Ray scored on a 75- yard punt return for a TD. We finished the half up 17-0 with an Aidan Manning field goal. To open the 2nd half Brady Bantz returned the kickoff 80 yards for a TD to go up 24-0 early in the 3rd quarter. McKay Shobe led us in rushing and had 2 long TD runs in the 2nd half to cap off the great team effort. With the win came a set-up of the Semi-Final matchup in Dillon vs the Dillon Beavers. The game was played on Friday night under the lights because Montana Western had a home playoff game on Saturday. Game 11 was State Semi-Finals in Dillon. Our season came to an end with a 14-26 defeat to the eventual State Champions. We could never get momentum during the night. Dillon was a great football team that kept us in balance on Offense and used its size and speed to create plays on Offense for them. Our kids played their hearts out as we were very beat up from the season and it eventually showed up in this game. Dillon took a 14-0 lead into the locker room at halftime. Our Offense put our defense in some tough spots in the 1st half and although we were getting beat 14-0 we felt like 1 play could change the momentum of the game. The opening kickoff of the 2nd half Dillon fumbled the ball and it was

recovered by Fergus. The officials overturned the call which could have been the break we needed to change the whole game. Dillon managed a 26-0 lead late into the 4th quarter where we went no huddle and scored on 2 late touchdown drives. Brody Jenness scored on a 1-yard run and then McKay Shobe connected with Maxx Ray for our Final TD of the season. We finished at 9-2 and went to our 3 consecutive State Semi-Finals. Our seniors left the program as the winningest class in Fergus History and will be greatly missed. We have 2 players Jordan Jensen and Brody Jenness going to play at Dickinson State. Kieran Netburn will play at Montana Tech in Butte. Maxx Ray will go play at Carroll College in Helena. Wylee Snapp will play at MSU-Northern in Havre. Wyatt Elam will wrestle at the University of Mary. Trajan Sparks will play college baseball. Christian Wolfe will go to throw at Carroll College in Helena for the Track Team.

For the first year in a long while we had enough players to field a straight Freshman team. We ended up having a JV/Froshmore team and a Freshman team this year. Numbers and the future looks bright for the Fergus Football Team.

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 Eagle *Cross Country* team consisted of 9 boys and 26 girls in the 2023 season. Our girls' team placed 4th at the Super Divisional competition with the Eastern conference. Anna Elam finished 9th overall earning All-Conference honors. The boys' team placed 10th led by Kaiden Gardner who placed 45th. Going into the state meet, the girls were ranked 9th and the boys were ranked 24th. Both teams moved up with the girls placing 8th and the boys placing 22nd. Anna Elam led the girls again placing 22nd. The other 4 making up the top 5 for our team score were Bethany Householder in 33rd, Sydney Wichman in 42nd, Becca Birdwell 56th and Paige Householder in 61st. Our 6th and 7th girls were Kylee Peterson and Ava Dengel. Freshman Thomas Maxwell moved into the top position on our boys' team placing 110 followed by Kaiden Gardner, James Maxwell, Aiden Snyder and Aiden O'Neal. Our 6th and 7th boys were Kai Painter and Peter Britton. We only lose one senior girl out of our top 5 and one senior boy out of our top 7 runners so there is a lot of strength for next season. Winter running is going very well with lots of participation by 8th graders coming over from the junior high so we look forward to having them on the team next year.

Head Coach: Suzie Flentie Assistant Coach: Regan Bold Volunteer Assistant Coach: Kimmie Briggs

The 2023-24 Fergus Boys Basketball season was the ninth season under Head Coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 12-12 and advanced to the state championship game for the third consecutive year falling to Dillon in the title game at the Butte Civic Center. The Golden Eagles battled injuries all season long, but were able to put together an amazing run at the end of the season winning 10 of their final 12 games, and capturing a school record third consecutive Eastern "A" Divisional title beating top ranked Billings Central 35-34 at Metra Park. The Golden Eagles defeated Columbia Falls 62-49 to open the state tournament and followed it by rallying from 11 points down at halftime to defeat the host team Butte Central 48-39 before falling to Dillon in the state title game 28-53. At the divisional tourney the Golden Eagles opened up play with a narrow win over Hardin 51-49, beat Dawson Co. in the semifinals 44-28, and then captured gold with the win over Billings Central. Trajan Sparks and Brody Jenness were both selected 1st Team All-State and All-Conference. Wylee Snapp earned 2nd team All-Conference honors, and Maxx Ray and Jordan Jensen were selected Honorable Mention All-Conference. Trajan Sparks, Brody Jenness, Wylee Snapp, and Jordan Jensen all participated in the Billings Senior Classic. Maxx Ray and Kieran Netburn were also selected but had to withdraw due to injuries. Coach Sparks was a nominee for the MCA Class "A" Coach of the Year and earlier in the season was recognized by the National Federation of High School Coaches as the Montana Boys Basketball Coach of the Year. The Golden Eagles were led by seniors Maxx Ray, Brody Jenness, Trajan Sparks, Kieran Netburn, Jordan Jensen, Sean Zimmer, Wylee Snapp, and Tate Mangold with all earning letters. Other lettermen were sophomores Kason Brown, Rhett Comes, Lucas Golik, McKay Shobe, Tanner Vanek and junior Dash Ruff. Eleven of the 14 lettermen earned Academic Allstate honors. Twenty-five athletes participated in the program. Kylie Moline, Autumn Goodan, and Bodie Slaybaugh served as team managers. The JV team finished 11-4 while the freshman team went 5-10.

Records for this season: Varsity 12-2; JV 11-4; Freshmen 5-10.

The Volleyball program under the direction of Head Coach Adrienna DeCock saw another great turnout this season - 35 girls tried out for the high school squad. Due to consistently large turnouts, we added a fourth squad this fall. The future of Golden Eagle Volleyball looks strong with Jr. High participation being steady and over 30 girls participating in 5th and 6th grade volleyball last spring. The program is once again graduating 4 seniors this season.

We hosted the Eastern A Tip Off Tournament in preparation for hosting the Eastern A Divisional Tournament in 2024. We saw a lot of success early on in this season but struggled to keep the momentum going through November. This season we traveled to Lockwood for the Divisional Tournament and went 0-2 losing to Laurel and Dawson County. Varsity ended with a season record of 8-11 and a conference record of 4-4 (finishing 2nd in our conference behind Havre).

Earning 2nd Team All-Conference honors were Kayla Jensen (Jr.) and Lexya Burnham (Jr.); Honorable Mention All-Conference honors went to juniors Regan Comes and

Kiya Foran. Not only is there an expectation for excellence on the court, but also in the classroom, and 9 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 had great seasons and showed lots of growth. C-squad, under Coach Chelsea Jensen, finished the season 2-5, Froshmore, under Coach Lesly Kassmier, finished 10-3 and JV, under Coach Paige Nash, finished 14-2. All squads showed improvement over the season and we are looking forward to next season to pick up where we left off to continue working towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2023-2024 Wrestling team was coached by Brendon DeCock and assisted by Robert Wallace and Brady Fiscus.

Our numbers continue to improve. We started the year with about 30 kids. We ended the season with 25, 20 boys and 5 girls. This was a year of new things. We started our first wrestling co-op with Hobson and Moore. We picked up one boy from Hobson and one girl from Moore. This came with its own set of challenges, but overall the experience was positive and I'm glad that the co-op kids had an opportunity to wrestle, because without the co-op that would not have been an option. Both plan to come back next year and we will add one more from Hobson for sure, and maybe more. Because of our numbers, we also practiced the majority of the season in the basement of the Eagles, where the club practices. Attitude and effort of the kids was pretty good all year. They improved throughout the season. We took 16 boys and 5 girls to divisional and 6 boys and 4 girls advanced to state.

We had 4 Seniors

- Wyatt Elam - 1st divisional and 1st state
- Quinn Boogman - 4th divisional and 4th state
- Jake Simac - 8th divisional
- Kate Maxwell - 2nd divisional

We had 4 juniors

- Preston Johnson - 4th divisional
- Jack Gillen
- Zac Chinn
- Lidia D'Hooge - 1st divisional

We had 13 sophomores

- Colt McCord - 8th divisional
- Aiden Snyder
- Mikey Veloz
- Wyatt Gar
- Brian Blackadar
- Cooper Wichman
- Stockton Stroh
- Brendin Fiscus
- Pedro Martignoni
- Jack Pallett

- Grace Hicks - 3rd divisional
- Camryn Fiscus - 1st divisional
- Lexi Wichman

We had 4 freshmen

- Mason Austin
- Colt Patterson
- Frank Dunagan
- Tucker Stewart

The 2023-2024 Fergus High *Cheer* Team featured fourteen varsity members and one mascot. One of the Varsity members was a foreign exchange student from Germany.

Head coach Rayna Phelps took over the program in December after returning from maternity leave. The team dove into working on a Christmas Showcase and attended a stunt camp taught by Montana Cheer Experts and achieved some impressive new skills. The team was busy working hard practicing 2 to 3 times a week as well as cheering at all home volleyball and football games in addition to traveling to volleyball and football divisional.

The Cheer team hosted two junior camps again this year. We hosted our annual Summer Spirit camp where littles perform at the Blue and Gold scrimmage. In February, we hosted our Junior Cheer Camp with almost 100 participants. Holly Lower joined the coaching staff as assistant coach and immediately took to her role and has exceeded all expectations. She has been so fantastic! In March, we traveled to basketball divisional where we helped cheer the Eagles on to a 3rd straight Divisional Championship title. Our cheer team performed at every halftime flawlessly and represented Fergus with poise and class. At State, our title run was cut short, however the cheer team really stole the show and received a standing ovation from a very packed gym during their Fergus halftime performance for the final time that Mitchel performed. It was magical. Later in March, we hosted CheerFest where 25 teams competed for the gold. Our team worked so hard leading up to CheerFest and tried new skills that we have never tried. We took home 2nd Place Class A. For the first time in a few years, Fergus had a stunt group compete and their hard work and late night practices paid off as they took home a 2nd Place trophy. Fergie, the best mascot in the state, took home 1st Place High School Mascot yet again. The team had 10 Academic All-State recipients this season.

The team voted on the following awards and they were as follows:

Most Valuable Cheerleader: Margaret Fulbright

Most Improved Cheerleader: Josie Konert.

The *Track* coaching staff consisted of 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, and Suzy Flentie – distance, and head coach Steve Olson – high jump and relays. We didn't really know what to expect going into the season. We had 40 out this season, eight of those being seniors. We did have some pretty good young kids that had good performances during the season, so hopefully they keep improving so they can have successful years to come. At the divisional meet in Laurel the boys took eighth and the girls took fifth. Placers were Sean Zimmer in the discus and javelin, Christian Wolfe in the shot put and discus,

Tanner Vanek in the high jump, Conner Miller in the 300 hurdles, Blythe Armstrong in the 100, 200, 400 and both hurdles, and Grace Hicks in the high jump and both hurdles. At State, girls received seven points with placers Blythe Armstrong placing 4th in the 300 hurdles and 5th in the 100 hurdles. Grace Hicks finished 6th in the 300 hurdles. For the boys Sean Zimmer placed 6th in the discus.

The new head coach next year can hopefully improve on the numbers we've had the past couple years. We do have a good group of eighth graders coming in and hope they continue participating in track and field. Coach Olson has really enjoyed his 28 years of coaching track and field here at Fergus High. Thank you for all the administration has done for Coach Olson and our track program.

The 2023-2024 Fergus Softball campaign was another successful one. We finished the season with a 17-11 record and another trip to State. We eclipsed the 200 win mark (204-144) in the history of the program. We finished with a 2-2 Record at Divisional and a 1-2 record at the State tourney. The team set numerous offensive records, but we never gained the consistency we were looking for on the defensive side of things and it slowed us down going for that elusive State trophy. We had 3 seniors in Eliazar Southard, Madeline Denton and Kylie Moline. As far as post season awards, we made a haul. We had 9 All-Conference selections (basically our entire starting line-up) and 3 All-State selections in Eliazar Southard, Jaden Martin, and Kayla Jensen. Coaches this year were Mike Mangold, Kirsten Miller, Jeremy Long, and McKenzie Salka.

The 2023-2024 Tennis team, under the direction of co-head coaches Sherry Breidenbach and Melanie Smith, was led by a team consisting of 9 seniors, 6 juniors, 8 sophomores and 8 freshmen. The Divisional team included 7 seniors, 2 juniors, 2 sophomores and 2 freshmen. Thirty-one players finished the season this year. Weather did, unfortunately, play a negative role in this year's season. We lost our home match to snow and flooding and were frequently unable to practice outside due to precipitation.

We held a Family Fun Day and Servathon Fundraiser on the last Saturday before Divisional. Players retained pledges and served a total of 100 times each; after that, a doubles tournament with players and a family member was held. Everyone had a great time.

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 3rd place in Girls Doubles. Three other competitors, Aiden O'Neal, and the freshmen doubles team of Alivia Breidenbach and Olivia Zieglowsky, lost the match that would have earned them a berth to State. The Class A State Tournament was hosted by Whitefish using the indoor courts at The Peak Fitness Center and the outside courts at Flathead Valley Community College, both in Kalispell.

We are especially proud of our players for maintaining excellent GPAs while participating in a myriad of other school activities. The tennis program is packed with good citizens of Fergus High and of the community.

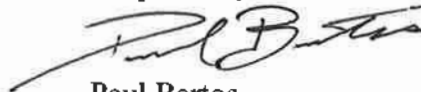
We are looking to recruit and retain younger players, specifically boys, for the 2024-2025 season. We also look forward to again coaching talented and hardworking participants from the 2023-2024 tennis season.

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,

A handwritten signature in black ink, appearing to read "Paul Bartos", written over a horizontal line.

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. Throughout the District, at all grade levels, we use our assessment data, both formative and summative, to evaluate students in our Multi-tiered Systems of Support (MTSS). We monitor our students progress as either a Tier I, II, or III based on their progress. This helps us design specific interventions and groupings of students based on their Tier. 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 2nd grade to our MAP Progress Monitoring assessment. We MAP benchmark test three times each year – Fall, Winter and Spring – in both Math and Reading. I believe MAP tests drive our instruction better than any other test and challenges our students to improve. At Lewis and Clark Elementary and Lewistown Junior High, we also use another targeted intervention assessment tool called SuccessMaker. This assessment is designed to identify students at the intensive, strategic and benchmark level in math computation and math concepts/applications. Math has always been a tough area for our upper elementary and junior high students. We believe SuccessMaker will help our students' progress more rapid and gives those students in the intensive and strategic areas that extra push. Finally, the State mandated test SBAC is used for grades 3-8 for reading and math. This test is always done in the spring of the year. In my opinion, this is the worst test but it is the only mandated test. The State has made the drastic move to MAST and all schools will no longer be obligated to do the SBAC. I believe this will have positive effects and negative effects. LPS did not pilot this test as many school districts did so our students will not have any experience with the MAST test. We will not have any longitudinal data to compare

our progress from past years. In addition, the MAST Test is based on meeting benchmarks or standards at each grade level for a specific time in the school year...students either meet the standard or not and progress or improvement is not tracked at all.

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

2 nd Grade	ELA	down 4%	Math	Down 6%
3 rd Grade	ELA	Up 6%	Math	Up 14%
4 th Grade	ELA	Up 4%	Math	Up 3%
5 th Grade	ELA	Down 3%	Math	Up 6%
6 th Grade	ELA	Up 7%	Math	Up 5%
7 th Grade	ELA	Down 2%	Math	Down 3%
8 th Grade	ELA	Up 6%	Math	Up 5%

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 declined 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. This funding is currently in jeopardy and OPI has indicated this will go away. For FHS Juniors, our ACT scores rose 0.4% to 28.1% for Advanced or Proficient and FHS is 2.8% 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 two years ago, 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 3.8% of our Tier III students to Tier II and 6.8% 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 2023-2024 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2023-2024 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 the 2023 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 III Federal Funding due to the Coronavirus Pandemic
- Continued progress on the Bond Construction
- Responding to Legislative Action
 - Preparation for Recording of Board Meetings
 - Funding for Early Literacy and Changes to the Kindersteps program
 - Preparation for Out of District Mandatory Tuition Billing
- Protest of the 95 School Mills by Fergus County (and others)

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. With the turnover in the secretary position at each school, it will be essential that we focus on training this coming year.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will continue to replace manual processes used in the past. The Business Office staff has taken several trainings to improve our use of the software, but we can do better in this area. We know that we will be required to move to iVisions, a web based version of our software, in the near future and it will be a substantial cost to the District. We are now hosted off-site with Tyler Technologies, which is essential for the security of our data. In addition, our Time Clock software may need to be moved to an offsite server in the future. The last time the software was updated was over 7 years ago, so we will be required to update that as well.
- **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.
- **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, additional mandatory reporting at the State and Federal level, increased FMLA's, the significant turnover in staffing throughout the District has increased the workload and put a strain on the Business Office.

- **Bond:** The Board ran a Bond Election in November 2021 to improve facilities districtwide. While the HS Bond failed, the Elementary Bond did pass. I have learned a great deal about bond financing over the past two years and will continue to learn over the next year. The Business Office will need to remain diligent in the required reporting for bond projects and the management of funds as we close out the 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, ESSER II was expended in 2022-23 and ESSER III funds will be closed out 6/30/2024. These funds have been designated toward projects, staffing, supplies, technology and other identified needs. The Administrative Team and I have worked 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 three 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 the 2023 Legislative Session that continue to impact the Business Office, but I have highlighted the major ones below:
 - [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”. The creation of this Trust is in its infancy, but the District will need to evaluate the pros and cons of joining. Our insurance agents with Lewistown Insurance are also aware of the bill and are following it closely. Effective 7/1/25.
- **Potential Major Changes to the Funding Formula**
 - As a result of the 95 school mill controversy, the extreme tax revaluation, failure of school levies statewide and a continual shortfall in school funding, there is a large movement by many advocates to revamp the school funding formula. Although it is in its beginning stages, it is gaining momentum and a bill is being drafted to introduce to Legislature during the 2025 Session.

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 had requested to look into the possibility of utilizing 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. We are seeing some decreases in inflation, but have fallen behind in the last several years. 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 legislative session this coming year. 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, and most recently Allied Steel, is another way that the School District is providing opportunities in our community.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office now more than ever is feeling the burden of the complex world of school finance. Legislative decisions, Federal mandates, and the continual aftermath of the Coronavirus pandemic, 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 2023-24 school year was the sixth year that Principals and I shared Curriculum duties. COVID did set our time-line back but we have worked our way back and are now back to a regular 7year cycle for each curricular area. This past year, we updated and revised our K-12 Science Curriculum. I would like to thank Lisa Koch, Whitney Brady, Emily Schilling, Kelli Comer, Kerry Vaughn, Sarah Cloud, Sara McKinney, Chuck Cloud, Matt Gruener, Dylan Buehler, Brett Shelagowski, Mike Mangold, Adrienna DeCock, and Tim Nefzger 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. The last time Science was updated was 2016. I would like to thank all of the teachers that served on these committees the last few years 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 in 2022 and the high school was updated in 2023. For the upcoming 2024-25 school year we will work on our K-12 Social Studies Curriculum and 7-12 CTE Curriculum which includes Business Education, Agriculture and Family and Consumer Science. The last 4 years we have updated/revised our Counseling, 7-12 Health, K-8 ELA, K-8 Math, K-12 Music, K-12 Counseling and K-12 Science.

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 2023-24 school year we focused our professional development on the ELA and Whole Child strategies. We will continue this in the 2024-25 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. In addition, Fergus High School will introduce a Whole Child Program called Wayfinder whose main goal is to introduce kindness, respect and soft skills into the school setting and workplace. Further, we are adding more school-to-work opportunities for our high school students with a partnership with CMMC and a CAN program, similar to our EMT Dual Credit class. Finally, we have formed a partnership with Allied Steel who will invest \$200,000 into our Construction Academy facility to train and certify rapid work force development welders who will be able to make a career in the metal fabrication industry right here in Lewistown. This is a huge endeavor that was curtailed during the pandemic and we will continue this process in the 2024-25 school year. We will also continue professional development in the new K-8 Math, K-8 ELA Curriculum, K-12 Science and teaching strategies across all curriculum's using our MTSS Grant. Another focus in our professional development will be policies and best practices in Artificial Intelligence. LPS realizes that AI will not go away and it is our mission to make sure we develop policies and practices with AI to prepare our students for the future while developing critical thinking skills, collaboration skills, and problem-solving skills. 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 had to some serious catch up to do with specific curricular areas that we lagged behind due to past history and the pandemic but now I feel really comfortable with where we are at and where we are headed. We will continue with a modified “KinderSteps” with our Early Literacy Intervention program at Garfield that will begin with an even earlier age of 4 year-olds now that we have the additional classrooms at Garfield. We try to keep the class load to 10-14 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, too. We will also continue with our Self-Contained Life Skills or CARES Special Ed program at Garfield, Highland Park, Lewis & Clark Elementary and now Lewistown Junior High. 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 2024-25 school year, we will have to cut back the Fisheries Class and most likely some other electives because the 7th grade class is very large and the core classes will have to increase, decreasing our elective classes. The additional electives have been very beneficial to students be have found these classes have helped our student-teacher relationships. At Fergus High School, we will continue the EMT National Certification Class offered to Seniors at FHS by the Central Montana Medical Center and add a CNA non-credit class for the 2024-25 year. 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 17 Advanced Placement and/or Dual Credit classes in World History, Government, Calculus, Career Readiness Soft Skills, Art, Spanish, Chemistry, English, Welding, Math, Biology, FACS 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, Miles Community 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 through our partnership with Allied Steel, CMMC, Spika and other area businesses. 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 partnerrrs 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

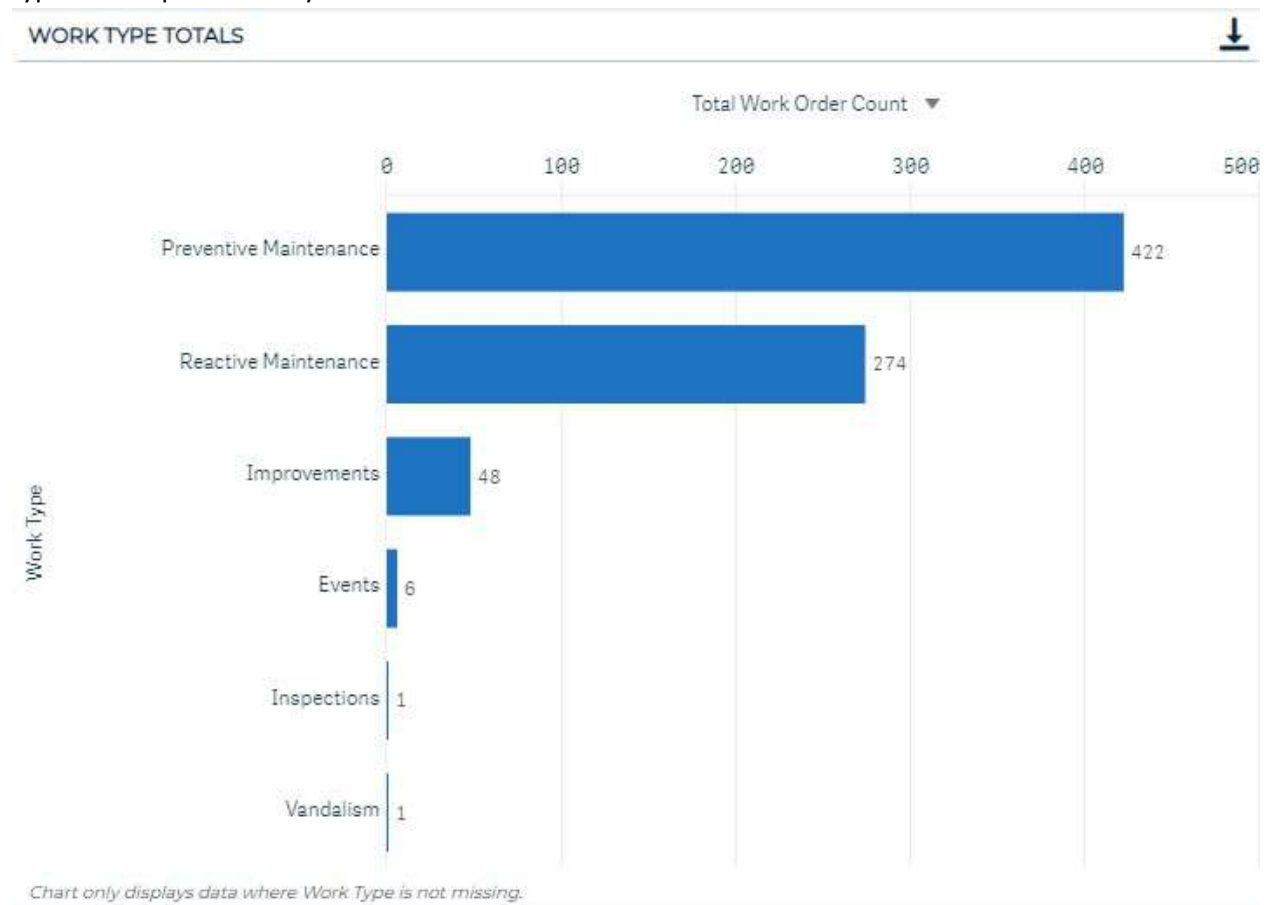
Jason Fry

Facilities & Maintenance Annual Report

Fiscal Year 2023-2024

Fiscal year 2023-2024 bond work continued with Sletten Construction building the gym/kitchen addition at Lewis and Clark. Sletten has done a very good job at keeping the project on schedule and within budget. All of the overhead work in the gym was completed prior to floor install and finish. The new kitchen equipment was delivered and installed the week of June 10th. The addition will be ready for the start of school in 2024. In spring of 2024 Sletten broke ground on both Garfield classroom addition and Highland Park office addition. They got an early jump on Garfield and are currently working on trusses for the roof structure. Perfect 10 roofing out of Billings won the re-roof bid for Garfield and began the project on June 10th. Both additions are scheduled to be ready by next school year. Due to new building footprints at Lewis and Clark and Garfield we had to remove the playground equipment. We have contracted with Montana School Equipment for a new playground at Lewis and Clark and have contracted with Great Western Play Equipment for Garfield. Both playgrounds will be ready for the next school year.

Maintenance completed 803 work orders this fiscal year. 422 were preventative maintenance and 381 were reactive maintenance. This graph from our maintenance request software shows the main work types accomplished this year:



Completed Projects 2023-2024:

- Finished installing blinds at LJHS
- Installed new projector screen in auditorium at LJHS
- Replaced main pumps in boiler room at FHS
- Gym Floor Seminar / fixed peeling issues on FHS gym floor
- Move Central Kitchen to new location

The summer of 2023 started with the maintenance team cutting out all the bubbled/peeling areas on FHS gym floor. This was recommended by two different flooring professionals. After completion by the maintenance team we held a Gym Floor Refinishing Seminar put on by Hanson Chemical and Buckeye International. We held the seminar at LJHS, multiple school districts attended. The Hanson and Buckeye crew also helped us refinish the FHS gym floor. Going forward we will be refinishing our own gym floors to save on cost. The District decided to do a much needed project consisting of replacing the main pump systems for heat, hot water and cooling at FHS. It was designed by Cushing Terrell and the project was awarded to Midland Mechanical. Midland started with the heating and hot water system pumps during the summer months. This included removing the old pumps on pump stands and installing new floor mounted pumps with variable speed drives to save on energy costs and replacing all three way heating valves with two way valves on the heating system. There was three obsolete boilers that were left in place years prior that were also removed. During the fall maintenance installed a new automatic projector screen for the auditorium at LJHS. The upgrade was to be done before the annual Veterans Day ceremony. During the winter months Midland Mechanical removed the cooling tower pumps and replaced with floor mounted pumps and variable speed drives. As the school year wrapped up maintenance worked with kitchen staff the move the central kitchen to its new location at Lewis and Clark. This consisted of moving all the racks and dry goods out of store rooms, moving all freezer and cooler goods and some of the kitchen equipment that is in good working order. The district contracted with Hobart out of Billings to tear down the large flight dishwasher, transport and reassemble in the new kitchen. Summer of 2024 maintenance remodeled a classroom at Highland Park to move the library back into the building. The work consisted of removing a partition wall in the room, painting and patching flooring. Maintenance ended the fiscal year with moving various rooms around the district to clear out spaces for the bond project.

2024-2025 Goals and Objectives:

- Football field maintenance and upgraded sprinklers
- FHS parking lot maintenance
- Tennis court maintenance
- Add sink in basement of LJHS for shop classroom
- Update warming house at FHS football field
- Run electrical to new garage door openers at the Bus Barn
- Continue to assist with bond work throughout the district

SCHOOL FOOD SERVICE

Amie Friesen

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



ANNUAL REPORT 2023-2024

The 2023-2024 school year is largely notable as the school year where we got our new Central Kitchen! Thanks to the administration and maintenance staff for all of their help with planning, and the actual transfer of our food service equipment to our new location. Their assistance and cooperation with School Food Service was imperative to make this project a success. In the midst of all the planning and transition, we still managed to feed kids. The following information is a summary of our service for the school year and all of our accomplishments as well as challenges.

PARTICIPATION

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

Breakfast

- Student participation increased by 146 meals which is a completely nominal number when dealing with over 38,000 breakfasts being served during the year. It is worth noting that 53% of the students participating in breakfast qualified for free meals. This shows that despite difficult staffing issues, it is imperative that our breakfast program continue in order to provide for students lacking in resources at home. We are continually working 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. As always, our goal for the coming school year is to gain more daily participation.

Lunch

- Student participation decreased by 917 student lunches. Although any loss in participation is discouraging, we served a total of 104,137 making the decrease in meal service insignificant. We also served sack lunches for the last 2 weeks of the school year. Student participation was down by approximately 150 meals per day, totaling an estimated loss of 1350 meals. I believe that the retention in participation shows the quality of the meals we continue to 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.
- 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

hour or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them.

- The number of daily earned lunches provided to adults was 5585 amounting to \$25970 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 \$22024 from sales at both breakfast and lunch in our secondary schools. This is an increase of \$4330 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 \$8,272. Part of this amount was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

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 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.

FACILITY

Our Central Kitchen has always operated at an efficient pace while producing quality products, but the facility we have been in has deteriorated. The quantity of food we produce, and catering services we provide also require more space than the Lincoln facility has to offer. Large amounts of our food has been stored in the hall and other creative spaces in the past. Our new facility at Lewis and Clark provides storage areas and space for working! The Lincoln Kitchen has regular, seasonal leaks, peeling paint, and worn spaces. We are excited to be in a place where we can

focus on feeding kids and not worry about failing inspections due to the building condition, or bumping elbows.

The school bond is also providing a much needed upgrade in some of our equipment. A few of the highlights are as follows:

- We have been working with 2 freezers that are too small to efficiently accommodate the amount of food we need to keep on hand. In the past, the delivery of one food item resulted in moving thousands of pounds of food. We not only had to move all of the old cases of the item to the front of the freezer, but we had to get to them by moving all the unrelated items stacked in front!
- We are replacing our double stack oven from 1978. Only the bottom oven was working
- Our steam jacket from 1978 habitually leaks and is no longer efficient.
- We have a prep cook who hand cuts, chops, and dices all of our fresh veggies and fruits for 700 meals a day. The bond is providing a robot-coupe to perform this duty in a fraction of the time it takes an employee.
- We currently had shape all of our buns and rolls each day for the entire district. The bond is providing a “rounder” to do this for us.
- Along with the larger items that are being replaced, we also look forward to adequate shelving, stable tables, and a space designated for spraying down carts, floor dollies etc.

We plan to use the extra time, space, and equipment provided by the bond to further improve the quality of the food in our program

TECHNOLOGY

Last year, Infinite Campus moved to a 2.0 model for the Food Service module. We upgraded our programs and prepared for the transition. Our efforts were rewarded this year as we were able to seamlessly implement the new program this year. The new 2.0 program did away with lots of cumbersome programming processes for our terminals. 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 portion control, 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”.

PERSONNEL

- School Food will go into next year with a full staff at the Central Kitchen, and 4 serving positions in the schools. We have placed advertisements and will conduct interviews this summer.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.

In the face of new challenges and continuing changes, our goal at School Food Service remains the same. We will always do our best to feed the students of Lewistown Public Schools. With the assistance of the Board, staff, and students we will work to enable our students to be the best that they can be.

Amie D Friesen, Director

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

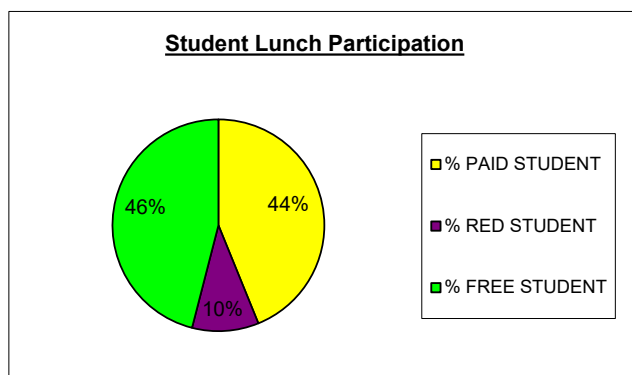
SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA
2023-2024

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	6638	11	2	12	25	6808	1741	15212	788	324	1112	16324	27
October	5704	31	7	74	112	5499	1305	12620	615	260	875	13495	20
November	4951	89	1	73	163	4818	1109	11041	663	193	856	11897	17
December	4381	55	0	69	124	4541	988	10034	491	199	690	10724	16
January	5026	95	2	47	144	5161	1111	11442	646	279	925	12367	20
February	4966	72	2	9	83	5058	1109	11216	606	243	849	12065	18
March	4793	51	1	1	53	5012	1137	10995	658	274	932	11927	18
April	4937	54	0	1	55	5470	1120	11582	650	260	910	12492	19
May/June	3852	26	0	0	26	5111	1006	9995	468	120	588	10583	21
TOTALS	45248	484	15	286	785	47478	10626	104137	5585	2152	7737	111874	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1225	563	46%	44%	11%	45%
October	1226	631	51%	45%	10%	44%
November	1227	649	53%	46%	10%	44%
December	1221	627	51%	44%	10%	46%
January	1213	572	47%	45%	10%	46%
February	1204	623	52%	45%	10%	45%
March	1207	611	51%	44%	10%	46%
April	1200	610	51%	43%	10%	47%
May/June	1185	476	40%	39%	10%	51%
AVERAGE	1212	596	49%	44%	10%	46%



Participation at individual schools:	Garfield	56%
	Highland	63%
	Lewis & Clark	60%
	Junior High	55%
	Fergus High	25%

*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

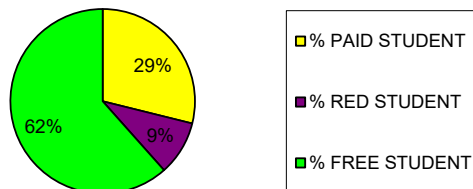
BREAKFAST PARTICIPATION DATA
2023-2024

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	1099	1	0	0	1	2847	565	4512	1	1	2	4514	27
October	1306	0	0	0	0	2652	431	4389	0	2	2	4391	20
November	1324	1	0	0	1	2553	340	4218	0	13	13	4231	17
December	1174	0	0	0	0	2536	362	4072	0	10	10	4082	16
January	1193	0	1	1	2	2517	373	4085	0	13	13	4098	20
February	1204	0	0	0	0	2505	367	4076	1	3	4	4080	18
March	1295	0	0	0	0	2538	372	4205	0	8	8	4213	18
April	1328	0	0	0	0	2777	440	4545	5	10	15	4560	19
May/June	1141	0	0	1	1	2696	425	4263	5	6	11	4274	21
TOTALS	11064	2	1	2	5	23621	3675	38365	12	66	78	38443	176

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1225	167	14%	24%	13%	63%
October	1226	219	18%	30%	10%	60%
November	1227	248	20%	31%	8%	61%
December	1221	255	21%	29%	9%	62%
January	1213	204	17%	29%	9%	62%
February	1204	226	19%	30%	9%	61%
March	1207	234	19%	31%	9%	60%
April	1200	239	20%	29%	10%	61%
May/June	1185	203	17%	27%	10%	63%
AVERAGE	1212	222	18%	29%	10%	62%

Student Breakfast Participation



Participation at individual schools:	Garfield	21%
	Highland	25%
	Lewis & Clark	26%
	Junior High	12%
	Fergus High	10%

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

SPECIAL EDUCATION

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2023-24**

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 decrease in numbers for the 2023-24 school year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184
2016-17	127	48	175
2017-18	132	49	181
2018-19	133	54	187
2019-20	117	49	166
2020-21	123	46	169
2021-22	120	54	174
2022-23	134	51	185
2023-24	123	53	176

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 2023-2024 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. School Psychologists met with Lewistown Administration to create a Pre-Referral Intervention Process document to ensure proper steps are followed before a formal referral is conducted. Occupational therapists through CMLRCC and 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. 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: The CMLRCC team will continue to share newest information on a monthly basis through virtual monthly case manager meetings and monthly newsletters. 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 continue to contract out for a small caseload of 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 2024-25 school year CMLRCC will cover all services by CMLRCC staff and outside contracts who will provide in-person services.

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 Autism facilitated by Autism and Behavior Specialist, Kim Rethans.

Central Montana Learning Resource Center Cooperative continues to advertise/recruit for vacant positions but has had success hiring qualified specialists in the area of Special Education Coordinator and Speech Language Pathologist. The Central Montana Learning Resource Center Cooperative has also provided Case Management support for several districts, including Lewistown, to help with the Special Education teacher shortage.

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 2023-2024 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 3, 2024

Lewistown School District – Scott Baldwin

This year the Tech department with ESSER funding has been replacing staff and student laptops and desktops devices for the potential of future distance learning if the need should arise. This includes 40 new laptops, 35 desktop computers, and 250 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 2024-2025 school year. As you can see the Tech department like many other school departments has been very busy this year.

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 I have been co-coordinators for the Central Montana region and with these positions have been able to shape and provide guidance in how the organization works with other schools in implementing technology for students in the state.

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

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

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

Kristen Rutten, our IMC Tech worked with Finalsité over the last year to transition from School Point. This included moving to new software and updating our site to a new look. Finalsité 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-Sebm0cUoAp7NEALw_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 have 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 2023-24 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.

Adventures in Technology - Zabrea Fiscus

The 2023-24 school year has been much the same as the previous year. There are always computers that need updating, chromebooks that need repairs, and staff that need technical assistance. One of the joys of my job is helping teachers and students with their computer problems. I enjoy solving problems and learning along the way.

There were not many major projects this year, but we were still busy nonetheless. We replaced many computers in Lewistown and the co-op. We provisioned and deprovisioned plenty of chromebooks. Repaired a lot of broken chromebooks. Replaced and repaired many projectors. Helped as much as possible with printing issues. Assisted staff with software needs. Deployed new software for serverless environments. Ran cables and crawled under many desks.

As I look back on the last year, it has been a joy to work for Lewistown Public Schools and all of the schools in the Co-Op. Looking forward to another productive year ahead.

The year in review - Greg Mikat

This year has been a blend of problem-solving, learning, and constant interaction with students and staff. From the first bell in August to the final dismissal in May, every day brings unique challenges and rewards.

In the early days of the school year, we have a whirlwind of activity. Chromebooks need setting up, software must be updated, and teachers need help integrating new technology into their lesson plans. It's a time of hustle and bustle, ensuring that every classroom is ready for a smooth start.

As the weeks progress, my role shifts to troubleshooting and maintenance. One moment might be spent fixing a teacher's laptop that's suddenly decided to stop connecting to the Wi-Fi, and the next might involve untangling a printer jam right before a major exam. There's always a steady stream of students with Chromebooks that have taken a tumble or mysteriously stopped charging. Each repair is a puzzle to solve, and there's a sense of satisfaction in sending students back to class with functioning devices.

Projectors in classrooms are another frequent call. Whether it's a bulb that needs replacing or a connection issue, ensuring that teachers can deliver their lessons without a hitch is a top priority.

By the end of the year, the focus shifts to collecting and refurbishing or replacing equipment. It's a time to reflect on the year's successes and challenges and prepare for the cycle to begin anew. The role is demanding but incredibly rewarding, knowing that every fix and upgrade directly supports the students' learning experience.

Highlights from the Region - Ben Richards

With 23'-24' being my third year with the Tech Dept I have grown into my position more mentally and physically. One of the biggest changes for our team this last year was the return of our previous Lewistown Tech specialist. It has been a pleasure getting to know and learning new things from him. There have also been many new teachers to get to know and work with as well. A good handful of schools have had Admin changes last year like Judith Gap, Grass Range, Moore, and Harlowton for example. Getting to know the new Superintendents has been an interesting adventure, each new face has a different strategy and outlook on technology than the previous. With all the Admin changes there has been implementation of new Technological strategies/software like Emergent-3 (lock-down protocols) and our ever-expanding list of schools changing over to the K12 Panel. Judith Gap is our newest school

on the K12 Panel platform with other schools getting quite curious about it. Meanwhile, Lewistown has been interesting with the Lewis and Clark construction coming around to an operational point. We've expanded our network in the school (Kitchen, Gym, and new classrooms) and we plan on honing the wireless network for better performance with the increased traffic. With Garfield just starting its construction we are talking around the office on what we can do to update technology infrastructure there to help the teachers and students. We have opened the throttle for the bandwidth across the board, students/teachers are using more tech than ever and this trend seems to be exponential. Logically, the requirements of our infrastructure are also rising. With one of the largest tech teams in the state we stay busy answering tickets from 20+ locations. Looking back in the system our team has completed over two thousand non-automated tickets since September of last year. Thank you again for the opportunity to serve the central Montana school districts. I hope to continue assisting the teachers/students/faculty with their various challenges concerning technology.

Highlights from the Region -Tahan Wichman

The 2023-2024 school year has seen many tasks completed. I updated the VPN between many of the Co-op Schools to use a certificate for security. It should allow us to have an end-to-end encrypted connection. With Scott's direction, I began the process of updating the servers to new versions of Windows. The servers already updated are as follows:

- FILESVR2017 from Windows Server2008 r2 to Windows Server 2019
- JH-NCOMP-19 from Windows Server 2016 to Windows Server 2019
- FH-NCOMP-19 from Windows Server 2016 to Windows Server 2019

We are updating the rest of the servers over the summer break when it will be less inconvenient. It will allow us to be better secure and stay up on the latest updates. I updated a few scripts we use in initialize windows. It will help with the consistency of our Windows installations and deployments. We are also beginning to deploy new laptops, desktops, and Chromebooks for the coming school year. With the remodel and addition at Lewis & Clark School, the networking infrastructure has increased to accommodate, including adding a POE networking switch and access points.

I am excited to see what will happen next year!

Title I

Thom Peck

Lewistown Public Schools is a Schoolwide Title I District based on our Free/Reduced Lunch Numbers. 45% 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 \$55,000,000 for school year 2023-24. 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 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. Many of our teachers attend the Summer Institute at MSU to learn more about interventions and strategies for our Title I students.
- 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. In addition, our new K-8 ELA and Math curriculum has many formative assessments.
- 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 other School Districts 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. This past year, as part of the new accreditation process, all schools must provide an "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. The Science of Reading has been a huge professional development area for our elementary schools and Artificial Intelligence (AI) has been a big topic for Junior High and High School Staff. 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 make 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. Beginning in the 2024-25 School year the SBAC will no longer be the State mandated test. Instead, MAST will be utilized across Montana. MAST is shorter, more frequent testing that is based on benchmarks or standards at each grade level, at specific times in the year. There is no improvement or progress component to the MAST testing system, only a benchmark component.

- 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 but with the additional partnership with Allied Steel and their Rapid Skill Development program that will use the Construction Academy building, we hope to utilize the Education Center even more. 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 2023-2024

June 5, 2024

During the 2023-2024 school year we traveled **92,147** miles in yellow buses and **71,741** miles in our activity buses. This is a total of **163,888** student transport miles. These numbers are down from 95,703 in yellow buses, and up from 63,483 in activity buses, and total of 159,186 from last year. These numbers reflect the snow days and canceled activity trips because of weather this winter and spring.

We provided transportation for a total of **229** out-of-town activity trips during 2023-2024, up from 193 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 **233** vehicle/bus requests, up from 220 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 awaiting a new bus for route 11 with an estimated start build date in July and estimated delivery sometime in the fall. We were able to sell all three of our older motor coaches this year and add one 2017 MCI J4500 motor coach to complete our activity bus replacement plan. Now we have five white motor coaches, all within 10 years old that all look identical and are in great shape. We should not have to replace another activity bus now for many years!

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 have done an amazing job of maintaining and repairing in house all of our fleet so that we have not had to outsource any repairs this year. Our fleet is in tip top shape and will go through our annual preventative maintenance program this summer and will be ready to provide service for another year. We have a great shop crew!

We hired one new route driver and one activity trip driver this year. We had three route bus drivers leave the transportation department. Going into the fall we will be looking to hire three route drivers and would like to hire and train one to two more substitute bus drivers/activity drivers. We currently have 17 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**. This year we saw a significant reduction in the number of incidents involving damage to buses as well as a reduction in behavioral incidents with students on the buses. I believe this is in part due to training in student management and also the implementation of seatbelts in all but one of our route buses.

The annual MAPT bus convention has been scheduled for June 19th -21st where we will continue to receive more training. We already have a combined total of 559.25 training hours for our department which shows the dedication of our drivers to becoming safer and better bus drivers. I will be the presiding president this year of the MAPT and one of our drivers, Joe Boyles, will be the president of the MSBDA group.

Respectfully,

Rob Odermann, Transportation Director

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

6

☐ 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 2024-2025 School Year.

SUGGESTED ACTION: Informational

☒ Additional Information Attached

NOTES:

STANDING COMMITTEES OF THE BOARD
2024-2025 School Year

Committee	Number on Comm.	Jeff Soutworth	Kris Birdwell	Whitney Brady	John Carlson	Eric Vanderbeek	Kevin Hodge	Lisa Koch
Building & Grounds	3	X	X	X				
Insurance Risk Committee	2				X		X	

OTHER COMMITTEES WITH BOARD REPRESENTATION
2024-2025 School Year

Committee	Number on Comm.	Jeff Southworth	Kris Birdwell	Whitney Brady	John Carlson	Eric Vanderbeek	Kevin Hodge	Lisa Koch
Activities	3	X	X	X				
Curriculum Committees:								
Social Studies	2			X				X
CTE (VoAg, Business, FACS)	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

07/08/2024

Agenda Item No.

7

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

ITEM TITLE: DISCUSSION BOND UPDATE

Requested By: Board of Trustees Prepared By: Brad Moore

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

07/08/2024

Agenda Item No.

8

☐ 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 2024 Interest was not available at the time of posting.

June 2024 Bond Interest was not available at the time of posting.

SUGGESTED ACTION: Informational

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

9

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

ITEM TITLE: REPORT— END OF YEAR TRANSFERS AND ESSER RECAP

Requested By: Superintendent Prepared By: Rebekah Rhoades

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, will update the Board on the various end of year transfers for the 2023-2024 school year and a Recap on ESSER spending as all grants have been closed. Due to the timing of year end and the turnaround for the posting of the Board Agenda with the 4th of July Holiday, handouts will be provided at the meeting.

SUGGESTED ACTION: Informational

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

10

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

ITEM TITLE: REPORT—SUPERINTENDENT

Requested By: Superintendent **Prepared By:** Brad Moore

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.

My apologies for being unable to attend the board meeting. I am attending the AASA (The School Superintendents Association) Legislative Advocacy Conference in Washington DC July 8-11, 2024. I currently represent the Montana Association of School Superintendents in this capacity as of member of the AASA Governing Board. I will provide a summary of the conference at the next regularly scheduled meeting.

SUGGESTED ACTION: Informational

☐ **Additional Information Attached**

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana
BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

11

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

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

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

SUMMARY:

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

SUGGESTED ACTION:

☐ Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

12

☐ 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 10, 2024 Regular Board Meeting
- Minutes of the June 26, 2024 Special Board Meeting

SUGGESTED ACTION: Approve Minutes as Presented

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM and via Google Meet

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, June 10, 2024

REGULAR BOARD MEETING

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

1. **ROLL CALL**

TRUSTEES PRESENT:

Kris Birdwell, Eric Vanderbeek, Whitney Brady, Jeff Southworth, Lisa Koch,
John Carlson, Kevin Hodge

TRUSTEES ABSENT:

STAFF PRESENT:

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

OTHERS PRESENT:

KXLO Radio, Lewistown News Argus, Jim Hamling, Shane Swandal – Hulteng
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 (Brady/Carlson)**

Trustee Birdwell stated that he plans to move to use of a consent agenda in
July. He explained the process for voting using that type of agenda to the Board.

4. **RECOGNITION – FHS AND JR. HIGH SCIENCE OLYMPIAD, MATH COUNTS AND
PRINCIPAL CUP TEAMS**

Eric Vanderbeek shared the successes and introduced the participants of the
JHS and FHS Science Olympiad Team. Luke Brandon shared the successes and
introduced the participants of the FHS Principal Cup Team. Jim Hamling
shared the successes and introduced the participants of the JHS Math Counts
Team.

5. **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. He shared that the Central Kitchen has been moved to the new
kitchen at Lewis & Clark. The Board had questions for Mr. Swandal regarding
the roof at Garfield Elementary. The Board had questions regarding the
playgrounds at Garfield and Lewis & Clark Elementary.

6. **REPORT—COMMITTEES OF THE BOARD**

There were no Committee Meetings. Committees for 2024-2025 were assigned.

7. **REPORT—INVESTMENT**

Interest earned and distributed for May 2024 was \$6,751.51 in the Elementary
and \$6,593.26 in the High School for a total of \$13,344.77. May 2024 interest

was not available at the time of posting. Rebekah Rhoades explained the arbitrage evaluation process for the bond interest that is currently being completed. She will report the results of that review in July.

8. **REPORT—SUPERINTENDENT**

Superintendent Thom Peck shared information regarding the Science Curriculum Committee and the process followed for choosing curriculum. Mr. Peck updated the Board on the Early Literacy Program screening, explaining the process used and how those students are being chosen for the program. Mr. Peck updated the Board of Trustees on staffing. The Board was updated on various dates and events throughout the District.

PUBLIC PARTICIPATION

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

There was no public participation.

ACTION ITEMS

MINUTES

10. **MINUTES OF THE MAY 13, 2024, REGULAR BOARD MEETING**
– approved unanimously (Brady/Carlson).

APPROVAL OF CLAIMS

11. **CLAIMS** – the claims referenced in the 2023-2024 Bill Schedule and submitted through June 7, 2024, were approved unanimously (Southworth/Hodge). The Finance Committee for April - June 2024 are Board Chair Kris Birdwell and Lisa Koch. The new Finance Committee for July-September 2024 will be Board Chair Kris Birdwell, Whitney Brady, Lisa Koch and Jeff Southworth.

INDIVIDUAL ITEMS

12. **APPROVE SECOND READING BOARD POLICY 3110 – ENTRANCE PLACEMENT AND TRANSFER** – approved unanimously (Brady/Southworth).
13. **APPROVE SECOND READING OF POLICY 1420 – SCHOOL BOARD MEETING PROCEDURE** – approved unanimously (Southworth/Hodge).
14. **APPROVE SECOND READING OF POLICY 1420F – NOTICE REGARDING PUBLIC COMMENT** – approved unanimously (Hodge/Brady).
15. **APPROVE PLAYGROUND BIDS FOR LEWIS AND CLARK ELEMENTARY SCHOOL** – approved unanimously (Brady/VanderBeek).
16. **APPROVE PLAYGROUND BIDS FOR GARFIELD ELEMENTARY SCHOOL** – approved unanimously (Carlson/VanderBeek).
17. **APPROVE CERTIFIED TEACHER REQUEST TO CHANGE TERMS OF EXTENDED LEAVE REQUEST** – approved unanimously (Hodge/Brady).
18. **APPROVE MOA WITH LEWISTOWN EDUCATION ASSOCIATION REGARDING ADRIENNA DECOCK** – (Brady/Southworth).
Luke Brandon stated that he did not agree with the MOA in its current form and requested that the two-staff coverage paid for by the District be extended for the first semester, stating that Mrs. DeCock will be writing sub plans and supporting the other new science teacher at FHS. He presented an alternative option to not pay health insurance for the time on leave, but to compensate for time worked instead. Kris Birdwell, Thom Peck, Rebekah Rhoades and Luke Brandon will meet again prior to the July Board Meeting to come to a resolution.
MOTION TO POSTPONE THE VOTE UNTIL JULY REGULAR BOARD MEETING – approved unanimously (Southworth/Brady)
19. **APPROVE CERTIFIED TEACHER REQUEST FOR EXTENDED LEAVE BEGINNING FEBRUARY 13, 2024 AND FOR THE 2024-2025 SCHOOL YEAR** – approved unanimously (Brady/Southworth).

20. APPROVE MOA WITH LEWISTOWN EDUCATION ASSOCIATION FOR ALISON GREMAUX – Failed Unanimously (Southworth/Brady).
Discussion regarding the MOA ensued. Because the employee dropped the District’s insurance plan, the MOA is no longer necessary. If something changes, the Board will review at that time.
AMEND MOTION TO APPROVE THE MOA WITH THE LEA TO STRIKE PARAGRAPH TWO UNDER ITEM #3 – approved unanimously (Southworth/Brady)
21. APPROVE FIRST READING OF FERGUS HIGH STUDENT HANDBOOK – approved unanimously (Carlson/Southworth).
Mr. Lewis addressed the Board regarding major changes made and the process used to make the changes. Trustee Brady had a member of the community ask for further descriptions within the latex allergy portion. Final approval will be requested at the July Board Meeting.
22. APPROVE BUILDING USE AGREEMENT WITH ALLIED STEEL– (Brady/VanderBeek)
MOVE TO POSTPONE THE VOTE ON THE AGREEMENT UNTIL THE SPECIAL BOARD MEETING ON JUNE 26TH AT 6:00PM – Approved Unanimously (Carlson/Hodge)
23. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE RESPECTIVE COMPENSATED ABSENCES FUND(S) – approved unanimously (Carlson/Southworth).
24. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE INTERLOCAL FUND – approved unanimously (Brady/Hodge)
25. APPROVE SECOND SEMESTER CLAIM FOR INDIVIDUAL CONTRACT BUS REIMBURSEMENT – approved unanimously (Southworth/Hodge).
26. APPROVE SECOND SEMESTER ELEMENTARY AND HIGH SCHOOL CLAIMS FOR BUS REIMBURSEMENT – approved unanimously (Carlson/Southworth).
27. APPROVE SUBSTITUTE AND ACTIVITY BUS DRIVER RATES – approved unanimously (Carlson/Brady)
28. APPROVE LEWISTOWN PUBLIC SCHOOLS MTSBA MEMBERSHIP – approved unanimously (Southworth/VanderBeek)
29. APPROVE FERGUS HIGH SCHOOL STUDENT ACTIVITY ACCOUNT CHANGES – approved unanimously (Brady/Carlson)
30. APPROVE JUNIOR HIGH SCHOOL STUDENT ACTIVITY ACCOUNT CHANGES – approved unanimously (Carlson/Hodge)
31. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Brady/Hodge).
32. APPROVE EXTENSION OF LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Carlson/VanderBeek).
33. APPROVE EXTENSION OF ROY BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Hodge/Brady)
34. APPROVE EXTENSION OF WINIFRED BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Brady/Southworth).
35. MOTION TO POSTPONE VOTE ON THE RETIREMENT FUND BUDGET RESOLUTION TO THE SPECIAL BOARD MEETING ON JUNE 26TH AT 6:00PM – approved unanimously (Brady/Southworth).
36. APPROVE NOTICE OF RESOLUTION OF INTENT TO SELL/DISPOSE OF SURPLUS PROPERTY – approved unanimously (Hodge/Brady).
37. APPROVE PERSONNEL REPORT – approved unanimously (Carlson/Hodge)

ADJOURNMENT

The meeting was adjourned at 8:33 p.m. The next regular meeting will be held at 6:00 p.m. on Monday, July 8, 2024, at the Lincoln Board Room.

KRIS BIRDWELL
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER/CLERK

**MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

Lincoln Board Room
215 Seventh Avenue South
Lewistown, Montana 59457

Monday, January 15, 2024

SPECIAL BOARD MEETING

CALL TO ORDER (5:00 P.M.)

1. ROLL CALL
TRUSTEES PRESENT:
Board Chair Kris Birdwell, Whitney Brady, Eric Vanderbeek, Lisa Koch,
Jeff Southworth, John Carlson
TRUSTEES ABSENT:
Kevin Hodge
STAFF PRESENT:
Business Manager Rebekah Rhoades, Superintendent Thom Peck
OTHERS PRESENT:
Bridget Eckstrom – DA Davidson,
2. PLEDGE OF ALLEGIANCE
The group recited the Pledge of Allegiance.

MOTION TO SET AGENDA – Approved Unanimously (Carlson/Brady)

PUBLIC PARTICIPATION

3. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO
ADDRESS THE BOARD
There was no public comment.

ACTION

INDIVIDUAL ITEMS

5. APPROVE BUILDING USE AGREEMENT WITH JIM-N-I, INC – Approved
(Brady/VanderBeek) Abstain - Southworth
6. APPROVE RETIREMENT FUND BUDGET RESOLUTION – Approved Unanimously
(Brady/Southworth)
7. MOVE TO ALLOW THE DISTRICT TO INVEST BOND PROCEEDS IN THE SLGS
PROGRAM, FOR REBEKAH RHOADES AND BRAD MOORE TO BE DESIGNATED
AS CUSTODIANS OF THE FUNDS, TO SET UP ANY REQUIRED BANK ACCOUNTS
AND FOR THE BOARD CHAIR TO SIGN ANY DOCUMENTS INVOLVED TO
PROCEED – Approved Unanimously (Koch/Southworth)
Bridget Ekstrom, DA Davidson, provided information to the Board regarding the timing
of the Bond approval at an all time low interest rate and how investment interest rates
since then have increased dramatically. Rebekah shared the Causey report and
explained that the district will have to pay to the IRS around \$800,000 as a result of
high interest earnings. This number will change as reports need to be reviewed and it is
based on accrual until the funds are invested elsewhere. Shane Swandal, Hulting, and
Rebekah shared how they have developed a plan that will utilize contingencies and
limited district funds and that will not affect any project completion within the bond.
The District Interlocal funds will cover the playground equipment for a total of around

\$200,000. Bridget Ekstrom then explained to the Board an investment program called State and Local Government Series Securities (SLGS) that will allow us to keep any future interest proceeds and recoup some of the losses to the IRS. This is new to schools in State of Montana, but Dan Semmens with Dorsey Whitney has done a legal review and has approved the investment in these securities as an alternative to STIP. Discussion with the Board ensued.

The Board thanked Thom Peck for his service to the Lewistown Public Schools District.

ADJOURNMENT

The meeting was adjourned at 7:07 p.m. (Brady – unanimous).

KRIS BIRDWELL
BOARD CHAIR

REBEKAH RHOADES
BUSINESS MANAGER

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

13

☐ 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 5, 2024, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2024 include: Board Chair Kris Birdwell, Whitney Brady, Jeff Southworth and Lisa Koch.

SUGGESTED ACTION: Approve Claims as Presented

☐ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

14

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

ITEM TITLE: APPROVE MOA WITH LEWISTOWN EDUCATION ASSOCIATION REGARDING ADRIENNA DECOCK

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

SUMMARY:

The Board of Trustees needs to approve the MOA with the Lewistown Education Association regarding Adrienna DeCock.

SUGGESTED ACTION: Approve MOA with Lewistown Education Association Regarding Adrienna DeCock.

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

MEMORANDUM OF AGREEMENT

THIS AGREEMENT is entered into by and between the Lewistown School District (the District) and the Lewistown Education Association (the Association), pursuant to which, the parties agree as follows:

1. Term of Agreement: This MOA shall take effect immediately upon the signature of both parties below and shall expire on January 17, 2025. This MOA shall have no further force and effect after January 17, 2025.

2. Effect on CBA and Conditions of Employment: During the term of this MOA, this MOA modifies only those working conditions addressed herein. All provisions of the applicable Collective Bargaining Agreement (CBA) not modified herein, shall remain in full force and effect.

3. Agreement of the Parties: Article VII, Section C of the CBA provides for an extended leave of absence without salary, for teachers under specified circumstances and with approval of the Board of Trustees. Article VII, Section C does not address health insurance coverage while a teacher is on extended leave without salary.

Adrienna DeCock requested extended leave without salary for the first semester of 2024-2025 school year. If the leave request is approved by the Board of Trustees, the parties agree that Mrs. DeCock will be entitled to participate in the District's health insurance group coverage during the period of extended leave. As Mrs. DeCock's spouse also works as a certified employee of the District, the District shall contribute the family contribution of \$1,525.00 toward his Insurance for the months of September-January. When Mrs. DeCock returns to work, the District will resume the 2 Staff + Dependents contribution of \$2,169 towards insurance. Upon Mrs. DeCock's return, she will be on the salary schedule at MA+30 step 8.

The District will likely not be able to hire a Broadfield Science Certified teacher to teach in Mrs. DeCock's absence. Accordingly, the District plans to use a long term substitute teacher. The substitute will need assistance with curriculum and lesson plans. If this assistance is not provided, students will likely not receive adequate instruction. Due to this very unique circumstance, the District has agreed to pay Mrs. DeCock for assistance, as set forth herein, while she is on leave.

To assist the long term substitute and to ensure the continuity of the newly adopted science curriculum while she is on leave, Mrs. DeCock agrees to the following:

- Mentor new science faculty
- Provide instructional material, lessons and guidance for long term substitute teacher
- Management of google classroom for all classes
- Management of Infinite Campus for grading for all classes

For these services, Mrs. DeCock will be compensated at the rate of \$22.50 per hour, and is entitled to bill the District up to 12 hours per week. The District will continue to withdraw union dues from this paycheck.

The District anticipates that this MOU is budget neutral, as a long term substitute salary is substantially less than Mrs. DeCock's salary. The additional hourly wage paid to Mrs. DeCock will not exceed the difference between the respective salaries.

If a qualified applicant holding a Broadfield Science Degree is hired, it is noted that these services will not be required of Mrs. DeCock.

4. **Waiver of Right to Grieve:** The Association and the employees represented by the Association hereby waive the right to grieve the terms and conditions of employment addressed or modified herein.

5. **Precedential Impact:** The parties additionally agree that the terms and conditions of this MOA apply solely to the conditions of employment discussed herein, and the application of those conditions of employment to the circumstances described herein, and that neither this MOA nor any exception to the terms and conditions of employment discussed herein shall be used or construed by either party as setting a binding precedent or establishing a binding past practice.

IN WITNESS WHEREOF:

Lewistown Education Association

Date: _____

Lewistown School District

Date: _____

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

15

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

ITEM TITLE: APPROVE ACCEPTANCE OF TRUSTEE RESIGNATION

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

SUMMARY:

The Board of Trustees needs to approve the resignation of Trustee, John Carlson.

SUGGESTED ACTION: Approve the resignation of Trustee, John Carlson

☐ **Additional Information Attached**

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

16

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

ITEM TITLE: APPROVE FERGUS HIGH STUDENT HANDBOOK 2024-2025

Requested By: Board of Trustees Prepared By: Brad Moore

SUMMARY:

The Board of Trustees needs to approve the Fergus High Student Handbook 2024-2025

SUGGESTED ACTION: Approve Fergus High Handbook 2024-2025

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

FERGUS HIGH SCHOOL

STUDENT HANDBOOK



2024 – 2025

CONTENTS

Fergus High School Mission	1
Fergus High School Vision	1
To Students and Parents:	1
Principal's Message	1
Board of Trustees 2024-2025	2
Notice of Non-Discrimination	2
Fergus High School Staff	3
Fergus High School Bell Schedule	4
Academics	5
Academic Integrity	6
Credit Transfer/Assessment for Placement	6
Drop/Add Procedures	6
Dual Credit Courses	6-7
Final Exam (semester tests)	7
Grading Scale	7
Weighted Grades	7
Graduation Activities	7-8
Graduation Requirements	8
HiSet Option Program	8-9
Honors Curriculum	9
Honors Pass	9-10
Homework	10
Incompletes	10
Make up Work	10
NCAA Clearinghouse Eligibility	10-11
Online Courses	11
Zero Hour/AM Courses	11
Valedictorian and Salutatorian Selection	11-12

Attendance	12
Unexcused Absences	12
Advanced Assignments & Prior notification of Absences	12-13
Attendance Communication	13
Check out Procedures	13
10 Day Absence Policy	13
Interventions to Address Excessive Absences	13
Tardies	13-14
Withdrawal Procedures	14
Accident Prevention	14
Allergies	14
Backpacks	14
Bullying/Harassment/Intimidation/Hazing	14-16
Cell Phone and Electronic Equipment	16
Child Safety GPs & Audio Child Tracking/Monitoring Systems	16-17
Complaints by students & Parents	17
Uniform Complaint Procedures	17-18
District Provided Access to Electronic Information, Service, & Network	19-20
Code of Conduct	21
Applicability of School	22
Violations of Student Code of Conduct	22
Suspensions	23
Expulsion	23
Students with Disabilities	23
Severe Clause	23
Procedural Due Process	23-24
Corporal Punishment	24
Counseling	24
Distribution and Posting of Materials	24

District Student Dress Policy	25
Dress & Grooming at Fergus High School	25
Drivers Education	26
Emergency Drills	26
Standard Response Protocols	27-28
Emergency Treatment	29
Emergency School Closure	29
Extra-Curricular Activities, Clubs & Organizations	29-31
Co-Curricular or Extra-Curricular Activities	31
Activity, Club, and Team Rules	31
Activities Participation	32
Activity Transportation	32-34
Attendance and Activity Participation	34
Awards & Honors - Activities	34
Behavior & Activity Participation	34
Dress - Activity Participation	34
Equipment & Supply Expectations	35
Extra-Curricular/Activities Eligibility (MHSA Guidelines)	35
Participation Fees	35
Physical Exams	35
Concussion Testing	36
Practice	36
Sportsmanship/The Golden Eagle Spirit	36-37
Activities and Clubs at Fergus High School	37
Activities Chemical & Tobacco Policy/Guidelines	37-40
Fees	40
Food Service	40-41
Fundraising Activities	41
Gun Free Schools/Firearms & Weapons	41-42

Hearing Screening	42
Homeless Students	42-43
Immunizations	43
Law Enforcement	43-44
Lockers	44
Medicine at School	44-45
Multi-Tiered System of Supports (MTSS)	45
Parent Involvement, Responsibilities and Rights	45-46
Pledge of Allegiance	46
Report Cards, Progress Reports, & Conferences	46
School Dances	46
Searches and Seizures	46-47
Student & Family Privacy Rights	48-49
Sexual Harassment/Intimidation of Students	49-51
Students in Foster Care	51
Student Records/Rights Under FERPA	51-52
Student Records Policy	52-55
Privacy Matters - Photographs & Social Media	55
Transportation (general)	55-56
Video Surveillance	56
Visitors	56
Receipt of Handbook and Acknowledgement of Rights	57
High School Student Authorization to Park on District Property	58

Fergus High School Mission Statement

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

Fergus High School Vision Statement

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

To Students and Parents:

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

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

Principal’s Message

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

Matthew Lewis, Principal

Board of Trustees 2024-2025

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

Kris Birdwell – Board Chair
Whitney Brady – Vice-Chair
John Carlson – Trustee
Kevin Hodge – Trustee
Lisa Koch – Trustee
Jeff Southworth – Trustee
Eric VanderBeek – Trustee

Notice of Non-Discrimination

The Lewistown Public School District does not discriminate on the basis of race, color, national origin, sex, or disability, in the educational programs and activities it operates including admission and employment. The District is required by federal law, including but not limited to the Civil Rights Act of 1964, Title IX, and Section 504 and the Americans with Disabilities Act and their regulations to not discriminate against individuals in violation of these laws.

Fergus High School Staffing 2023-2024

Art	Social Studies
Doug Braulick	Austin Schilling
	Luke Brandon
Ag Education	Troy Henderson
Jared Long	
Logan Turner	Resource
	Cassie Gobble
Business	Leslie Long
Diane Lewis	Tom Webb
Counselors	Paraprofessionals
Lee Crouse	Connie Bowen
Teresa Vaughn	Tyler Carlisle
	Kendra Wylie
English	Tasha Lahr
Catie Cavill	
Meggan Cirrincione	Custodians
Maci Moore	Tom Ramey
Melanie Smith	Dennis Flesch
	Jack Rogers
Family & Consumer Science	
Megan Vincent	Food Service
	Cassidy Conrad
Foreign Language	Lesley Blackadar
Brett Thackeray	Tracie Dogan
Health Enhancement	School Resource officer
Sherry Breidenbach	Dustin Salka
Steve Olson	
Vic Feller - Weights	Administrative Assistant
	Yvette Hersel
Library	
Michelle Trafton	Activities Secretary
	Wendy Pfau
Music	
Chase Auger - Instrumental	Infinite Campus/Technology Specialist
Rachael Grensten - Vocal	Kim Wiegert
Mathematics	Assistant Principal/AD
Brendan DeCock	Paul Bartos
Troy Hudson	
Vic Feller	Principal
	Matthew Lewis
Science	
Keeley Bibler	
Mike Mangold	
Adrienna DeCock	

Schedules
Fergus High School
2024-2025

Period	Time	Minutes
Zero	7:15 – 8:05	50
1st	8:10 – 8:58	48
2nd	9:02 – 9:50	48
Advisory/Core Flex	9:54 – 10:20	26
3rd	10:24 – 11:12	48
4th	11:16 – 12:04	48
Lunch	12:04 – 12:44	40
5th	12:48 – 1:36	48
6th	1:40 – 2:28	48
7th	2:32 – 3:20	48

Early Release Days
2024-2025

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

Academics

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

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

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

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

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

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

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

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

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

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

Total 6 -7 credits

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

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

Total 5 -7 credits

ACADEMIC INTEGRITY

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

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

CREDIT TRANSFER/ASSESSMENT FOR PLACEMENT

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

DROP/ADD PROCEDURES

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

Dual Credit Courses / College Coursework

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

Fergus High School Dual Credit/AP Courses

Dual Credit Courses			AP Courses	
Advanced American History	Henderson	MSU Northern	AP English Literature	Cirrincione
English 12	Cirrincione	MSU Northern	AP Calculus	Feller
Advanced English 11	Smith	MSU Northern	AP Chemistry	Nefzger

Advanced Math/Pre-Calculus	Feller	MSU Northern	AP Physics	DeCock
EMT Class	Heineke (CMMC)	MSU Great Falls	AP World History	Schelling
Early Childhood Education	Vincent	UM Western	AP Government	Brandon
Advanced Biology	Mangold	MSU Northern	AP Studio Art	Braulick

FINAL EXAMS (SEMESTER TESTS)

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

Grading Scale

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

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

Weighted Grades:

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

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

Graduation Activities

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

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

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

Graduation Requirements

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

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

1. **Mathematics** - 3 credits One (1) credit may be a crossover credit (accounting or business math taken during junior or senior year) Math classes need to be taken consecutively they cannot be taken concurrently.
2. **Science** - 3 credits One (1) credit may be a crossover credit (1 year of Anatomy & Physiology/Veterinary Science taken during junior or senior year = 1 crossover credit).
3. **Social Science** - 3 credits World History or AP World History - sophomores, American History - juniors, and US Government or AP Government - seniors
4. English - 4 credits
5. **Health Enhancement** - 2 credits (Required for Freshmen and Sophomores)
6. Fine Arts - 1 credit Band, Choir, Art or Drama
7. **Career and Technical Education** - 1 credit Agriculture, Business, Computers, or Family and Consumer Sciences.
8. **Additional Electives** - Complete 5 elective courses above the 17 required classes
9. **Personal Finance requirements** - .5 credits will be included in select CTE or other elective course offerings. (Required for all student graduating in 2026 and beyond)
10. A total of 22 credit hours earned

A student with disabilities eligible under the Individuals with Disabilities Education Act may satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP may serve as the basis for determining completion of a course.

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

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

HiSET OPTION PROGRAM

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

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

There are 5 sections of the HiSET Exam

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

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

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

Honors Curriculum

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

1. Meet all College Prep requirements of the Montana University System
2. Complete four science classes (no crossover classes)
3. Complete four math classes (no crossover classes)
4. Complete two years of a foreign language
5. Complete two AP or two dual credit courses
 - a. An AP class (one) may be substituted by a major from the area of Career and Technical Education (CTE) or Performing Arts. In order for substitution of an AP class to take place a student must complete four years in one of the following areas: agriculture education, band, business, choir, family and consumer sciences, or Spanish.
 - b. Substitution of an AP class is only allowed in academic areas that do not offer an AP option.
 - c. No crossover credits will be allowed. For example: a student must take four years of band; the substitution would not be allowed if he/she took two years of band and two years of choir.
 - d. Students may use independent courses as approved by the Academic Committee and Principal. Independent courses do not include credit recovery situations for failing grades.
 - e. To uphold the integrity of the Honor's Curriculum, a student must keep his/her grades in good standing and maintain a cumulative GPA of no less than 3.0.

HONOR PASS

Juniors and Seniors who are on course to graduate in accordance with District standards and meet the criteria below may fill out a form to apply for an Honor Pass. All students are required to be enrolled in 7 periods; 5 solid classes and a combination of an honor pass, study hall, or teacher's aide. A Junior may have up to 1 Honor Pass and a Senior may have up to 2 Honor Passes.

Honor Passes will NOT be granted during periods 2 and 3. In order to qualify for an Honor pass, a student must meet the following criteria:

Juniors

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

Seniors

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

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

Homework

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

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

INCOMPLETES

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

MAKEUP WORK

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

NCAA Clearinghouse Eligibility

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

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

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

NCAA Division 1 core course requirements:

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

NCAA Division 2 core course requirements:

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

ONLINE COURSES

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

ZERO HOUR / AM COURSES

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

VALEDICTORIAN AND SALUTATORIAN SELECTION

Consideration Criteria for Selection:

1. Students considered must be in attendance the second semester of their junior year and both semesters of their senior year. (Special circumstances will be reviewed by the administration.)
2. Students to be considered must complete the Honor's Curriculum.
3. Valedictorian or Salutatorian selections will be based on student grade point averages through the second semester of their senior year.
4. Should a tie between students occur with grade point averages, the following system will be used in making Valedictorian and Salutatorian selections:
 - a. Meet the Honor's Curriculum requirements
 - b. A combination of four AP/Dual credit classes, offered by Fergus High School Staff. Substitution will be allowed as listed in the Honor's Curriculum.
 - c. Received at least 26 credits
 - d. If each potential candidate meets the above criteria, a tie will be declared.
5. **If none of the Valedictorian and Salutatorian candidates meet the above criteria, an academic committee will be formed and the following criteria will be used to determine the selections.**

- a. The number of credits earned from Advanced Placement/Dual Credit Courses
 - b. Total number of credits earned in core classes selected by the NCAA for eligibility purposes, or as 3 approved by the committee
 - c. Quarter grade point averages earned in core classes selected by the NCAA for eligibility purposes, or as approved by the committee
6. Online/Correspondence Coursework – Maintain current level of correspondence course-work as specified in graduation requirements (1.5 credits are allowed starting with the Junior year)
 7. Appeals of individual portions of these policies are to be addressed to the academic committee as a whole
 8. If two or more students tie for Valedictorian, no Salutatorian will be recognized.

Attendance

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

A student who persistently does not attend school for the day or any part of the school day equivalent to the length of one class period is truant and may be subject to disciplinary action. Truancy may also result in assessment of a penalty by a court of law against the student and his or her parents. The District's Attendance Officer may request a meeting with the truant student's parent or legal guardian to develop a truancy plan in the event of continued truancy.

When a student is absent from school, the parent/guardian must call the school (406)535-2321 before 9:00 a.m. If the parent/guardian does not call, the school will send out an automated call, text, or email notifying parents when an absence has occurred. If contact has been made with the parent/guardian, it will not be necessary for the parent/guardian to send a written excuse with the student upon his/her returning to school, unless requested by the administration. **If no notification regarding the absence is given the absence will be marked as unexcused by the end of the day .**

Students will be given two (2) days, for every day absent, to complete missing assignments for excused, medically verified and school related absences. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

Unexcused Absences

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

Advanced Assignment and Prior Notification of an Absence

In the case that a parent/guardian is aware of an upcoming absence, they are asked to contact the school in advance of the absence. Students will then contact their teachers to make arrangements for completing their assignments. Many activities are held at Fergus High School that do not involve the participation of FHS students, Class C tournaments for example. If a Fergus High student plans to attend these types of activities, they must have

parent permission and must complete the Advanced Assignment Request form one day prior to the proposed absence for these types of activities. Failure to complete this process one day prior to the absence will result in an unexcused absence.

Attendance Communication

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

Checkout Procedures

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

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

10-Day Absence Policy

Ten (10) **non-school** related absences (excused and/or unexcused) per class period during a semester is considered excessive and may require a parent conference and possible attendance contract. Parents should notify the high school office to excuse a student's absence. If verification is not received by the end of the day of the absence, the absence will be recorded as unexcused for the remainder of the semester. Our goal is to bring awareness to the total number of days being missed by students.

Interventions to Address Excessive Absences:

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

Tardies

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

1. If students are arriving late, visiting with another staff member, they should have a written pass from that teacher or the office before going to class.
2. Students are allowed only 3 tardies per class, per semester. **All tardies are considered as unexcused.** We appreciate a call to let us know when a student will be late, but it does not exempt his/her tardiness.
3. Students will serve lunch time detention after every fourth tardy during the week.
 - a. For example students with excessive tardies will serve lunch time detention at 4, 8, 12, 16...and so on.

Withdrawal Procedures

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

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

Accident Prevention

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

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

Allergies:

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

- Fergus High School will be posting peanut and nut free zone signs around the school for the safety of our students, staff and visitors
- Fergus High School will not allow any latex balloons or products for any events held at the school for the safety of our students, staff, visiting teams and community members.

Backpacks:

Backpacks, satchels, and drawstring bags will not be allowed in class. Please leave these items in your locker. Student lockers and combinations will be assigned as schedules are generated for the school year. Exceptions may apply in cases of injury or requirements of a student's IEP or 504 Plan.

Bullying/Harassment/Intimidation/Hazing

Bullying (including cyberbullying), harassment, intimidation, or hazing, by students, staff, or third parties, is strictly prohibited and shall not be tolerated. Bullying does not include the determination after an investigation that the student's used reasonable and necessary physical force as self-defense or the defense of another in response to a physical attack.

All complaints about behavior that may violate this policy shall be promptly investigated.

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

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

Definitions:

1. "Third parties" include but are not limited to coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District, and others not directly subject to District control at inter-District and intra-District athletic competitions or other school events.
2. "District" includes District facilities, District premises, and non-District property if the student or employee is at any District-sponsored, District-approved, or District-related activity or function, such as field trips or athletic events, where students are under the control of the District or where the employee is engaged in District business.
3. "Hazing" includes but is not limited to any act that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in or affiliation with any District-sponsored activity or grade-level attainment, including but not limited to forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed, or other such activities intended to degrade or humiliate.
4. "Bullying, 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:
 - a. Physically harming a student or damaging a student's property;
 - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - c. Creating a hostile educational environment.
 - d. Substantially and materially disrupts the orderly operation of a school.
5. "Electronic communication device" means any mode of electronic communication, including but not limited to computers, cell phones, PDAs, or the internet.

Reporting:

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

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

Responsibilities:

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

When an employee has actual knowledge that behavior in violation of this policy is sexual harassment, the employee must contact the Title IX Coordinator. The Title IX sexual harassment grievance process will be followed, if applicable, prior to imposing any discipline that cannot be imposed without resolution of the Title IX process.

Consequences:

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

Retaliation:

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

Cellular Phones and Other Electronic Equipment (Policy #3630)

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

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

1. If a student chooses to use their phone in class, it will be confiscated by the classroom teacher and be placed in the office until the end of the day.
2. If a student chooses to use their phone in class a second time, it will be confiscated by the classroom teacher and will be placed in the office until the end of the day. Parents will be notified.
3. If a student chooses to use their phone in class a third time and subsequent times, it will be confiscated and parents will be asked to come pick up the phone at the end of the day

Child Safety GPS and Audio Child Tracking/Monitoring Systems

Parents and students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing recording devices, or other devices with one- or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag/backpack, on the student's person or otherwise in an area capable of listening in or recording without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag/backpack or on a student's person shall be

submitted, in writing, to the Superintendent along with an explanation of why such recording is necessary. The Superintendent or a designee shall notify the parent(s), in writing, whether such request is denied or granted within five (5) school days. Where consent has been given by the Superintendent, the Principal must be given access by the parent to be a school guardian on the device. This will ensure any “Listen-In” feature is disabled during school hours due to privacy concerns.

Complaints by Students and Parents

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

Usually student or parent complaints or concerns can be addressed simply — by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the District has adopted a Uniform Complaint Procedure policy for most complaints (Policy #4310) with the exception of complaints/concerns regarding sexual harassment and/or disability discrimination. The District's Uniform Complaint Procedure is outlined below and a written copy of the Uniform Complaint Procedure and Complaint form can be obtained at the school office or online.

Uniform Complaint Procedure (Policy #4310)

All individuals should use this complaint 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 requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under: (1) Montana constitutional, statutory, or administrative law; (2) United States constitutional, statutory, or administrative law; (3) Board policy; (4) or request a review of services.

The District will endeavor to respond to and resolve complaints without resorting to this complaint 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 complaint procedure is not a prerequisite to the pursuit of other remedies, and use of this complaint 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 complainant may file a written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including school personnel involved; and (3) the remedy requested. It must be signed and dated by the grievant complainant. The Level 2 written complaint must be filed with the principal within thirty (30) days of the event or incident or from the date the complainant 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. The principal will respond in writing to the complaint, within thirty (30) days of the administrator's receipt of the complaint.

If either party is not satisfied with the Principal's decision, the complaint 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 complaint. 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

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

If 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 individual 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.

Students shall use the Title IX Grievance Procedure to address complaints/concerns about sexual harassment. Board Policy 3225 provides the Title IX Grievance Procedures can be obtained on the District's website or any District or school office or by contacting the Title IX Coordinator.

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

The District believes that all students should have access to technology when they act in a responsible, efficient, courteous and legal manner. Internet access and other technologies available to students and teachers offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students.

As part of learning, teachers and students may be using web tools such as email, blogs, wikis, podcasts, social networks and videocasts with appropriate supervision. These technologies improve student communication and collaboration skills, provide a real audience, and extend learning beyond the classroom walls while building digital citizenship skills.

Responsible uses of technology are devoted to activities that support teaching and learning. The following are our agreements about the use of technology. The District reserves the right to withdraw access and may subject the user to appropriate disciplinary and/or legal action when any misuse occurs.

Terms and Conditions for Responsible Use: Users Will:

1. Respect copyright laws and properly cite sources.
2. Back out immediately if, by accident, materials which violate the rules of responsible use are encountered or received.
3. Have no right or expectation of privacy in electronic communications.
4. Act safely by keeping personal information out of electronic projects.
5. Treat online spaces as a classroom space, and use appropriate and respectful language, pictures, audio, video, links or other content.
6. Conserve limited disk or server space, bandwidth, and printing capacity.
7. Be held accountable for actions, for the loss of privileges, or experience other appropriate consequences if not using the network responsibly.

Users Will Not:

1. Harm other people or their work.
2. Damage, change, or tamper with the hardware, software, settings, or the network.
3. Seek, view, send, or display offensive messages or media.
4. Share passwords with another person.
5. Trespass in another user's folders, work, or files.
6. Use any form of electronic communication (personal website, cell phone, or other network connected mobile device) during school hours without appropriate permission from school staff.
7. Use any form of electronic communication to harass, intimidate, or bully anyone.
8. Give out personal information that could help someone locate themselves or any District user.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers or any unauthorized charges or fees resulting from access. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions. The District is not responsible for the accuracy or quality of the information attained through or stored on the system.

Internet Safety

1. Internet access is limited to only those "Responsible Uses", as detailed in these procedures. Internet safety is almost assured if users will not engage in inappropriate activity as detailed in these procedures.
2. To ensure that the students abide by the Terms and Conditions for Internet access, staff members shall make all reasonable efforts to supervise students while students are using District Internet access.

3. To comply with the Children's Internet Protection Act and to the extent practical, technology protection measures shall be used to block or filter content as defined by law. Filtering is by no means meant to supersede the guidelines and requirements described in this document.
4. The district shall provide age-appropriate instruction to students regarding appropriate online behavior. Such instruction shall include, but not be limited to: positive interactions with others online, including on social networking sites and in chat rooms; proper online social etiquette; protection from online predators and personal safety; and how to recognize and respond to cyber bullying and other threats.

Code of Conduct/Soar Expectations

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

FERGUS HIGH SCHOOL **SOAR EXPECTATIONS**

S A F E

1. Respect others and their personal space.
2. Know safety routines and procedures.
3. Drive responsibly.
4. Practice healthy relationships.

O R G A N I Z E D

1. Be on time and prepared for class.
2. Be ready to learn.
3. Take pride in your school - clean up after yourself.
4. Meet expectations of each class.
5. Be accountable for your academics - check IC regularly.

A C C E P T I N G

1. Use kind words.
2. Have an open mind and use it.
3. Treat others the way you want to be treated.
4. Accept diversity and the unique differences of others.

R E S P O N S I B L E

1. Respect others' right to learn.
2. Take responsibility for your actions - show integrity.
3. Use all technology appropriately.
4. Resolve conflicts with maturity.

B E A G R A D U A T E

1. Represent FHS with pride.
2. Be a positive role model.
3. Get involved.
4. Plan for your future - set goals.
5. Attend school.

Applicability of School Rules and Discipline

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

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

Violation of Student Code of Conduct

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

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

Suspension

An administrator has the authority to suspend a student for up to ten (10) school days. The student is entitled to oral or written notification of the charges and is entitled to the opportunity to provide his or her version. Immediate suspension when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process may occur without notice or the opportunity to be heard provided that notice and the opportunity to be heard shall follow as soon as practicable. A Parent meeting or phone call will be made to notify them of the suspension and the basis for the suspension. Students will have the opportunity to complete assignments for the days they are suspended. At the request of the parents, the Superintendent will review the appropriateness of the suspension. The Superintendent is final.

An administrator has the authority to extend a suspension for an additional ten (10) school days. Prior to extending the suspension beyond the original length not to exceed ten days, the administrator must hold an informal hearing with the student and determine that the student's immediate return to the school would be detrimental to the health, welfare, or safety of others, or would be disruptive to the educational process.

Expulsion

Expulsion is any removal of a student for more than twenty (20) school days without the provision of educational services. Only the Board has the authority to expel a student after holding a hearing that provides the student with an opportunity to be heard. After an investigation into the student's conduct, the administrator must send a written notice to the parents regarding the recommendation to expel the student, the specific charges against the student and supporting evidence, a description of the rule or regulation broken, the date, time, and location of the board hearing, a copy of the Board's procedure, and a description of the student's and parents' rights at the hearing.

Students with Disabilities

Students with rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 may be suspended in the same manner as students without those rights or expelled under certain circumstances, but prior to the imposition of either penalty, the District must follow all procedural requirements of those Acts, including holding a manifestation determination meeting when necessary, as required by these Acts.

Severe Clause

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

PROCEDURAL DUE PROCESS:

The Student Has the Right:

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

The Student Has a Responsibility:

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

Corporal Punishment

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

Counseling**Academic Counseling**

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

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

Personal Counseling

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

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

Distribution and Posting of Materials (Policy #3222)

The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the District's policy to limit the distribution of materials to parent and student organizations sponsored by the District or other governmental agencies. Materials which provide information valued or needed by the District may also be distributed. All organizations must have the approval of the Superintendent before materials may be distributed. The Superintendent will use the guidelines listed above in the approval of the distribution of the materials.

District Student Dress (Policy #3224)

Students are reminded that their appearance significantly affects the way others respond to them. Matters of dress remain the primary responsibility of students, in consultation with their parents or legal guardians. Nevertheless, certain minimum standards shall be observed by all students. The administration shall establish procedures for the monitoring of student dress in school or while engaging in extracurricular activities. Specifics regarding this policy may be found in the student handbook.

Students may decorate their Graduation Cap with the guidelines outlined in Fergus High Student

Dress and Grooming at Fergus High School

Positive Image Policy: All students' dress should reflect a positive image, be appropriate for an educational setting and not distract from the learning environment. Student dress should show respect for the individual, the school, and the community. Unfit attire includes, but is not limited to, clothing advertising drugs, alcohol, inappropriate messages, racial/ ethnic/ sexual innuendos, excessively ripped, or any other content that is a distraction. Students will be asked to cover up or change in the event that they come to school wearing this kind of attire.

Leg Coverings

- *Leggings/tights:* The use of fashion leggings, i.e. those that are sheer or see-through (fish netted stockings, pantyhose, and tights are also included in this) must be worn with some kind of long shirt, dress, or shorts over the top of it. This shirt, dress, or shorts must apply to the related section of the dress code policy. However, athletic or opaque leggings may be worn on their own without the use of something longer to cover them.
- *Shorts:* Shorts may be worn, but the bottom of the shorts must come to no higher than the base of the fingers/top of the palm as worn when the student places their arms straight down in a relaxed position, near the side of their body. If the shorts are shorter than this, the student will be asked to change into something more appropriate.
- *Dresses/Skirts:* The hem of the dress or skirt shall come to no higher than the tips of the student's fingers when their arms are extended along their sides, relaxed. If the dress or skirt is higher than this, it will be deemed inappropriate and the student will be asked to change.

Tops:

- *Tank Tops:* As per day-to-day classroom interactions, girls are allowed to wear tank tops. The straps must be at least two fingers in width, and the side of the shirt should not be cut out. Boys are expected to wear sleeved shirts. However, these conditions may be more relaxed during sports' practices and Gym/PE or weight training classes.
- *Shirt Requirements:* The height of the neckline of all tops will be determined as inappropriate or appropriate. Low cut neckline shirts should be avoided, and the student will be asked to change. Also, shirts must not show a bare midriff. Shirts should also not be revealing of undergarments.

Accessories:

- *Head Coverings:* Hats, stocking caps, bandanas, or any other non-religious type of head covering may be worn during passing periods. Students may wear hats in the classroom with permission from that classroom teacher. A student must comply without complaint or delay when asked to remove a hat in a classroom.

Driver Education

Semester Sessions:

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

Summer Session:

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

Fees and Registration:

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

Emergency Drills

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

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



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

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

COMMON LANGUAGE

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

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

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

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



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

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



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

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

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it is a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



Emergency Treatment (Policy #3431)

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

- A. Isolate the child immediately from other children in a room or area segregated for that purpose.
- B. Inform the parent or guardian as soon as possible about the illness and request him or her to pick up the child.
- C. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached, and if in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

Emergency School-Closing Information (Policy #2221)

The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff. The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

The District may close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Emergency school closing information will be broadcast on: Radio stations KXLO 106.9FM, KXLO 1230AM, KQPZ 95.5FM, and information will be sent out through our student information system via email, text messages and/or a phone call.

Extracurricular Activities, Clubs, and Organizations

Participation in extracurricular and co-curricular activities, clubs, and organizations is a worthwhile endeavor to enhance students' development and educational experience. Extracurricular and co-curricular activities, clubs, and organizations at Fergus High School are in place for students in 9th through 12th grade if they wish to participate. Specific eligibility and conduct rules may be adopted regarding participation in activities, clubs, and organizations.

Fergus High School offers the following school curricular and co-curricular clubs. These clubs are open to all Fergus High students enrolled on a full-time or part-time basis:

Club/Activity	Staff	Position
Annual	Diane Lewis	Advisor
Business Professionals of America	Diane Lewis	Advisor
F Club	Vic Feller	Advisor

FFA	Jared Long and Jondie Rianda	Advisors
FCCLA	Megan Vincent	Advisor
GSA	Meggan Cirrincione	Advisor
National Honor Society	Meggan Cirrincione	Advisor
Key Club		Advisor
Science Bowl/Olympiad	Tim Nefzger and Mike Mangold	Co-Advisors
Ski Club	Brett Thackeray	Advisor
Spanish Club	Brett Thackeray	Advisor
Student Government	Luke Brandon	Advisor
Unreserved	Meggan Cirrincione/Dani Phillips	Advisors

Fergus High School offers the following extracurricular activities. These activities are open to all students enrolled at Fergus High School and are open to homeschool/non-public school students who meet the eligibility requirements set forth by Fergus High School and MHSA:

Activity	Staff	Position
Boys Basketball	Scott Sparks	Head Coach
Girls Basketball		Head Coach
Cheerleading	Rayna Phelps	Head Coach
Cross Country	Suzie Flentie	Head Boys/Girls Coach
Football	Derek Lear	Head Coach
Golf	Sherry Breidenbach and Steve Olson	Co-Head Coaches
Speech and Debate	Lee Stahl	Head Coach
Tennis	Sherry Breidenbach	Head Coach
Track and Field	Steve Olson	Head Coach
Volleyball	Adrienna DeCock	Head Coach
Wrestling	Brendon DeCock	Head Coach

Parent/guardian permission is required for a child to participate in a school club and/or extracurricular activity (Appendix E). Parents also have the right to withdraw their child from any club or extracurricular activity.

Please note: Student clubs and performing groups such as the band, choir, and cheerleading and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

A student attending a nonpublic school or home school that meets the requirements under MCA § 20-5-109 may participate in extracurricular activities offered by the Lewistown School District subject to the student's eligibility as set out in **the Student Handbook**. The student's academic eligibility must be verified by the head administrator of the nonpublic school or educator providing the student instruction in the home school as verified by the principal. Parental permission must be obtained for the student to participate in the extracurricular activity.

Co-Curricular or Extra-Curricular Activities

Fergus High School offers a comprehensive co-curricular and extracurricular activities program designed to provide opportunities for academic and social growth. Through participation in co-curricular activities, students develop an appreciation for teamwork, sportsmanship, competition, self-discipline and citizenship. Co-curricular activities increase a student's personal development and self-esteem. Students should examine the available organizations, clubs, teams and select activities which are of interest to them. Students are also encouraged to support the co-curricular activities, scholastic competitions, dramatic and musical performances and other scheduled events. Extra-curricular, co-curricular, field trips, and school endorsed activities are a privilege, not a given. Students must earn the right to participate by:

1. Demonstrating acceptable behavior and attitudes in representing Fergus High School.
2. Remaining in good standing with Fergus High School attendance policy.
3. Currently in academic good standing. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday.
4. Having good academic habits: All work is due the day the student leaves unless otherwise arranged with the teacher. It is the student's responsibility to obtain future assignments and schedule make-up exams before he/she leaves.
5. Being a "team participant".
6. Accepting the responsibility of being a role model for youth in the community.
7. Displaying good sportsmanship at all times.
8. Final decisions are up to the administration.

Preliminary student grade reports will be run every Monday prior to any co-curricular or extra-curricular activity and are given to coaches and activities advisors. Coaches and advisors are responsible for communicating grade deficits(D- or F) with students participating in co-curricular or extra-curricular activities. Students will have until Wednesday at the end of the school day to turn in any missing or late work to bring up any failing grade. Students with failing grades(D- or F) will be ineligible to participate in co-curricular or extra-curricular activities until the following Wednesday. Please note that grade reports are not run for the first two weeks of a grading period.

ACTIVITY, CLUB AND TEAM RULES

Student clubs and performing groups such as the band, choir, cheer and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. Coaches and activity sponsors are responsible for determining reasonable expectations for the smooth and efficient operation of their team or program. Students will be expected to meet or exceed set standards to be able to participate in activities. If a violation is also a violation of school rules, the consequences specified by the administrator will apply in addition to any consequences specified by the organization.

ACTIVITY PARTICIPATION

Freshmen – Coaches and sponsors are expected to help promote student participation in multiple activities. All freshmen participants will be allowed by coaches &/or advisors to participate in more than one sport or activity during the same season. Freshmen that do participate in more than one sport during an individual sport season will be asked to prioritize one athletic activity over the other for scheduling practices and competitions. It is, however, expected that the freshman participant in multiple activities will meet reasonable practice and contest expectations for both group(s) and team(s) involved.

Others - Sophomore, junior and senior level participants are also encouraged to participate in multiple activities but due to team needs and the mental or physical strain of athletics they should not participate in multiple sports during the same sport season.

Students participating in multiple activities will not be allowed to participate in events for more than one activity per day if out of town transportation is required, or if safety and transportation concerns arise.

ACTIVITY TRANSPORTATION

Students who participate in out-of-town extra-curricular activities must travel on school provided transportation. We understand that there will be times when it is necessary for custodial parent(s) or legal guardian(s) to request permission for their student-athlete to return to Lewistown with them after a game or event is over. If this is necessary then an Activity Bus Transportation Release Form must be filled out, signed, and authorized by the parent/guardian and responsible school official prior to leaving the event. *Parents must personally sign the Activities Bus Transportation Release Sign-Of Form at the time of the pickup and agree to accept responsibility for any loss or injury to their child.*

Upon approval, student-athletes will then only be released to their custodial parent(s) or legal guardian(s) when the activity is completed, or earlier, if the activity groups (or family itself) are departing. For example; if the team or group remains at the site of the out-of-town activity, after Fergus High's part in the function is finished, students will remain with the team. If the parents are leaving the site for home, or another location, permission to release the student can be obtained.

ACTIVITY BUS PASSENGER GUIDELINES

The following rules will help assist in assuring a safe, comfortable ride and will help protect the bus. The Coach or Activity Sponsor is responsible for monitoring students conduct and enforcing the Activity Bus Rules. If the driver insists that behavior must improve, the Coach or Activity Sponsor needs to see that action is taken. The Coach or Activity Sponsor is also responsible for taking roll immediately after loading, each time.

1. Students are to remain in their seats and facing the front of the bus, with seatbelts fastened any time the bus is in motion.
2. Keep the aisle clear of obstruction. Do not hang over or on the arm rests or the back of the seat. Feet should be on the floor with shoes on.
3. Each seat is to have members of the same sex. Students are to be segregated by gender into different portions of the bus; i.e. boys in front, girls in back, preferably with advisors in the middle.
4. Refrain from being excessively noisy, keeping the noise level below that which disturbs the driver. Headphones must be used with electronic devices.
5. Remain QUIET in all City Limits and absolutely silent at all railroad crossings.
6. Carry-on items are to be kept to a minimum, (handbags and a blanket are allowed.)
7. All large bags must be stored in the baggage compartment. All water containers and hard objects, i.e. team supply boxes, should be stored on the floor or in the baggage compartment. If unsure, check with the driver.
8. All waste materials are to be properly disposed of in a receptacle supplied on the bus.
9. Cold sandwiches, fresh fruit, juice or canned pop, milk in cartons, candy bars, and chips can be consumed on the bus. Food items not allowed include: sunflower seeds and glass containers

10. There are to be no students on the bus while it is parked, without being accompanied by a Coach or an Advisor.

National research and studies have proven the safety and effectiveness of seat belts on school buses to prevent and minimize injury in the event of a crash. The National Highway Traffic Safety Administration has recommended that all school buses and motor coach buses be equipped with lap/shoulder belts after many investigations into bus accident fatalities. Lewistown public schools have implemented lap/shoulder belts on all new buses ordered and by fall of 2024, all buses will be equipped with them.

Montana Seat belt Use Act (61-13-103) requires by law that each occupant of a designated seating position must wear a properly adjusted and fastened seat belt. Please buckle your seatbelt and keep it fastened any time the bus is in motion.

It will be the driver's responsibility to instruct the students on how to properly buckle and adjust their seat belt as they load. The proper wearing of seatbelts will include the following:

1. Taking backpacks off before buckling seat belts and sitting seat to seat and back to back.
2. Buckling seat belt until they hear the audible click and adjust the belt so it is snug
3. Adjusting the shoulder belt height adjuster so the buckle is worn correctly on the shoulder. (yellow buses)
4. Always wearing the shoulder belt properly and not putting it behind them or under the arm.
5. Keeping seat belts buckled until the bus comes to a complete stop and they hear the air brake.

In case of an accident where the bus must be evacuated quickly, make every effort to observe the following directions:

1. Proceed in an orderly manner to the exit nearest your seat (the bus driver will point them out to you) that is unobstructed. Leave the bus through these openings.
2. Move to a point 100 feet or more from the bus and gather in a group to make it possible for a check to see if all passengers have been evacuated.
3. Passengers should follow the directions given by the driver or one of the sponsors.

ACTIVITY BUS ALTERNATE PICK-UP & DROP-OFF

The Board of Trustees, under the direction of our Insurance Carrier, requires each student involved in Fergus High activities to travel from, and back to, Lewistown with their respective activity group on school or activity buses. However, the school does understand that there may be times when families who live out of town may request their student participant be picked up and/or dropped-off at other alternate locations. The District's alternate pick-up and drop-off parking areas when traveling to or from Lewistown will be only at the following locations:

1. Hilger Meats parking area in Hilger, for trips going north.
2. Eddies Corner parking area at the Junction of Highways 87 & 191, for trips going west or south.
3. Little Montana parking area in Grass Range, for trips going east or south.

When making this request parents or guardians understand:

1. That they are responsible for transportation to and from the assigned pick-up and drop-off parking areas and that they assume all liability prior to the student being picked up and all liability after the student has been dropped off. Non family members must be listed below to ride with the student should they drive themselves. A copy of the current vehicle insurance card(s) will be included with this request.
2. That the activity bus will not wait at the assigned pick-up and drop-off points for any student or any student's parent. On a drop-off, if the parent is not there for the student or the student does not have his/her own transportation, the bus will take that student to the high school or junior high with the remaining students and the parent will have to pick them up there.
3. Pick-up and drop-off parking areas will be used by students only after the student's parents have signed and approved this waiver form through Fergus High School or Lewistown Junior High School two-days prior to the activity or event.

4. Students not riding approved or school sponsored transportation to and from activity or school related events will not be allowed to compete, or in any way represent the school or their team.

The Lewistown Public School staff reserves the right to deny requests for pick-up or drop-off for any reason, especially unforeseen circumstances such as weather. The bus driver and coach/activity sponsor will determine whether these alternate stops will be used on a given trip. In the event these alternate stops are not used, all students will leave from and be delivered to Fergus High School or Lewistown Junior High School.

ATTENDANCE & ACTIVITY PARTICIPATION

Participants of school activities must be in school a minimum of one-half day preceding a contest or practice. Any exceptions to this policy must be cleared by the administration. Students with unexcused absences will not be able to participate in practice or activities that day. Students will receive zeros for the work missed during those unverified or unexcused absences. That work cannot be made up.

Students are **expected to be in school the next day** when involved in an activity trip during the week. Generally speaking, activity buses do have seats that will allow students to sleep while returning home. However, there are times when buses return much later than normal. Therefore, exceptions to this rule will be based on the time their activity bus returns from their activity. Students riding activity buses, which return **AFTER 1:00 A.M.** in the morning, during mid-week activities, will be allowed into school late on the next school day, as per the exceptions shown below.

Exceptions:

1. If the activity bus returns **AFTER 12:00 A.M.** students may return to school **AFTER** zero period starts but must be in school before the start of the first period. If the activity bus returns at or before 12:00 a.m., that is 11:59 p.m. or sooner, the student must be in school all of the next day.
2. If the activity bus returns **AFTER 1:00 A.M.** students may return to school **AFTER** first period starts but must be in school before the start of the second period. If the activity bus returns at or before 1:00 a.m., that is 12:59 a.m. or sooner, the students must be in school all of the next day.
3. If the activity bus returns **AFTER 2:00 A.M.** students may return to school **AFTER** second period starts but must be in school before the start of the third period.
4. If the activity bus returns **AFTER 3:00 A.M.** the students may return to school **AFTER** third period starts but must be in school before the start of fourth period..... AND SO ON.

AWARDS & HONORS – ACTIVITIES

An awards or recognition night is co-sponsored with the Eagle Booster Club for each sporting season. Each recognition night shall be considered a team function and attendance by team members is a requirement, as are other team functions. Students not attending may forfeit all awards earned.

BEHAVIOR & ACTIVITY PARTICIPATION

All student participants are expected to exhibit acceptable behavior at all times, in and out of season. Students with behavior concerns that arise from school situations must be resolved in an acceptable fashion prior to participating in activity practices, contests or events. This includes suspension and detention responsibilities.

DRESS - ACTIVITY PARTICIPANTS

Student dress for games or travel will be under the control of each individual program director or coach. However, student dress will be neat and clean and within appropriate guidelines; i.e. slacks, dress shirt or sweater, appropriate shoes. School dress code expectations will be enforced.

EQUIPMENT & SUPPLIES EXPECTATIONS

Students entrusted with equipment and supplies belonging to School District #1 will receive fines for unreturned, lost, altered, and vandalized items. Fines may be minor but will more than likely cover complete replacement costs of the supplies or equipment involved. Participation in another activity may be limited if current or previous fines are not paid.

EXTRA-CURRICULAR/Activities ELIGIBILITY (MHSA Guidelines)

To be eligible to participate in extracurricular activities at Fergus High School, students must follow the Montana High School Association eligibility rules which state:

1. Be regularly enrolled in school.
2. Be in regular attendance from the enrollment date.
3. Be receiving grades in at least 20 periods per week of prepared classwork.
4. Have received a passing grade in at least 20 periods of prepared work per week during the last preceding semester in which the student was in attendance. If a student is assigned an "incomplete" or "condition" in a subject, he or she has not received a passing grade in this subject. The record at the end of a semester is final and scholastic deficiencies, for eligibility purposes, cannot be "made up" in any way.
5. Be younger than 19 years of age on or before August 31st of a given year.
6. Not have been in attendance at any secondary school more than eight (8) semesters. An attendance of 20 days during a semester shall constitute one semester's attendance.
7. For first semester participation be enrolled no later than October 15th, for second semester participation be enrolled no later than the 11th day of that semester.
8. A physical examination is required for students to participate in athletic sports.
9. Home school student living within School District boundaries.

PARTICIPATION FEES

The participation fee/activity ticket (student activity ticket will be issued) at Fergus High School is \$125.00 for one or more MHSA activity. A \$50.00 fee will be charged for participation in the following activities (with a student activity ticket to be issued): Cheerleading.

The fees will be assessed for participation at any level of the program and are non-refundable. All participants, excluding managers, must pay the required participation fee, or obtain a temporary fee-waiver from the office, prior to practice or competition.

For activities that require selection of teams that limit 33 participant numbers from that activity, fees will be held in the office until the school day after the team selection process is over. Individuals cut from these activities can pick up unused fees in the office. No other refunds will be allowed, including participation limited by: injuries, quitting, or disciplinary action on the part of the activity directors or the school.

Temporary fee-waivers may be obtained in the office. Students receiving free or reduced lunches may request financial assistance to pay the fees assuming they have applied for free or reduced lunches by using the financial guidelines as established by the OPI for free school lunches. The forms are available from the school office.

Physical Exams

A physical examination is required for each student in order to be considered eligible for participation in all athletic activities, physical conditioning or weight-lifting classes and cheerleading. Fergus High School and the Montana High School Association require all physical examinations be completed prior to an athlete's first practice. This examination must be certified by a doctor for the current school year and be completed using the current MHSA Physical Examination Form.

Concussion Testing

Schools are required to distribute information sheets for the purpose of informing and educating student-athletes and their parents of the nature and risk of concussions and head injury to student athletes, including the risk of continuing to play after concussion or head injury. Montana law requires that each year, before beginning practice for an organized activity, a student-athlete and parent(s)/legal guardian(s) must be given an information sheet, and both parties must sign and return a form acknowledging receipt of the information to an official designated by the school or school district prior to the student-athlete participation during the designated school year. The law further states that a student-athlete who is suspected of sustaining a concussion or head injury in practice or game shall be removed from play at the time of injury and may not return to play until the student-athlete has received a written clearance from a licensed healthcare provider.

In partnership with the Central Montana Medical Center the Lewistown Public Schools requires all student-athletes to conduct a baseline ImPACT(Immediate Post-Concussion Assessment and Cognitive Testing) test completed prior to participation in practice or activity.

Practice

Participants are expected to participate in team practices and other related team functions, however individuals will not practice without their required physical examination or participation fee requirements met. The Montana High School Association does require athletic participants to practice a set number of times prior to competition. Football participants must actively participate on 12 different practice days with a practice day being a minimum of 1 regularly scheduled practice per day. Basketball, wrestling, volleyball, tennis, track and cross country participants must actively participate in their sport on 10 different practice days, while golf participants must actively participate on 5 different practice days. For purposes of competition, a practice cannot be counted unless the participant practices with the team after receiving their physical. Participants who have not paid the participation fee may be restricted from practice and/or competition. Coaches cannot require participants to practice during the off-season.

SPORT SPECIALIZATION

While it is expected that athletes spend quality time in developing skills needed for specific sports, the district's philosophy is to discourage student specialization in only one sport or activity. In fact, coaches and sponsors are expected to help promote student participation in multiple activities.

SPORTSMANSHIP EXPECTATIONS

Fergus High School views extra-curricular activities as an educational experience almost as important as a student's academic endeavors. For that reason sportsmanship in our high school is considered very important. The Golden Eagle Spirit exemplifies our feelings in this area.

The Golden Eagle Spirit - "Sportsmanship is not a set of rules, but a spirit that should guide our behavior each day of our lives, according to the simple idea that we will treat others as we would like to be treated - our personal golden rule."

In helping students understand The Golden Eagle Spirit, coaches will emphasize the following student participation behavior expectations:

- Accept and understand the seriousness of your responsibility and the privilege of representing the school and community.
- Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students and elementary students. This will assist both them and you in the achievement of a better understanding and appreciation of the game.
- Treat opponents the way you would like to be treated, as a guest or friend.
- Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.

- Respect the integrity and judgment of game officials. Never argue or make non-verbal gestures that indicate disagreement. This type of immature activity may incite undesirable behavior in the stands and by teammates.

ACTIVITIES AND CLUBS OFFERED AT FERGUS HIGH SCHOOL

Students are encouraged to join clubs and activity productions that will enrich and enhance their educational experiences. Fergus High School currently offers a wide variety of co-curricular organizations and activities from which students may select. Procedures governing the creation and operation of existing and proposed activities or organizations include the following regulations:

1. Before it can be recognized as a school group or activity and be given use of school time and/or facilities, the organization must be approved, in accordance with established criteria by the school principal and the school board.
2. Membership must be open to all students except where the purpose of the club requires academic or behavior qualifications. (National Honor Society, for example)
3. The club or activity must have a faculty sponsor or advisor selected and approved according to agreed-upon procedures by the administration, and club activities will not be permitted until a faculty sponsor has been selected.

The various clubs and activities at Fergus High School are coordinated by the FHS Student Council. The Student Council is designed to encourage better understanding and more cooperation between the students, administration and teachers. Other objectives shall include; to control the management of all matters concerning the conduct of the students in their high school life; to promote a spirit of responsibility in the care of property of the school; to foster a high sense of personal honor and good sportsmanship in school community life; to promote active participation in school activities by the students; and to suggest at any time to the principal and the members of the faculty ways of improving the service of the school to the students and the community.

There are about 30 teams, clubs or special performing groups available for students. Choose your participation carefully and balance your time against academics, athletics and interests outside of school. GET INVOLVED!

TRAINING RULES

All activity participants at Fergus High School are expected to make personal sacrifices for the good of the group. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication. Specific expectations and guidelines for ALL student activity participants can be found in the Chemical & Tobacco Policy as listed below

Activities Chemical & Tobacco Policy/Guidelines

PHILOSOPHY

All activity participants at School District No. 1 are expected to make personal sacrifices for the good of the individual and the group. It is intended that student-participants will not be in attendance at a function or be riding in a vehicle where tobacco, alcohol, or drugs are located or being used. Self-discipline, accountability and responsibility on the part of each participant are expectations that are held for all. Additionally, it is important for student participants to become positive leaders in and out of school and school activities. Successful people succeed in their task by hard work, perseverance, honesty and dedication.

ACTIVITIES & ATHLETICS CHEMICAL VIOLATIONS

Students who participate in activities will not be under the influence of, in possession of, give away, or sell drug paraphernalia, alcohol, marijuana, or another substance defined by law as a "controlled substance" or "dangerous drug."

1. Student activity participants, who admit, whose parent report, who have been found by the administration to have violated the chemical policy, or who have been found guilty of possession or being under the influence, are subject to the chemical policy consequences.
2. Student activity participants charged by the legal system with a chemical offense may be suspended from participation in their activity (following due process procedures in school policy) until the situation is resolved by the court. If suspended from activities, the student will fulfill all obligations as set forth by this policy. A student awaiting remediation of a charge will not serve more suspension from participation days than the step and offense called for in each situation.
3. Violations by student activity participants are cumulative in nature. Starting with the first and subsequent offenses, violations within a two year period will accumulate to determine the actual level of consequence.
 - a. First Offense: Suspension from participation in all extra-curricular activities for a period of one semester OR suspension from participation in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events from the date of the disciplinary action.
 - b. Second Offense: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action.
 - c. Further Offenses: Suspension from participation in all extra-curricular activities for a period of one year OR suspension from participation in all extracurricular activities, in town or away, for a period of 8 weeks of competition or events from the date of the disciplinary action.

OTHER INFORMATION:

1. Participants who have violated the chemical policy will not receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical policy.
2. The appropriate activity sponsor(s), athletic director and school administration will consider each incident individually according to the policy.
3. Student activity suspensions that run past the end of a season or semester will carry forward to the next season of participation or semester; even if that means going into the next school year.
4. Participants under suspension for chemical use must follow all extra-curricular rules and are subject to consequences at the next step if a violation occurs.
5. Student participants who violate the chemical policy at school or at school activities are subject to the district-wide chemical rules as they relate to all students.

ACTIVITIES & ATHLETICS TOBACCO/VAPING VIOLATIONS

Students who are participants in athletics will not use tobacco or be in possession of tobacco products (including vape products). Those in violation will be subject to the following consequences:

1. First Offense: Suspension from participation in extracurricular activities, in town or away, for a period of 2 weeks of competition or event's, from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

2. Further Offenses: Suspension from participation in extracurricular activities, in town or away, for a period of 4 weeks of competition or events from the date of the disciplinary action. Students will not be eligible to receive a postseason letter, trophy or individual team award from that sport in which they violated the chemical tobacco violation.

NOTE: Athletes who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.

Activities & Athletics CHEMICAL POLICY ENDNOTES

1. Students suspected of chemical use, or who are believed to be under the influence, are expected to fully cooperate with reasonable requests by an administrator. Such requests may include submission to commonly used tests designed to determine chemical use. Students who choose to not cooperate with a request of this type will be treated the same as any other student in a comparable situation who has been found under the influence or found to have violated the expectations of this policy.
2. In school as defined by School Laws of Montana, Section 20-5-201 (d). "... in school or on the premises, on his way to and from school, or during his intermission or recess." A student is considered to be in school whenever he/she is attending or participating in a school activity. During their school career refers to an individual student's career in a given level of schooling. For example, a student's career at the middle school level would be typically two years long; a high school student's is traditionally four years long.
3. Suspension will be for the maximum of the days recommended throughout the Policy and may include in or out of school suspension. After four (4) days of in-school suspension at the school for tobacco or alcohol/drug use, all additional suspensions will be served out of school.
4. Students suspended from participation in extracurricular activities will not be allowed to perform or compete, or in some way represent School District No. 1, in an extracurricular activity (in town or away) for the duration of suspension. The student is, however, required to continue with scheduled practices and rehearsals. For the purposes of this policy, the extra-curricular activities included shall be those activities that include some form of performance, contest, competition or representation of School District No. 1. It is useful to note that this definition includes but is not limited to all MHSA sanctioned activities. Some specific activity events are part of credit-bearing courses that involve activities both inside and outside the classroom setting. These activities, for the purposes of this policy shall be defined as those activities beyond the classroom and the immediate scope of graded requirements. Students will not be excluded from the graduation day ceremony as a result of an activity suspension. Example #1 - A student in choir may participate in classroom activities but not perform in concerts as a member of the choir. If part of their grade is determined by the performance, they will be allowed to do other work in lieu of the performance. Example #2 - If a student in FFA is suspended after violation of the activity side of the Chemical and Tobacco Policy, can attend the Blue-Gold Breakfast which is a function of the Student Council, and what about the Junior/Senior Prom? The answer for the first question is no, while the answer for the second question is yes. While the Student Council does not apply as an extracurricular activity for the purposes of this policy, its event is considered an event which requires school representation. Dances or meetings are not considered activity performances, events of competition or representation, therefore suspensions from them, due to this policy, would not be appropriate.
5. A semester is the equivalent of ninety (90) pupil instruction days and a year is the equivalent of one hundred eighty (180) pupil instruction days. A suspended student will serve ninety (90) or one hundred eighty (180) suspension days from activity participation for each semester or year of suspension even if the time carries over to a new school year. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension.

6. Competition or event weeks are weeks when the sport or activity is competing or performing. Weeks during which only practices, or rehearsals take place are not considered competition or event weeks. Appeals of chemical policy decisions are to be made to the Superintendent prior to completion of the activity suspension. In cases of canceled events during the spring sports season, students who have met the minimum requirements to participate during a regularly scheduled spring competition (but would not have competed due to an activity suspension) may appeal one week of competition lost due to the cancellation of the event.
7. *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 of ice.*
8. The cumulative nature of the Activities Chemical Policy relates to consecutive offenses within a **two year** window of violations. Included in possible offenses is an In School or At School Activities offense generated within the mandatory **two year** aspect of these policies. **For example, a participant who violates the Activities Chemical Policy during the football season, later has another chemical violation while in school (but out of season) and finally violates the Activities Chemical Policy again in football the next season would receive an eight week activities suspension. The eight week suspension represents the third of ense as per the cumulative nature of the activities policy, again assuming all three violations occurred within two years of the first violation.**

Fees

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Membership dues in voluntary clubs or student organizations and admission fees to extracurricular activities
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Voluntarily purchased student accident insurance.
- Musical instrument rental and uniform maintenance, when uniforms are provided by the District.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Fees for lost, damaged, overdue library books, or lost or damaged Chrombooks.
- Fees for equipment and supplies belonging to Fergus High School that are not returned, lost, altered, and vandalized items.

Students who have fees that are not paid, will be sent a bill for any unpaid fees. If the fees are not paid the bill will be turned over to collections.

Food Services

The District participates in the National School Lunch and Breakfast Program and offers students nutritionally-balanced and appealing meals daily. Free and reduced-price meals are available based on financial need. The District will make every effort to prevent the overt identification of students participating in the free and reduced-price meals by utilizing electronic identification and payment systems. See the school office to pick up an application.

- **BREAKFAST** is served from 7:35 a.m. until 8:05 a.m. each school day.
 - Reduced Breakfast price -
 - Breakfast price - \$2.25

- **LUNCH** is served after 4th period from 12:04 pm to 12:44 pm
 - Reduced lunch price -
 - Lunch price - \$3.60

Please refer to Policies 2510 and 8205 for additional information regarding the District's wellness program and its meal charging policy.

Fund-Raising Activities (Policy #3530)

The Board acknowledges that the solicitation of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent or designee, providing that the instructional program is not adversely affected.

Student extra-curricular and co-curricular activities, clubs, and organizations will periodically hold fundraising events throughout the schools. The fundraising activities are used to enhance the extra-curricula, co-curricular activities, clubs and student organizations at Fergus High School. All participants are encouraged to take part in these fundraising activities to assist in improving opportunities for Fergus High School students.

Gun-Free Schools/Firearms and Weapons (Policy #3311)

Firearms

For the purposes of the firearms section of this policy, the term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device pursuant to 18 U.S.C. 921 (4). Such term does not include an antique firearm pursuant to 18 U.S.C. 921 (16).

It is the policy of the Lewistown Public Schools to comply with the federal Gun Free Schools Act of 1994 and state law 20-5-202 (2), MCA, pertaining to students who bring a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with 20-5-202 (3), MCA, a teacher, superintendent, or a principal shall suspend immediately for good cause a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district. In accordance with Montana law, a student who is determined to have brought a firearm to, or possess a firearm at, any setting that is under the control and supervision of the school district must be expelled from school for a period of not less than 1 year.

However, the Board of Trustees through this policy authorizes the Superintendent, or principal of a school without a Superintendent, to use his/her discretion on a case-by-case basis and modify the requirement of expulsion of a student if he/she deems such modification to be warranted under the circumstances.

A decision to change the placement of a student with a disability who has been expelled pursuant to this section must be made in accordance with the Individuals with Disabilities Education Act.

Possession of Weapons other than Firearms

The District does not allow weapons on school property. Any student found to have possessed, used or transferred a weapon on school property will be subject to discipline in accordance with the District's discipline policy. For purposes of this section, "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury, including but not limited to air guns; pellet guns; BB guns; fake (facsimile) weapons; all knives; blades; clubs; metal knuckles;

numchucks (also known as nunchucks); throwing stars; explosives; fireworks; mace or other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No person shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon, and such objects, devices, or instruments shall be treated as weapons, including but not limited to weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate, and such use will be treated as the possession and use of a weapon.

The District will refer to law enforcement for immediate prosecution any person who possesses, carries, or stores a weapon in a school building, and the District may take disciplinary action as well in the case of a student. In addition the District will refer for possible prosecution of a parent or guardian of any minor violating this policy on grounds of allowing a minor to possess, carry, or store a weapon in a school building. (45-8-361 (1) (2))

For the purposes of this section only, “school building” means all buildings owned or leased by a local school district that are used for instruction or for student activities. (45-8-361 (5a))

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building must request permission of the Board at a regular meeting. The Board has sole discretion in deciding whether to allow a person to possess, carry, or store a weapon in a school building. (45-8-361 (3b))

This policy does not apply to law enforcement officers acting in his or her official capacity. (45-8-361 (3a))

The trustees shall annually review this policy and update this policy as determined necessary by the trustees based on changing circumstances pertaining to school safety.

Hearing Screening

Hearing screening is conducted at your child’s school and is mandated for students in Grades K, 1, and 9 or 10. Students in other grades will also be screened if they are new to the school, on the annual hearing recheck list, or referred by the school or parent/guardian. The initial hearing screening consists of pure tones. It may also include emittance screening, which measures the movement of the eardrum by putting positive and negative pressure into the ear canal. Your child will be referred for a hearing rescreen if he or she is absent, unable to complete the initial screening, or does not pass the initial screening. Hearing Conservation Program staff will conduct the hearing rescreen. In addition to the pure tone and emittance screening, they may also conduct otoacoustic emission screening. This is a measure of cochlear (inner ear) function that does not require the child to respond.

Homeless Students

In accordance with federal and state law and regulations, the District will provide homeless students with access to the instructional programming that supports achievement of the content standards and to other services for which they are eligible. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall they be stigmatized in any way.

The District will determine, according to the best interest of the child whether the child will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child the District will, to the extent feasible, keep the child in the school of origin, unless doing so is contrary to the wishes of the parent.

If the child is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the child taken into consideration.

The District shall immediately enroll the homeless child, even if the child into the selected school even if the parent/child is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

Homeless students shall be provided services comparable to services available to other students in the school system including, but not limited to, transportation services; educational services for which the student meets the eligibility criteria, such as educational programs for disadvantaged students, students with disabilities, gifted and talented students, and students with limited English proficiency; vocational and technical programs; preschool programs; before and after school-care programs; and school meals/nutrition programs.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student will not be immunized. The immunizations required are: diphtheria, pertussis, rubeola (measles), rubella, mumps, poliomyelitis, varicella and tetanus. Haemophilus, influenza type B is required for students under age five (5). Except for those vaccinations required by law, the District will not discriminate against a student by denying or withholding educational opportunities based upon the student's vaccination status.

A student 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 the immunization. Within thirty (30) days after a transferring student ceases attendance at the school of origin, the District must receive the original immunization records for the student who transfers into the District.

If a student's religious beliefs conflict with the requirement that the student be immunized, the student must present a notarized form signed by the student (or by the parent, if the student is a minor) stating that immunization conflicts with the religious tenets and practices of the parents and student. This certificate will be maintained as part of the student's immunization records.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a health care provider who is licensed, certified, or otherwise authorized by the laws of any state or Canada to provide health care under Montana law, is authorized within the provider's scope of practice to administer immunizations to which the exemption applies, and has previously provided health care to the student seeking the exemption or has administered an immunization to which the student has had an adverse reaction. This certificate must indicate the specific nature and probable duration of the medical condition or circumstances which contraindicate immunization. This certificate will be maintained as part of the student's immunization records. For further information, see Policy #3413.

Law Enforcement

Questioning of Students

Law enforcement or social service workers must contact students through the administrative office. Students will not usually be questioned or interviewed by law enforcement or other lawful authorities while at school. When law enforcement officers or other lawful authorities, however, wish to question or interview a student at school or the principal requests that the student be interviewed at school:

- The principal shall verify and record the identity of the officer or other authority.
- If the interview is not at the request of the principal, the principal shall ascertain the authority of law enforcement to question or interview the student at the school. If the interview is by court order or other exigencies exist (concern about loss/damage of evidence, flight from jurisdiction, or health, safety, or welfare

of the student or other students or staff), the principal has the discretion to allow the interview to take place. Otherwise, if law enforcement can reasonably interview the student at a time when the student is not in school, the principal may, absent a court order or warrant, deny the request for an immediate interview of a student.

- The school administration or school resource officer will make reasonable efforts to notify parents unless the officer produces a court order prohibiting the notification of the parents.
- In the event that a parent cannot be present or cannot be reached, the principal will observe the interview.
- Law enforcement must comply with all legal requirements regarding notification of parents and consent prior to interviewing students.
- Social service workers may be permitted to interview students at a school consistent with Montana law. The principal or counselor will observe the meeting if the social service worker declines to notify the parents.

Students Taken into Custody

State law requires the District to permit a student to be taken into legal custody by a law enforcement officer or probation officer to comply with a lawful court order, a warrant for arrest, or a law enforcement determination that probable cause exists for the arrest. To the extent practicable, the arrest should be conducted out of the view of other students in the administration offices. A social service worker may take custody of a student with a lawful court order or under the powers of MCA § 41-3-301.

The principal will immediately notify the Superintendent and will make reasonable attempts to notify a parent unless the officer or official produces a court order prohibiting the notification of the parents. Because the principal does not have the authority to prevent or delay a custody action, notification will most likely be after the fact.

Service of Process

At times, law enforcement may seek to serve a student with a subpoena or other legal documents (i.e., complaint, summons). Absent a court order, the principal has the discretion to determine whether service at school is disruptive to the educational environment. If service is directed by a court or is not disruptive to the educational environment, the principal will make reasonable attempts to contact the parents regarding the service. Where the principal has determined that service would be disruptive to the educational environment, the principal will make a reasonable attempt to coordinate with law enforcement to serve the student when school is not in session. Service on a student will be accomplished out of the view of other students in the administration offices.

LOCKERS

Hall lockers are provided to each student. Built in combination locks will be activated to secure all personal items. Lockers are to be kept clean, neat, and in good repair. Students will be held financially responsible for damage to lockers. Students should be aware that their assigned locker and any personal items they choose to store therein will be jointly accessible to themselves and school officials and may be subject to inspection by school officials at any time, without notice and without student consent.

Medicine At School

A student who must take prescription medicine during the school day that is necessary for his or her health and well-being must have a written authorization signed by the parents and the licensed health care provider allowing the dispensation of the medication. The student must bring the medicine in its original, properly labeled container, to the school office or school nurse. The school nurse or school employee to whom the task is delegated pursuant to Montana law will either give the medicine at the proper times or give the student permission to take the medication as directed.

A student who has authorization to possess and self-administer medication must have completed and filed, with the office, a written order for self-administration of a medication from a licensed healthcare provider or dentist as well as written authorization from the parents for the self-administration. The principal may authorize, in consultation with medical personnel, a student with asthma, severe allergies, or anaphylaxis to possess and self-administer emergency medication from an epinephrine pen (EpiPen) or asthma inhaler. The written order and written authorization must be provided annually. For additional information, please see Policy #3416.

Multi-Tiered System of Supports (MTSS)

MTSS is a framework for school improvement that focuses on system level change across the classroom, school, and district to provide all students with the best opportunities to maximize achievement, both academically and behaviorally. MTSS focuses on providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and continually checking fidelity of interventions. Data is used to allocate resources to improve student learning and support staff implementation of effective practices.

MTSS is a systemic approach:

- Tier I: All students will be part of strong initial instruction.
- Tier II: Even with strong initial instruction, some students will need targeted support to be successful.
- Tier III: Even with strong initial instruction, and targeted support, a few students will need intensive support to be successful.

Source: <https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support>

Parent Involvement, Responsibilities, and Rights

All fundamental parental rights are exclusively reserved to the parent of a child without obstruction or interference by a government entity in accordance with state and federal law (including without limitation to statutes and the common law) and District policy.

The District believes that the best educational result for each student occurs when all three partners are doing their best: the District staff, the student's parents, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- Encourage his or her child to put a high priority on education and commit to making the most of the educational opportunities the school provides.
- Review the information in the student handbook with his or her child and sign and return the acknowledgment form(s) and the directory information notice. A parent with questions is encouraged to contact the Fergus High School office.
- Become familiar with all of the child's school activities and with the academic programs and course of study, including special programs, offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, early graduation, methods to opt-out of programs and instruction consistent with parent/family rights, and other options available to the child.
- Monitor the child's academic progress and contact teachers as needed, including to discuss homework, attendance, and discipline. Parents have the right to review their child's education records upon request.
- Attend scheduled conferences and request additional conferences as needed. To schedule a telephone or in-person conference with a teacher, counselor, or principal, please call the school office at (406-535-2321) for an appointment. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.

- Access District policies, handbooks, Board and committee meeting agendas, and District grievance procedures to participate in the governance of the District through the Board of Trustees. Contact information for administrators and trustees is available on the District's website <https://www.lewistown.k12.mt.us/>
- Contact a counselor or principal to discuss rights related to student name and pronoun use consistent with the Family Education Rights and Privacy Act and Policy 3600.
- Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles. Parent organizations include: Fergus Booster Club

Pledge of Allegiance

The pledge of allegiance will be recited each day at the beginning of the student announcements.
(Montana Code Annotated 20-7-133)

Report Cards, Progress Reports, and Conferences

Progress reports of absences and student grades or performance in each class or subject are issued to parents quarterly and are available on Infinite Campus. Report cards are sent to parents at the end of each semester.

The District may require that report cards and unsatisfactory progress reports be signed by the parent and returned to the school within 5 school days.

Parent teacher conferences will be formally held twice a year, one at the end of the first quarter and one at the end of the third quarter. During these meetings Fergus High School staff may schedule a conference, which would include all of the student's teachers and parents. There will also be open times where parents can conference with individual teachers at the parents discretion.

Parents may request a conference with a teacher(s) at any time during the school year to review academic progress, behavior concerns, or questions regarding course work.

School Dances

School organizations may hold dances with the consent of the advisors, the student council and the principal.

1. All persons attending the Fergus High School sponsored dances must be properly identified as currently enrolled Fergus High School students before being admitted.
2. Guest passes will be considered for **homecoming and prom only**.
3. Students will not be admitted after one-half hour from the beginning of the dance.
4. Students leaving the building during a dance will not be readmitted.
5. Dances will not be held past midnight without special permission from the principal.

Searches and Seizures

To protect students, employees, and visitors from the serious risk to the health and safety of students posed by alcohol, drugs, drug paraphernalia, and weapons, which are compelling interests, it is necessary to conduct searches of persons and property under certain, limited circumstances. Such searches are necessary to: deter the presence and possession of prohibited substances and items; deter drug and alcohol abuse among the student population; to educate students as to the serious physical, mental and emotional harm caused by drug and alcohol abuse; to prevent injury, illness and harm as result of drug, alcohol abuse and/or weapons; to help identify student drug use and assist parents in pursuing evaluation and appropriate counseling; and to maintain a safe environment free of weapons, alcohol and drug use by vigilant monitoring. In the school environment, including student use of

District-owned parking lots, students have a lower expectation of privacy due to the District's responsibility for maintaining discipline, health, and safety.

District officials may conduct reasonable searches of school property and equipment, students and their personal effects, and vehicles parked on District property to maintain health, safety, and security in the schools. The types of property that may be searched by school officials include but are not limited to lockers, desks, purses, backpacks, cellular phones or other electronic communication devices, or vehicles parked on District property.

Students and their Personal Effects

School officials may search a student, the student's personal effects (e.g., purses, backpacks, coats, etc.), and/or District property under the direct control of the student when there is reasonable suspicion that the search will produce evidence that the student has violated or is violating the law or the District's policies or rules. Reasonable suspicion shall be based on the specific and objective facts that the search will produce evidence related to the alleged violation. The parent of the student shall be notified of the search as soon as possible.

Vehicles Parked on School Property

Parking on District property is a privilege for all students. Students may not use, transport, carry, or possess alcohol, illegal drugs or any weapons in their vehicles on school property. While on school property, vehicles may be inspected at any time by staff, or by contractors employed by the District utilizing trained dogs, for the presence of alcohol, illegal drugs, drug paraphernalia, or weapons. Any student seeking to park on District property shall sign the authorization form contained in Appendix D. Students who park on District property without signing the authorization form may be subject to discipline.

In the event the school has reason to believe that alcohol, drugs, drug paraphernalia, or weapons are present, including by alert-trained dogs, the District is authorized to contact law enforcement to conduct a search of the interior of the student's vehicle. A student who removes a vehicle prior to a search by law enforcement when staff have reason to believe that alcohol, drugs, drug paraphernalia or weapons are present, may be subject to discipline and is prohibited thereafter from parking on District property.

School Property

School property, including, but not limited to, desks and lockers, is owned and controlled by the District and may be searched by school authorities at any time it is not under the immediate, direct control of the student, regardless of whether there is reasonable suspicion. School authorities are authorized to conduct area-wide, general administrative inspections of school property without notice to or consent of the student and without reasonable suspicion. The District may employ contractors to handle trained dogs to assist in these searches.

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.

Evidence produced by a search may be used in a disciplinary proceeding against the student.

Student and Family Privacy Rights (Policy #2123)

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material", for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information", for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose. The District, however, is not

prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy. The rights provided to parents/guardians in this policy transfer to the student, when the student turns 18 years of age or is an emancipated minor.

Sexual Harassment/Intimidation of Students (Policy #3225)

The District does not discriminate on the basis of sex in any education program or activity that it operates. The District is required by Title IX of the Education Amendments of 1972 and the regulations promulgated through the U.S. Department of Education not to discriminate in such a manner. Inquiries about the application of Title IX to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any person may report sex discrimination, including sexual harassment, at any time, including during non-business hours. Such a report may be made in person, by mail, by telephone or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

For purposes of this policy and the grievance process, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

6. A District employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct;
7. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to the District's education program or activity or
8. "Sexual assault" as defined in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8) or "stalking" as defined in 34 USC 12291(a)(30).

When the harassment or discrimination on the basis of sex does not meet the definition of sexual harassment, the Title IX Coordinator directs the individual to the applicable sex discrimination process for investigation.

An individual is not required to submit a report of sexual harassment involving the Title IX coordinator. In the event the Title IX Coordinator is responsible for or a witness to the alleged 3225 Page 2 of 3 harassment, the individual may report the allegations to the building principal or superintendent or other unbiased school official.

Retaliation Prohibited

The District prohibits intimidation, threats, coercion or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation proceeding or hearing, if applicable. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

Confidentiality

The District must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any individual who has been alleged to be the victim or perpetrator of conduct that could constitute sexual harassment, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA) or as required by law, or to carry out the purposes of the Title IX regulations, including the conduct of any investigation, hearing or judicial proceeding arising thereunder.

Notice Requirements

The District provides notice to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees and the union(s) with the name or title, office address, email address and telephone number of the Title IX Coordinator and notice of the District grievance procedures and process, including how to report or file a complaint of sex discrimination, how to file a formal complaint of sexual harassment and how the District will respond. The District also posts the Title IX Coordinator's contact information and Title IX policies and procedures in a prominent location on the District website and in all handbooks made available by the District.

Training Requirements

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals and informal resolution processes, when applicable, and how to serve impartially including by avoiding prejudgment of 3225 Page 3 of 3 the facts at issue, conflicts of interest and bias. The District also ensures that decision-makers and investigators receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant as set forth in the formal procedures that follow, and training on any technology to be used at a live hearing, if applicable. Investigators also receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. All materials used to train individuals who receive training under this section must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment and are made publicly available on the District's website.

Conflict of Interest and Bias

The District ensures that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Determination of Responsibility

The individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment is presumed not responsible for alleged conduct. A determination regarding responsibility will be made by the

decision-maker at the conclusion of the investigation in accordance with the process outlined in Policy 3225P. No disciplinary sanctions will be imposed unless and until a final determination of responsibility is reached

Students in Foster Care

Students in foster care are entitled to educational stability under Title I for the duration of their time in foster care. “Foster care” means “24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility.” This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive home.

The District will take efforts to ensure that a child in foster care:

- Remains in his or her school of origin (school last enrolled in at the time of placement in foster care) unless it is not in the child’s best interest; or
- If the school of origin is not in the child’s best interest, the child must be immediately enrolled in a new school regardless of being able to produce records otherwise required.

The District will collaborate with the child welfare agency involved in a particular student’s case to make the “best interest” determination as quickly as possible. The District will also collaborate with the child welfare agency regarding the provision of transportation to the selected school for the student.

Student Records

Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records:

The District is providing you notice of these rights, as outlined below:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in

performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school district discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The District classifies the following as Directory Information: a student's name, address, telephone number, electronic mail address, date of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs, dates of attendance, and honors and awards received in school. School officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this information without his consent must notify, in writing, the principal of the school where the records are kept by October 1 of this school year, or within 10 working days following enrollment if enrollment takes place after October 1 of this school year. The objection must state what information the parent or student does not want to be classified as Directory Information. A parent has the right to provide a limited opt-out of directory information, which could include but is not limited to the District's disclosure or sharing of student photographs or images. If no objection is received as required above, information designated above will be classified as Directory Information until the beginning of the next school year.
5. Copies of the complete FERPA Policy adopted by the District may be obtained from the Superintendent's Office or from the Principal's Office of each school within the District.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Capitan Municipal School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Records (Policy #3600P)

Maintenance of School Student Records

The District maintains two (2) sets of school records for each student -- a permanent record and a cumulative record.

The permanent record shall include:

- Basic identifying information
- Academic transcripts
- Immunization records
- Attendance record

The cumulative record may include:

- Intelligence and aptitude scores
- Psychological reports
- Achievement test results
- Participation in extracurricular activities
- Honors and awards
- Teacher anecdotal records
- Verified reports or information from non-educational persons

- Verified information of clear relevance to the student's education
- Information pertaining to release of this record
- Disciplinary information

Information in the permanent record will indicate authorship and date and shall be maintained in perpetuity for every student who has been enrolled in the District. Cumulative records shall be maintained for eight (8) years after the student graduates or permanently leaves the District. Cumulative records which may be of continued assistance to a student with disabilities who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents.

The building principal shall be responsible for the maintenance, retention, or destruction of a student's permanent or cumulative records, in accordance with the District's procedure established by the Superintendent.

Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record, except under the conditions set forth in this document.
2. The parents of a student under eighteen (18) years of age shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian.

Access to the records shall be granted within fifteen (15) days of the District's receipt of such a request.

Where the parents are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The District shall send copies of the following to both parents at either one's request, unless a court order indicates otherwise:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses and other major school events, including pupil-parent interaction.

When the student reaches eighteen (18) years of age, graduates from high school, marries, or enters military service, all rights and privileges accorded to the parent become exclusively those of the student.

Access shall not be granted to the parent or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment, or the receipt of an honor or award, if the student has waived his or her right of access, after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to or release information from student records to employees or officials of the District or the Montana State Board of Education, provided a current, demonstrable educational or administrative need is shown, without parental consent or notification. Access in such cases shall be limited to the satisfaction of that need.
4. The District may grant access to or release information from student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records.
5. The District shall grant access to or release information from a student's records pursuant to a court order, provided that the parent shall be given prompt written notice, upon receipt of such order, of its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.

6. The District shall grant access to or release information from any student record, as specifically required by federal or state statute.
7. The District shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One (1) copy of the consent form will be kept in the records, and one (1) copy shall be mailed to the parent or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.
8. The District may release student records to the superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.
9. Prior to the release of any records or information under items 5, 6, 7, and 8 above, the District shall provide prompt written notice to the parents or eligible student of this intended action. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
10. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision, taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. The District shall notify the parents or eligible student, as soon as possible, of the information released, the date of the release, the person, agency, or organization to whom the release was made, and the purpose of the release.
11. The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities, pertaining to violations of the Montana Youth Court Act or criminal laws by the student.
12. The District will comply with an ex parte order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).
13. The District charges a nominal fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship.
14. A record of all releases of information from student records (including all instances of access granted, whether or not records were copied) shall be kept and maintained as part of such records. This record shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other person. The record of release shall include:
 - a. Information released or made accessible.
 - b. The name and signature of the records custodian.
 - c. The name and position of the person obtaining the release or access.
 - d. The date of the release or grant of access.
 - e. A copy of any consent to such release.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information shall be limited to:

- Name
- Address
- Gender
- Grade level
- Birth date and place
- Parents'/guardians' names and addresses

- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major Field of study
- Period of attendance in school

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.

Military Recruiters/Institutions of Higher Education

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The parents may challenge the accuracy, relevancy, or propriety of the records, except (1) grades, and (2) references to expulsions or out-of-school suspensions, if the challenge is made when the student's school records are being forwarded to another school. They have the right to request a hearing at which each party has:

- the right to present evidence and to call witnesses;
- the right to cross-examine witnesses;
- the right to counsel;
- the right to a written statement of any decision and the reasons therefore;
- the right to appeal an adverse decision to an administrative tribunal or official, to be
- Established or designated by the State Board.

The parents may insert a written statement of reasonable length describing their position on disputed information. The school will include the statement in any release of the information in dispute

Privacy Matters – Photographs and Social Media

Because of the advent of cell phones and social media, it has become almost impossible to fully protect the privacy rights of any individual from having his or her picture taken and shared with others. Parents have the right to annually opt out of the District sharing their child's photograph in publications or through District media events. The District will honor any parent opt-outs and not share this information. However, the District cannot prevent others who are present from sharing photos and videos from school events open to parents and/or the public, including music performances, sporting events, open assemblies, or field trips.

Transportation

School Sponsored

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent personally that the student be permitted to ride with the parent, or the parent presents — before the scheduled trip — a written request that the student be permitted to ride with an adult designated by the parent.

Buses and Other School Vehicles

The District makes school bus transportation available to all students living three (3) more miles from school. This service is provided at no cost to students. Bus routes and any subsequent changes are posted at the school. All students who ride out of town bus routes must be registered with our transportation department in order to ride the bus. Further information may be obtained by calling the bus barn at 406-535-3287.

Students are expected to assist District staff in ensuring that buses remain in good condition and that transportation is provided safely. When riding school buses, students are held to behavioral standards established in this handbook. Students must:

- Follow the driver's directions at all times.
- Enter and leave the bus in an orderly manner at the designated bus stop nearest home.
- Keep feet, books, band instrument cases, and other objects out of the aisle.
- Not deface the bus or its equipment.
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the bus.
- Wait for the driver's signal upon leaving the bus and before crossing in front of the bus.

When students ride in a District van or passenger car, seat belts must be fastened at all times.

Misconduct will be addressed and bus-riding privileges may be suspended.

Video Surveillance (Policy #3225)

The Board authorizes the use of video cameras on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on District property.

Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. Such recordings can be used as part of an investigation involving personnel but will not become part of the personnel file. The District shall comply with all applicable state and federal laws related to record maintenance and retention. Audio shall not be part of the video recordings made, reviewed, or stored by the District.

Visitors (policy #4301)

The District encourages visits by Board members, parents, and citizens to all District buildings. All visitors shall report to the principal's office upon entering any District building. School visitors shall not interfere with school operations or delivery of educational services to students. Conferences should be held outside school hours or during the teacher's conference/prep time

Receipt of Handbook and Acknowledgement of Rights

I have received a copy of the Fergus High School Student Handbook for the 2024-2025 school year. I understand that the handbook contains information that my child and I may need during the school year. I understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in the handbook.

Name of Student

Signature of Student

Signature of Parent

Date

I further acknowledge that I have been provided the opportunity to opt out (or limited opt-out) of the release of directory information about my child. Directory information is defined in Lewistown School Board Policy #3600 and can be found on pages 52- 55 of this handbook.

_____ No, Do not release my student's directory information.

_____ Yes, the school can release my student's directory information.

HIGH SCHOOL STUDENT AUTHORIZATION TO PARK ON DISTRICT PROPERTY

Parents and Students:

Please read together and after signing, return this document to the school.

By exercising the privilege of parking on District property, including school parking lots, I acknowledge that I do not have any expectation of privacy in the odors emanating from my vehicle which may alert a human or a canine to the presence of alcohol, illegal drugs, drug paraphernalia or weapons. I acknowledge that I have received notice from the District that it may use trained dogs to sweep for the presence of alcohol, illegal drugs, drug paraphernalia or weapons.

By exercising the privilege of parking on District property, including school parking lots, I consent to the District's unannounced deployment of trained dogs around my vehicle while parked on District property, including school parking lots.

Student Name (print) _____

Student Signature _____

Grade ____ Date Signed _____

For students under the age of 18:

I have read this Agreement and have discussed it with my child:

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Date Signed _____

Car Description

Make _____ Model _____

License plate number _____

LEWISTOWN PUBLIC SCHOOLS

Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

17

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

ITEM TITLE: APPROVE JR. HIGH STUDENT HANDBOOK 2024-2025

Requested By: Board of Trustees Prepared By: Jeff Friesen

SUMMARY:

The Board of Trustees needs to approve the Jr.High Student Handbook 2024-2025.

SUGGESTED ACTION: Approve Jr. High Student Handbook 2024-2025

☒ Additional Information Attached

NOTES:

	Motion	Second	Ave	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

❖ Receipt of LJHS Handbook

“I have received a copy of the Lewistown Junior High School Handbook for the 2024-2025 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



2024-2025
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://ljhs.lewistown.k12.mt.us/>. Please include us as one of your “favorites.”

ENTRANCE TO THE LJHS BUILDING

The Junior High front doors will be open each school day from 7:30 a.m. to 4:30 p.m.

Breakfast will be available from 7:40 to 8:05 a.m.

By 8:05 a.m. of each school day students should be getting ready to attend class.

TABLE OF CONTENTS

Meeting Dates & Activity Fees	next page
Introduction	1
Staff Directory	2
Attendance	3
Attendance Policy	3
Absenteeism	3
Pass to Leave the Building	3
Types of Absences	4
Tardiness	4
Excused Absence	4
Unexcused Absence	4
Truancy	4
Make Up Work	4
Excuses from Participation in Health Enhancement	5
Attendance Matters	5
Student Behavior Expectations	6
After School Learning Center (ASLC) & Detention	6
Assemblies	6
Bus Loading	6
Cell Phones & Electronic Devices	7
Dress Code	7
Hallways	8
Integrity of School Work	8
Interactions with Others	9
Bullying/Harassment	9
Lunch Period	9
Lunchroom Line & Eating Area	9
Student Store & Hallways During Lunch	9
Social Events	10
Discipline Policy	11
Range of Disciplinary Behaviors/Consequences	11
Attendance	11
Bus Infraction	11
Cheating	11
Disruptive Behavior	11
Harassment/Altercations	12
Insubordination	12
Illegal Substances/Actions	12
Deviation of Consequences	13
Description of Student Consequences and Type	13
Chemical & Tobacco Policy (In School or at School Activities)	15
Chemical Sale or Distribution Violations	15
School Tobacco Violations	16

Athletics & Activities	18
Academic Eligibility	18
LJHS Three Strikes, You're Out Policy	18
Athletics Tobacco & Vaping Violations	19
General Information	20
Bell & Class Schedule	20
Cameras	20
Eagle Renaissance Program	20
First Aid, Illness & Insurance	21
Fire Drills	21
Grades	21
Grading Scale	21
Hearing Screening	21
Immunization Requirements	22
Lockers	22
Lost & Found	23
Notice of Canine Inspection	23
Notice of Inspection	23
Notice of Search	23
School Food Program	23
Breakfast and Lunch Schedules	23
Student Visitation Policy	23
Technology Acceptable Use/Online Resources	24
Safety Procedures	25
Standard Response Protocol	26
Student Recognition	27
Students Rights & Responsibilities	28
Gun-Free Schools	30
Asbestos Notification	31
Family Education Rights & Privacy Act (FERPA)	32
Title IX	33
Grievance Policy	34
Drivers Education	36

Meeting Dates & Activity Fees:

School District Board of Trustees Meetings - Second Monday of each month.

Leadership Team meetings - First and third Tuesday of each month @ 1:00 p.m.

* Please remember there is a charge to get into all LJHS ball games:

\$3 for students **\$4** for adults

Activity tickets get you into games: ~~for free~~

Student (PACT fee): \$40 ~~Student PACT fee w/ "GoFan": \$50~~ Adult: \$55 Family: \$125

** 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 **the 2024-25** 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

2024-2025 DIRECTORY

Board of Trustees

Kris Birdwell - Chairman Whitney Brady – Vice Chair
Erik Vanderbeek John Carlson
Jeff Southworth Kevin Hodge
Lisa Koch

Administration

Brad Moore, Superintendent
Jeff Friesen, Principal
Katie Forsythe, Administrative Assistant

Faculty

Jake Rhoades	Social Studies	Brett Thackeray	Spanish
Chase Auger	Band Director	Brett Shelagowski	Science
Matt Donaldson	Mathematics	Tia Murphy	Mathematics
Jenifer Blazievich	Resource	Brooke Zeiler	Social Studies
Dylan Buehler	Science	Emily Standley	English
Bridget Sparks	Health Enhancement	Nicole Wichman	English/PE
Jocelyn Krogstad	Family & Consumer Sci.	Katie Wirtzberger	Art
TBD	Counselor	Rachael Grensten	Choir Director
Lora Poser-Brown	Library Media Spec./Title	Karin Webb	Resource
Joel King	Life Skills/Ag Education		

Support Staff & Paraprofessionals

Lisa Robinson	School Nurse	Alyssa Aamold	Life Skills Para.
Cody Chacon	Life Skills Para.	Kyrstin Duggins	Resource Para.
Misti Birdwell	Library & Title Para.	Bob Agostinelli	Resource Para.
Steve Kelly	Head Custodian	Zach Hould	Resource Para.
James Wright	Custodian	Donna Strouf	Food Service
Beth Davis	Food Service		

Activities Advisors & Coaches

Brooke Zeiler – Athletic Director

Builders Club	Jenifer Blazicevich	Cheerleading	Rayna Phelps
MathCounts	Tia Murphy	Cross Country	Nicole Wichman-Head
Photo Club	Katie Wirtzberger	Football	Mike Vanek -Head
Ski Club	Cody Chacon		Brandon Carreira -Asst
Student Council	Jake Rhoades		Dustin Salka -Asst
Basketball-Boys	Derek Lear-Head	Track & Field	Mariah Patterson-Head
	James Derheim-Asst		Rebekah Rhoades-Asst
	Morgan Ray-Asst		Mike Vanek-Asst
Basketball-Girls	Jimmy Graham-Head		Justin Troutt - Asst
	Jayne Phillips-Asst	Volleyball	Jean Irish-Head
	Angela Troutt -Asst		Megan Hicks -Asst
		Wrestling	Katie Wirtzberger -Asst
			Myles Fox-Head
			Luke Brewer -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.

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.

Every 5 tardies in a semester's time will result in a discipline referral. The principal will assign detentions in accordance with the discipline policy. Persistent tardiness will result in a Behavior Contract.

EXCUSED ABSENCES

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

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

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should complete the "Advanced Assignment Request Form" before the absence. If in school, the student must properly check out.

UNEXCUSED ABSENCES

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated. An unexcused absence is marked as a "zero" or "no credit" in the teacher's grade book.

TRUANCY (Skipping or cutting assigned classes)

Truancy is defined as purposefully defying attendance requirements by either leaving the building after arrival, or not showing up at the school either when parents/guardians are, at the time, unaware of the situation. Truancy also includes incidents where the student has refused to follow parental requests to attend school. Any truancy is an unexcused absence. Repeated truanies 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 weekly positive incentive for students maintaining perfect attendance. (excluding medically-verified or school-related absences) 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 schoolwide expectations as follows:

Safe

- Keep hands, feet and other objects to yourself
- Know and follow emergency procedures
- Use materials and equipment appropriately

Organized

- Arrive on time
- Be ready to learn
- Have necessary supplies
- Use time wisely

Accepting

- Accept unique differences of others
- Use kind words
- Respect personal space

Responsible

- Dress appropriately
- Follow directions the first time
- Be responsible for your own actions
- Be truthful
- Set goals

The following are the expectations for all students at LJHS:

A. Learning Center (LC) and Detention - Goal: To create a positive work environment where students are able to gain additional assistance and become more responsible for their learning.

As a student of LJHS, I will:

Learning Center

1. Come prepared to work bringing all materials, assignments and tool kit.
2. Bring a printed copy of the assignment(s) that need to be completed.
3. Be respectful and courteous to both students and staff.
4. Work independently or with a staff member without distracting others.
5. Ask permission to leave the room.
6. Turn off phones and non-educational devices before entering the room.
7. Earn a detention if I do not attend ASLC 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(s) 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 incident, returned with a detention after the second incident and put on a plan 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 do not comply must have tights underneath.
- Girls – Tops with straps the width of 2 fingers.
- Footwear with rubberized soles.

Clothing NOT ALLOWED at Lewistown Junior High School

- Hats are to be removed upon entering the building, and not place it back on the head until the final bell.
- Pajama pants. (bottom of pants must be cuffed or hemmed around leg)
- Tops that are cut too low or expose a bare midriff.
- Clothing with alcohol, drug or tobacco advertising.
- Slogans that have “double meanings,” display insults or “putdowns”, or include demeaning statements toward self or toward others, **or clothing that displays violence and/or gore.**
- Boys – Sleeveless shirts.
- Clothing that has been written on with markers or paint.
- Spiked accessories or chains that hang outside clothing.
- Fishnet stockings or any unbecoming clothing (example - sheer or “see through” material)
- **Clothing in which undergarments are visible.**

DRESS CODE VIOLATIONS

Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.

Clothing and/or accessories judged to be disruptive to the education process or a safety issue will be dealt with in the office. This may include attire that is too short, too tight, or too bare, etc. If students are found in violation of the policy they will be required to get a change in clothing either through contact with parents or with clothing from the LJHS closet. Repeated violations will be considered insubordination.

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

As a student of LJHS I will:

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Keep all opened drink containers out of my locker and out of the hallway.
4. Walk at a casual pace.
5. Keep my hands, feet and other objects to myself.
6. When visiting with my friends, stand to the side of the hallway so that others may pass freely.
7. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
8. Take my hat off upon entering the building and leave it off until I have left the building.
9. Always be courteous to and respectful of my fellow students.
10. Follow directions that are given to me by any staff member.
- ~~11. Keep my student assignment book (SAB) with me when I am passing in the hallway.~~

12. Refrain from bringing backpacks, satchels and drawstring bags to class. These items should be left in the locker during instructional time unless otherwise specified in a student's IEP or 504 plan.

G. Integrity of School Work - Goal: To assure accurate assessment of student progress and promote honesty.

As a student of LJHS I will:

1. Refrain from copying another student's schoolwork.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom or in the library (when not attending class).
4. Refrain from doing schoolwork in the hallways, auditorium, or breakfast area.
5. Seek support from staff whenever possible.
6. Accept the consequences for my behavior if I am caught cheating.

H. Interactions with Others - Goals: Create a positive learning environment where each and every student feels a sense of belonging. Promote skills in resolving peer conflict

As a student of LJHS I will:

1. Treat others as I want to be treated, always observe the Golden Rule.
2. Show common courtesy toward others. (i.e., thank you, please, you're welcome, opening doors for others, etc.)
3. Help others.
4. Be polite and fair.
5. Listen to others with an open mind.
6. Speak positively to others.
7. Only pay attention to matters that are of concern to me.
8. Keep my feet, hands, and other objects to myself.

BULLYING/HARASSMENT

The District will strive to provide a positive and productive learning and working environment. Bullying, harassment, hazing, intimidation, or menacing by students, staff or third parties, is strictly prohibited and shall not be tolerated. The District defines these actions as any act that substantially interferes with a student's educational benefits, opportunities, or performance and has the effect of:

- Physically harming a student or damaging a student's property;
- Knowingly placing a student in reasonable fear of physical harm or damage to their property;
- Creating a hostile educational environment.

Cyber bullying, though most often occurs outside school hours and originates from a non-school computer, can have a substantial disruption to the educational activities of the school. Any disciplinary action shall be based upon the severity of the statements and their impact on the educational environment.

I. Lunch Period - Goal: Demonstrate respect to our fellow students and our school.

As a student of LJHS I will:

1. Place my books in my own locker and not on top of the lockers before I go to the lunch line or lunchroom.
2. Walk to the lunch line, or to the area where I will be having lunch.
3. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
4. Limit the use of my locker, so as to be courteous to those students and staff who are assigned to a classroom.
5. Keep all drink containers that have been opened in the lunchroom, or outside, and refrain from putting any opened drink container(s) in my locker. Milk is not to leave the lunch area.
6. Understand that water bottles stored in lockers must have a lid that will not drip when laid on its side.
7. Sit at the designated tables if I bring a lunch from home.

J. Lunchroom Line and Eating Area - Goal: Create a positive environment of respect and order.

As a student of LJHS I will:

1. Sit down while I am eating.
2. Use appropriate table manners.

3. Leave my table and floor area clean.
4. Be respectful of all lunch supervisors.
5. Use appropriate voice level and language.
6. Will eat my lunch in the lunchroom or classroom of designated teacher.
7. Eat my lunches from home or grab 'n go lunches with red labels at designated tables.

K. Student Store and Hallways During Lunch - Goal: *Create a positive environment of respect and order.*

As a student of LJHS I will:

1. Understand that any purchase made in the Lunch serving area, other than a water bottle, must be consumed in the lunchroom.
2. Avoid keeping popcorn or drinks in locker to be consumed later.
3. Wash my hands after lunch, especially if my lunch consisted of peanuts or peanut by-products.
4. Be respectful and orderly when ordering at the school store.

L. Social Events - Goal: *Help make every social event safe and friendly where all students are able to enjoy the evening without distraction.*

LJHS may hold social events with the consent of Advisors, Student Council and the Principal.

1. All persons attending Lewistown Junior High School sponsored social events must be properly identified as currently enrolled in Lewistown Junior High School before being admitted.
2. Guest passes will not be allowed for social events.
3. Students will not be admitted after one-half hour from the beginning of the social event.
4. Students leaving the building during a social event will not be readmitted.

As a student of LJHS I will:

***[Safety issues]**

1. Avoid running and horseplay.

***[Etiquette Issues]**

2. Refrain from wearing my hat.
3. Wear clothing that is appropriate for school unless otherwise specified for a particular dance.
4. Practice common courtesy at all times. (i.e., see expectations for the positive interaction with others, etc.)
5. Use appropriate manners when food is involved.

DISCIPLINE POLICY

“Self-discipline is one of the most important lessons gained through education. It’s the key to academic success, good conduct, and proper consideration for others. Keeping this in mind, students can better understand the importance of why there must be a policy in place that monitors student behavior. Understanding the “why” of a discipline policy will help students form a correct attitude toward it, give them guidance in doing their part in making the school an effective learning environment and help them to develop positive habits.”. It is hoped that students, parents, and the school will work together to develop good self-discipline, as well as provide a comfortable learning environment.

“Do it nice or do it twice” will be the expectation for students serving a consequence for their behavior. Failure to attend an assigned consequence or meet the behavioral expectations while serving the consequence will result in the consequence being doubled.

RANGE OF DISCIPLINARY BEHAVIORS/CONSEQUENCES

Levels are based upon the frequency and severity of an incident.

A. Attendance

- a. Tardiness – arriving late to class.
- b. Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
- c. Unexcused - absences which are not authorized by a parent/guardian, communicated to the school within 24 hours after return to school, or leaving class without permission.
- d. Unverified – absences where a reason has not been given. Will be changed to an unexcused after 24 hours after returning to school.
- e. Violation of the 10-day attendance policy

Consequences

See the attendance policy for the specific consequences of each attendance violation.

B. Bus Infraction

- a. Violation of the established rules for appropriate bus conduct. Duration of consequence is dependent upon severity of infraction.

Consequences

Level 1 - Assigned Seat

Level 2 - Loss of bus riding privileges

C. Cheating

- a. Students, who share their work with others, as well as those who misrepresent the work of others as their own, may be considered to be cheating.

Consequences

Level 1 - Zero for assignment

Level 2 - Zero for assignment plus an after school detention

D. Disruptive Behavior

- a. Bullying/Harassment (minor) – Considered disruptive behavior if it’s a first time offense and is not threatening or sexual in nature.
- b. Classroom Disruption – Any behavior which interferes with the classroom environment.
- c. Disrespect Toward Staff – Talking back and/or refusal to comply. Also any type of communication that conveys a negative attitude toward any school personnel.
- d. Electronic Device/Cell Phone – First two offenses result in confiscation of the device, to be returned to the student at the end of the school day. Further violations will result in the confiscated device being returned to a parent and additional consequences, as listed below.

- e. Dress Code Violation – Students will be sent to the office if their attire is in violation of school policy. At the office there will be three steps to solving the issue; first will be to see if the student is able to change into appropriate clothing they have at school, the second step is to have the student contact their parent to see if they can bring a change of clothing, the final step is to have the student look in the School Closet to see if there is any clothing they could wear. The first two offenses of the dress code will be recorded as warnings. Further offenses will result in the leveled consequences listed below.
- f. Inappropriate Language – Language which is demeaning or offensive.
- g. Lunch Time Behavior – Violation of lunchroom and lunch period expectations.
- h. Theft – (minor) taking other's property with a value of \$25 or less. Will also be responsible for the return or restitution of property.
- i. Vandalism (minor) – Defacing or destroying property causing damage valued at \$25 or less. Will also be responsible for the restitution of property damage or removing results of vandalism.
- j. Violation of any Student Behavior Expectation – Violation of any of the expectations outlined in section 1 of Student Behavior.

Consequences

Level 1 - After School Detention

Level 2 - In-School Suspension

Level 3 - Combination of Out-of-School Suspension and In-School Suspension

E. Harassment/Altercations

- a. Bullying/Harassment (ongoing or severe) – intimidation of another individual including comments demeaning or sexual in nature.
- b. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures at LJHS.
- c. Fighting – engaging in physical contact with the purpose of inflicting harm on another person.
- d. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it.
- e. Physical/Verbal Altercation - pushing another student and/or engaging in an angry dispute.

Consequences

Level 1 - In-School Suspension

Level 2 - Combination of Out-of-School Suspension and In-School Suspension

Level 3 - Combination of Out-of-School Suspension and In-School Suspension, longer in duration.

Level 4 - Recommendation for Expulsion

F. Insubordination

- a. Defiance of School Authority- refusal to comply with reasonable requests of school personnel.
- b. Inappropriate Language Directed at School Personnel – confrontational language and/or attitude directed toward any school personnel.
- c. Skipping Detention/ASLC- not showing up when assigned.

Consequences

Level 1 - After School Detention

Level 2 - In-School Suspension

Level 3 - Combination of Out-of-School Suspension and In-School Suspension

G. Illegal Substances/Actions

- a. Alcohol – Use, sale or possession of alcohol during a school activity or school day.
- b. Arson – Attempting to burn property.
- c. Destruction of property – Destroying or mutilating materials belonging to the school, school personnel or students.
- d. Drugs – Use, possession and sale of narcotics or noxious substances during a school day or school activity
- e. Explosive Devices – Use, possession of exploding devices in school.
- f. Tobacco – The use of any type of tobacco product.
- g. Theft (major) - taking other's property with a value of more than \$25. Will also be responsible for the return or restitution of property.

- h. Vandalism (major) - defacing or destroying property causing damage valued at more than \$25. Will also be responsible for the restitution of property damage or removing results of vandalism.
- i. Weapons - includes but is not limited to a firearm or knife, sword, a straight razor, a throwing star, nun-chucks, firecrackers, brass or other metal knuckles, or any instrument, article, or substance that, regardless 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.

IN-SCHOOL SUSPENSION (ISS)

Students assigned to ISS will be assigned an adult to work with them in a room away from the general student population. Students are not considered absent and are expected to complete all class work assigned during time in ISS. Students will eat their lunch in the office but may attend after-school activities once the ISS has been served without disruption. Failure to work or be respectful will result in the assignment of further ISS. Severe behaviors will be treated as insubordination.

OUT-OF-SCHOOL SUSPENSION (OSS)

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

SUSPENSION FROM extracurricular ACTIVITIES

Students suspended from participation at extracurricular activities will not be allowed to perform or compete at an extracurricular activity in town or away for the duration of suspension. However, the student is required to continue with scheduled practices. (See extracurricular Policy for more details)

LOSS OF PRIVILEGES TO ATTEND SCHOOL FUNCTION

Students can lose their right to attend or participate in a school function by violating rules of conduct. A typical example of this would be to violate a rule or skip a consequence prior to traveling with a sporting team. Another example would be having ongoing or severe behaviors and losing the privilege to attend a dance.

PLAN FOR IMPROVEMENT

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

Plans of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement, a student will remain under its guidance throughout the year or until removed by the administration.

In very extreme cases, it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

EXPULSION

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

CHEMICAL & TOBACCO POLICY

In School or at School Activities

Philosophy

The goal of our chemical and tobacco policies is to keep our schools and our students' chemical and tobacco free. These policies should provide for learning experiences in the areas of physical, mental, emotional, social, and moral development so that our students may become better citizens.

School Chemical Violations

In school, or at school activities, students who are under the influence, possess, or who give away drug paraphernalia, alcohol, marijuana, or other substance defined by law as a "controlled substance" or "dangerous drug" will be subject to immediate disciplinary action at their school of attendance.

*A first violation in school, or at school activities, in any one school year will result in:*¹

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to three (3) days.²
3. Suspension from participation³ in all extracurricular activities for a period of one semester⁴ **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 events⁵ from the date of the disciplinary action and participation in an appropriate chemical awareness experience.⁶
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

*A second violation in school, or at school activities, in any one school year will result in:*¹

1. Notification of law enforcement and parents of the student.
2. Suspension from school for up to five (5) days.²
3. Suspension from participation³ in all extracurricular activities for a period of one year⁴ **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 events⁵ from the date of the disciplinary action and participation in an appropriate chemical awareness experience.⁶
4. Signed diplomas may be withheld until requirements of this policy are met.
5. Students who are in violation of this policy at graduation practice or at graduation will be excluded from the graduation ceremony.

Further violations in school or at school activities in any one school year will result in:

1. Notification of law enforcement and parents of that student.
2. Suspension from school for up to ten (10) days.²
3. An expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

CHEMICAL SALE OR DISTRIBUTION VIOLATIONS

Students who sell or receive compensation for the distribution of drug paraphernalia, alcohol, marijuana, or any other substance defined by law as a "controlled substance" or "dangerous drug" in school or at school activities:

1. Will be turned over to the appropriate law enforcement authorities. Parents of the student will be contacted.
2. Will receive up to ten (10) days out of school suspension.²

3. Will have an expulsion review by the school administration and possible expulsion recommendation to the school board.
4. Additionally, administrative review of the incident may result in a refusal to enter school property pending a school board hearing.

SCHOOL TOBACCO/VAPING VIOLATIONS¹

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: Suspension² 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: Suspension² from school for up to two (2) days, notification of parents and law enforcement, suspension from participation³ in all extracurricular activities for 3 weeks of competition or events⁵ from the date of disciplinary action. The tobacco will be disposed of in the presence of the student.

Further Offense(s): Suspension² from school for up to three (3) days, notification of parents and law enforcement, suspension from participation³ in all extracurricular activities for 6 weeks of competition or events⁵ 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) as a result of misbehavior in school are required to fulfill their disciplinary obligation before participating in practices and/or interscholastic competition.

Students are strongly encouraged to participate in those activities, which are of interest to them. It is the hope of the Junior High Staff that their involvement will be a positive experience. The staff of LHJS is confident that each student will represent LJHS to the best of their ability and that the entire school community will be proud of his/her team's accomplishments.

LJHS THREE STRIKES, YOU'RE OUT POLICY

Students at the Lewistown Junior High School are reminded that participation in extracurricular activities is a privilege and that good sportsmanship, positive participation and having fun are the key elements to being a member of any team and/or squad. This policy is intended to protect the integrity of the individual student, the activity in which they are engaged and the overall integrity of LJHS.

A Student athlete will be removed from their team/squad if he/she accumulates a total of three strikes. A strike is earned when a student:

1. Receives a detention from any adult for inappropriate behavior in any classroom.

2. Is absent from practice or late to any practice without an excuse for the absence or tardiness.
3. Is removed from a practice for inappropriate behavior.
4. Receives an unsportsmanlike technical or penalty during a contest.

Note:

If a student receives an unsportsmanlike technical or penalty during a contest, he/she will not play in that game, and he/she will not participate in the next game.

If a student receives 2 strikes in one week, he/she will not be allowed to participate in any contest that is scheduled during that week.

ATHLETICS TOBACCO & VAPING VIOLATIONS

Students who are participants in athletics will not use tobacco or be in possession of tobacco or vaping products. Those in violation will be subject to the following consequences:

First Offense: Suspension from participation³ in all extracurricular activities, in town or away, for a period of 2 weeks of competition or events⁵ from the date of the disciplinary action.

Further Offense(s): Suspension from participation³ in all extracurricular activities, in town or away, for a period of 4 weeks of competition or events⁵ from the date of the disciplinary action.

NOTE: *Athletics who violate the tobacco policy at school or at school activities are also subject to tobacco rules as they relate to all students.*

GENERAL INFORMATION

LJHS Daily Bell Schedule

The Junior High runs a class schedule where the electives are offered on a rotational basis. Electives schedule is based on whether the day is designated as an “A” or “B” day. Each Monday and Tuesday will be designated as an “A” day, while every Wednesday and Thursday will be designated as a “B” day. Fridays will rotate on a weekly basis between being an “A” or “B” day.

Change schedule below!

Period	8th Grade	Time		Period	7th Grade	time
Advisory	8:10 - 8:40	30		Advisory	8:10 - 8:40	30
1	8:43 - 9:30	47		1	8:43 - 9:30	47
2	9:33 - 10:20	47		2	9:33 - 10:20	47
3	10:23 - 11:10	47		3	10:23 - 11:10	47
Lunch	11:13 - 12:00	47		4	11:13 - 12:00	47
4	12:03 - 12:50	47		Lunch	12:03 - 12:50	47
5	12:53 - 1:40	47		5	12:53 - 1:40	47
6	1:43 - 2:30	47		6	1:43 - 2:30	47
7	2:33 - 3:20	47		7	2:33 - 3:20	47

The Junior High building will be open each school day from 7:30 a.m. to 4:30 p.m.

Breakfast will be available from 7:40 to 8:05 a.m.

By 8:05 a.m. of each school day students should be getting ready to attend their Advisory class.

CAMERAS

The District uses video cameras in appropriate locations on District property to ensure the health, welfare, and safety of all staff, students, and visitors and to safeguard District facilities and equipment. Students in violation of Board policies, administrative regulations, building rules, or laws shall be subject to disciplinary action. Others may be referred to law enforcement agencies.

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

EAGLE RENAISSANCE PROGRAM

The LJHS Renaissance program is used to recognize students for their high GPAs or improvement in their GPA over the last quarter. Renaissance cards are awarded at the end of each quarter. First quarter renaissance cards for the 8th graders will be based on their 7th grade 4th quarter GPA. ~~Seventh graders who earned a Presidential Award during their 6th grade year will be given a Gold Card for first quarter. No Blue or Silver Cards will be awarded to 7th graders during the first quarter.~~

Gold Card
4.00
or increase in GPA

Blue Card
3.5 to 3.99
or increase in GPA

Silver Card
3.00 to 3.49
or increase in GPA

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: ~~update prices below~~

Student Breakfast (7-12)	2.25	Reduced Student Breakfast	.30
Reduced Student Lunch	.40	Adult Lunch	4.65
Adult Breakfast	2.25	Individual Milk	.45
Student Lunch (7-12)	3.60	A la Carte items are priced individually	

BREAKFAST is served from 7:40 a.m. until 8:05 a.m. each school day.

The **LUNCH Schedule** is as follows:

8th Grade.....11:13 – 12:00
7th Grade.....12:03 – 12:50

The pre-paid meal accounting system through Infinite Campus provides students and parents with purchase and balance information. Students receive verbal balance reminders and the automatic messaging system will alert parents/guardians with balance information. Students and parents/guardians are responsible for all charges to meal accounts and should practice proper account management with timely deposits. Students may charge meals on a limited basis and a la cart items cannot be charged.

Students leaving the district should follow the school checkout protocol to have any meal account monies refunded to them. Any unclaimed account balances left at the end of each school year will be absorbed into School Food Service operations.

STUDENT VISITATION POLICY

The staff and students of the Lewistown Junior High School would like to welcome students to visit our positive learning community. While keeping and maintaining a safe and orderly school site, the following expectations apply to student visitors.

Student Visitors:

1. Upon entering the building, 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 **are in place** in order to help ensure the safety of all students and staff of the Lewistown Junior High School.*

Emergency School-Closing Information (Policy #2221)

The Superintendent may order the closure of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff. The Trustees may order the emergency closure of schools for one school day each year, without the need to reschedule the lost pupil instruction time when the closure is the result of an emergency.

The District may close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. Emergency school closing information will be broadcast on: Radio stations KXLO 106.9FM, KXLO 1230AM, KQPZ 95.5FM, and information will be sent out through our student information system via email, text messages and/or a phone call.

****Please update SRP below and safety procedures above consistent with all handbooks**

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



INFORMATION FOR PARENTS AND GUARDIANS

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

COMMON LANGUAGE

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

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

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

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



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

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



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

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

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.



STUDENT RECOGNITION

The following is a sampling of the awards which are made available to the students of LJHS.

A+ Award:

Each month students in each grade will be selected for recognition in Academics, Activities, and Electives. At the end of the month teachers nominate students who have demonstrated positive behaviors, then teachers vote on the nominees to come up with the three recipients for each grade. Students are then recognized and a schoolwide assembly.

D.A.R. Citizenship Medal:

This distinguished award is designated for 8th grade students and is voted on by LJHS staff members utilizing the following criteria.

Qualifications

1. Honor: Honesty, high principles, trust-worthiness, loyalty, truthfulness, punctuality, moral strength and stability, cleanliness in mind and body.
2. Service: Cooperation, meritorious behavior bringing honor to school or community, 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 required fee as set by the Lewistown School District**. Completing registration for enrollment in any of the Driver Education sessions will take place at the Central Montana Education Center on Airport Road, where the parent or legal guardian will fill out and sign a Driver Education registration card and pay the **course** fee.

~~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 7th Avenue South, or call (406) 535-8777 week days.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/08/2024

Agenda Item No.

18

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

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees Prepared By: Christy Rogers

SUMMARY:

Attached is the Personnel Report for your review.

SUGGESTED ACTION: Approve All Items

☒ Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Southworth						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
VanderBeek						

**LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA**

Monday July 8, 2024

<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>
GILLEN, Carrie	Teacher	Lewis and Clark Elementary School	Approve appointment on schedule - BA, Step 5, 1.0 FTE for up to 187 days for the 2024-2025 School Year.	8/19/2024	Danny Wirtzberger	Replacing Alison Gremaux Phelps
GOODAN, Dana	Volunteer Golf Coach	Fergus High School		8/14/2024	Paul Bartos	
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	EXTRA CURRICULAR ASSIGNMENTS	Lewistown Jr. High School	Approve appointment on schedule as recommended - Names highlighted in light blue are being approved at the 7/8/24 Board Meeting, names highlighted in light red still need to be filled. Names in red font are changes from 2023-2024 to 2024-2025.	8/1/2023	Jeff Friesen	See Attached List
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	EXTRA CURRICULAR ASSIGNMENTS	Fergus High School	Approve appointment on schedule as recommended - Names highlighted in light blue are being approved at the 7/8/24 Board Meeting, names highlighted in light red still need to be filled.	8/1/2023	Paul Bartos	See Attached List

<u>2024-2025 School Year</u>					
				Starting Salary	\$35,622.00
JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS					
Activity	Name	Positions	Index	Stipend	Date Approved
COORDINATOR	<i>Brooke Zeiler</i>	Coordinator	0.1050	\$ 3,740.31	
BASKETBALL		Boys Head Coach	0.070	\$ 2,493.54	
		Boys First Assistant	0.062	\$ 2,208.56	
		Boys Assistant - 1	0.055	\$ 1,959.21	
		Girls Head Coach	0.070	\$ 2,493.54	
		Girls First Assistant	0.062	\$ 2,208.56	
		Girls Assistant - 1	0.055	\$ 1,959.21	
BUILDERS CLUB		Advisor	0.015	\$ 534.33	
CHEERLEADERS	<i>Rayna Phelps</i>	Head Coach	0.030	\$ 1,068.66	
CROSS COUNTRY	<i>Nicole Wichman</i>	Head Coach	0.065	\$ 2,315.43	
	<i>Misti Birdwell</i>	Volunteer Assistant			
FOOTBALL	<i>Mike Vanek</i>	Head Coach	0.065	\$ 2,315.43	
	<i>Cody Chacon</i>	First Assistant	0.057	\$ 2,030.45	
	<i>Brandon Carreira</i>	Assistant - 1	0.050	\$ 1,781.10	
	<i>Dustin Salka</i>	Assistant - 2	0.050	\$ 1,781.10	
		Volunteer Assistant			
		Volunteer Assistant			
MATHCOUNTS	<i>Work performed during the school day</i>	Advisor	0.015	\$ 534.33	
MUSIC	<i>Chase Auger</i>	Instrumental Activities	0.034	\$ 1,211.15	
	<i>Rachael Grensten</i>	Vocal Activities	0.034	\$ 1,211.15	
	<i>Taught in Schedule</i>	Jazz Band	0.040	\$ 1,424.88	
	<i>Taught in Schedule</i>	Select Choir Director	0.040	\$ 1,424.88	
PHOTO CLUB	<i>Katie Wirtzberger</i>	Advisor	0.015	\$ 534.33	

SPORTING EVENT MGMT		State Wrestling Tournament		\$ 75.00	
SKI CLUB		Advisor	0.015	\$ 534.33	
STUDENT COUNCIL	<i>Jake Rhoades</i>	Advisor	0.0250	\$ 890.55	
TRACK & FIELD		Head Coach	0.065	\$ 2,315.43	
		First Assistant	0.057	\$ 2,030.45	
		Assistant - 1	0.050	\$ 1,781.10	
	<i>Hiring Dependent on Participation #s</i>	Assistant - 2	0.050	\$ 1,781.10	
VOLLEYBALL	<i>Jean Irish</i>	Head Coach	0.065	\$ 2,315.43	
	<i>Megan Hicks</i>	First Assistant	0.057	\$ 2,030.45	
	<i>Katie Wirtzberger</i>	Assistant	0.050	\$ 1,781.10	
WRESTLING		Head Coach	0.065	\$ 2,315.43	
		Assistant	0.050	\$ 1,781.10	
ELEMENTARY SCHOOLS ACTIVITY & ATHLETIC RECOMMENDATIONS					
COORDINATOR	<i>Derek Lear</i>	Coordinator	0.065	\$ 2,315.43	
ELEMENTARY MUSIC	<i>Rebecca Speranza</i>	4-6 Concert	0.035	\$ 1,246.77	
	<i>Katrina Davies</i>	K-3 Concert	0.035	\$ 1,246.77	

<u>2024-2025 School Year</u>					
				Starting Salary	\$35,622.00
FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS					
Activity	Name	Positions	Index	Stipend	Date Approved
CMY MENTOR ADVISOR	<i>Yvette Hersel</i>	Advisor	0.0350	\$ 1,246.77	
ANNUAL	<i>Diane Lewis</i>	Advisor	0.050	\$ 1,781.10	
ATHLETIC DIRECTOR	<i>Paul Bartos</i>	Director	0.195	\$ 6,946.29	
BASKETBALL	<i>Scott Sparks</i>	Boys Head Coach	0.150	\$ 5,343.30	4/8/24
	<i>Jim Daniels</i>	Boys First Assistant	0.110	\$ 3,918.42	
	<i>Matt Plagenz</i>	Boys Assistant - 1	0.090	\$ 3,205.98	
	<i>Tom Webb</i>	Girls Head Coach	0.150	\$ 5,343.30	6/10/24
	<i>Dani Phillips</i>	Girls First Assistant	0.110	\$ 3,918.42	
		Girls Assistant - 1	0.090	\$ 3,205.98	
BUSINESS PROFESSIONALS OF AMERICA	<i>Diane Lewis</i>	Advisor	0.0350	\$ 1,246.77	
CHEERLEADERS	<i>Rayna Phelps</i>	Head Coach	0.125	\$ 4,452.75	
	<i>Holly Lower</i>	Assistant	0.074	\$ 2,636.03	
CONCESSIONS		Club Advisor	\$17.50/hour		
		Orders		\$ 500.00	
CROSS COUNTRY -- B/G	<i>Susan Flentie</i>	Head Coach	0.125	\$ 4,452.75	1/8/24
	<i>Regan Bold</i>	Assistant	0.085	\$ 3,027.87	
F CLUB	<i>Vic Feller</i>	Advisor	0.015	\$ 534.33	
FFA	<i>Jared Long</i>	Advisor	0.110	\$ 3,918.42	
	<i>Logan Turner</i>	Advisor	0.110	\$ 3,918.42	

FCCLA	<i>Megan Vincent</i>	Advisor	0.035	\$ 1,246.77	
FOOTBALL	<i>Derek Lear</i>	Head Coach	0.145	\$ 5,165.19	1/8/24
	<i>Troy Hudson</i>	First Assistant	0.105	\$ 3,740.31	
	<i>Matthew Ventresca</i>	Assistant - 1	0.085	\$ 3,027.87	
	<i>Danny Wirtzberger</i>	Assistant - 2	0.085	\$ 3,027.87	
	<i>Orin Johnson</i>	Assistant - 3	0.085	\$ 3,027.87	
	<i>may not hire, no coop</i>	Assistant - 4 (coop)		\$ 2,000.00	
		Field Preparation		\$ 700.00	
GOLF	<i>Sherry Briedenbach</i>	Co-Head Coach	0.090	\$ 3,205.98	1/8/24
		Co-Head Coach	0.055	\$ 1,959.21	
HONOR SOCIETY	<i>Meggan Cirrincione</i>	NHS Advisor	0.035	\$ 1,246.77	
KEY CLUB		Advisor	0.0470	\$ 1,674.23	
JUNIOR CLASS FUNDRAISER	<i>Teresa Vaughn</i>	Coordinator	0.020	\$ 712.44	
SPORTING EVENT MGMT	<i>as needed</i>	Holiday Classic - Basketball		\$ 75.00	
	<i>as needed</i>	Class A Duals Wres		\$ 75.00	
	<i>as needed</i>	Fall Classic XC (Div)		\$ 75.00	
	<i>as needed</i>	Northeast Tn Div.		\$ 75.00	
MUSIC	<i>not filled for several years</i>	FCCA Manager	0.065	\$ 2,315.43	
		Instrumental Activities	0.110	\$ 3,918.42	
		Jazz Band Director	0.040	\$ 1,424.88	
	<i>zero hour period, not filled for severa</i>	Choralaires	0.040	\$ 1,424.88	
		Vocal Activities	0.070	\$ 2,493.54	
RENAISSANCE	<i>Michelle Trafton</i>	Advisor	0.047	\$ 1,674.23	
SCHOOL PLAY	<i>not budgeted</i>	Co-Advisor	0.020	\$ 712.44	
	<i>not budgeted</i>	Co-Advisor	0.020	\$ 712.44	
SCIENCE BOWL/OLYMPIAD	<i>Mike Mangold</i>	Co-Advisor	0.0275	\$ 979.61	
		Co-Advisor	0.0275	\$ 979.61	
SKI CLUB	<i>Brett Thackeray</i>	Advisor	0.015	\$ 534.33	

SOFTBALL	<i>Mike Mangold</i>	Head Coach	0.125	\$ 4,452.75	
	<i>Kirsten Miller</i>	Assistant	0.085	\$ 3,027.87	
SPEECH & DRAMA	<i>Lee Stahl</i>	Head Coach	0.110	\$ 3,918.42	4/8/24
		Assistant	0.075	\$ 2,671.65	
STUDENT GOVERNMENT	<i>Luke Brandon</i>	Advisor	0.047	\$ 1,674.23	
		Assistant	0.023	\$ 819.31	
SkillsUSA	<i>replaced by 2nd FFA</i>	Advisor	0.035	\$ 1,246.77	
TENNIS	<i>Sherry Briedenbach</i>	Co-Head Coach	0.125	\$ 4,452.75	
	<i>Melanie Smith</i>	Co-Head Coach	0.125	\$ 4,452.75	
TRACK & FIELD		Head Coach	0.145	\$ 5,165.19	
		First Assistant	0.105	\$ 3,740.31	
		Assistant - 1	0.085	\$ 3,027.87	
		Assistant - 2	0.085	\$ 3,027.87	
VOLLEYBALL	<i>Adrienna DeCock</i>	Head Coach	0.145	\$ 5,165.19	4/8/24
	<i>Paige Nash</i>	First Assistant	0.105	\$ 3,740.31	
	<i>Lesly Kassmier</i>	Assistant	0.085	\$ 3,027.87	
WEIGHT ROOM	<i>OPEN</i>	Co-Coordinator	\$15 / Hour up to	\$ 900.00	Dependent upon Booster Donation
	<i>OPEN</i>	Co-Coordinator	\$15 / Hour up to	\$ 900.00	
WEIGHT TRAINING COACH		Advisor	0.040	\$ 1,424.88	
WRESTLING	<i>Brendon DeCock</i>	Head Coach	0.145	\$ 5,165.19	4/8/24
	<i>Robert Wallace</i>	First Assistant	0.105	\$ 3,740.31	
	<i>Brady Fiscus</i>	Assistant	0.085	\$ 3,027.87	

LEWISTOWN PUBLIC SCHOOLS

2024-2025 SCHOOL CALENDAR

AUGUST 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

SEPTEMBER 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					

OCTOBER 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		

NOVEMBER 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

DECEMBER 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				

JANUARY 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

PIR DAYS (Pupil Instruction-Related)

HOLIDAYS & VACATIONS

No School for Teachers or Students

August 12 New Staff Orientation
 August 19-20 All Staff Orientation/PIR
 October 17-18 Staff Development Days
 Teachers Convention (Bozeman)
 Oct 28-31, Nov 4-8 Parent-Teacher Conferences
 Schedules vary by school
 PIR October 31
 No school Oct 31-Nov 1
 March 24-Apr 4 Parent-Teacher Conferences
 Schedules vary by school
 Full school days for students
 May 12 PIR Day

September 2 Labor Day
 November 1 Vacation Day
 November 27-29 Thanksgiving Vacation
 Dec 23-Jan 1 Winter Break
 January 20 Vacation Day
 February 28 Vacation Day
 March 14 Vacation Day
 April 17-21 Easter Vacation
 May 26 Memorial Day

277

- New Teacher Orientation
- First/Last Day of School K-3 First Day
- End of Quarter
- Quarter Mid-Term
- End of Semester (2nd & 4th quarters)
- Early Out (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)

BOARD APPROVED 3-18-2024

PUPIL INSTRUCTION (INCLUDING FLEX DAYS)	First Semester				Second Semester			
	92 days				87 days			
	FIRST QUARTER		DAYS		THIRD QUARTER		DAYS	
	First Week	Aug 21 to Aug 23	3		First Week	Jan 21 to Jan 24	4	
	Second Week	Aug 26 to Aug 30	5		Second Week	Jan 27 to Jan 31	5	
	Third Week	Sept 3 to Sept 6	4		Third Week	Feb 3 to Feb 7	5	
	Fourth Week	Sept 9 to Sept 13	5		Fourth Week	Feb 10 to Feb 14	5	
	Fifth Week	Sept 16 to Sept 20	5		Fifth Week	Feb 17 to Feb 21	5	
	Sixth Week	Sept 23 to Sept 27	5		Sixth Week	Feb 24 to Feb 27	4	
	Seventh Week	Sept 30 to Oct 4	5		Seventh Week	March 3 to March 7	5	
	Eighth Week	Oct 7 to Oct 11	5		Eighth Week	March 10 to March 13	4	
	Ninth Week	Oct 14 to Oct 16	3		Ninth Week	March 17 to March 21	5	
	Tenth Week	Oct 21 to Oct 25	5					42
			45					
	SECOND QUARTER		DAYS		FOURTH QUARTER		DAYS	
	First Week	Oct 28 to Oct 30	3		First Week	March 24 to March 28	5	
	Second Week	Nov 4 to Nov 8	5		Second Week	March 31 to April 4	5	
	Third Week	Nov 11 to Nov 15	5		Third Week	April 7 to April 11	5	
	Fourth Week	Nov 18 to Nov 22	5		Fourth Week	April 14 to April 16	3	
	Fifth Week	Nov 25 to Nov 26	2		Fifth Week	April 22 to April 25	4	
	Sixth Week	Dec 2 to Dec 6	5		Sixth Week	April 28 to May 2	5	
	Seventh Week	Dec 9 to Dec 13	5		Seventh Week	May 5 to May 9	5	
	Eighth Week	Dec 16 to Dec 20	5		Eighth Week	May 13 to May 16	4	
	Ninth Week	Jan 2 to Jan 3	2		Ninth Week	May 19 to May 23	5	
	Tenth Week	Jan 6 to Jan 10	5		Tenth Week	May 27 to May 30	4	
	Eleventh Week	Jan 13 to Jan 17	5					45
			47					
					Total Days 179			

PUPIL INSTRUCTION-RELATED DAYS (PIR)		
August 12	New Staff Orientation	
August 19-20	All Staff Orientation/PIR	2.0
October 17-18	Staff Development Days <i>Teachers Convention</i>	2.0
Oct 28-31, Nov. 4-8	Parent-Teacher Conferences <i>Schedules vary by school PIR October 31st No school Oct 31-Nov 1</i>	1.5
March 24-Apr 4	Parent-Teacher Conferences <i>Schedules vary by school Full school days for students</i>	.5
May 12	PIR Day	1.0
	Floating PIR Day	<u>1.0</u>
		8.0

HOLIDAYS & VACATIONS	
September 2	Labor Day
November 1	Vacation Day
November 27-29	Thanksgiving Vacation
Dec 23-Jan 1	Winter Break
January 20	Vacation Day
February 28	Vacation Day
March 14	Vacation Day
April 17-21	Easter Vacation
May 26	Memorial Day
July 4	Vacation Day (12-mo employees)

