

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**FERGUS HIGH SCHOOL – LIBRARY**

1001 Casino Creek Drive  
Lewistown MT 59457

**MONDAY, May 14, 2012**

*Page One of Two*

**OATH OF OFFICE (5:30 p.m.)**

Rhonda Long, Fergus County Superintendent of Schools, will Administer the Oath of Office to Tom Balek and Monte Weeden

**ORGANIZATION MEETING**

1. Call to Order
2. Roll Call
3. Call for Nominations and Election of Chair
4. Call for Nominations and Election of Vice-Chair
5. Appointment of the District Clerk

**ADJOURNMENT**

**REGULAR BOARD MEETING**

**CALL TO ORDER (Following the Organizational Meeting)**

1. Roll Call
2. Pledge of Allegiance

**BOARD OF TRUSTEES**

3. Report—Student Representative
4. Report—Committees of the Board
5. Discussion—2012-2013 Budgets
6. Calendar Items, Concerns, Correspondence, Etc.

**SUPERINTENDENT'S REPORT**

7. Report—Investment
8. Other Items

**PUBLIC PARTICIPATION**

9. Recognition of Parents, Patrons, and Others Who Wish to Address the Board

**ACTION ITEMS**

**MINUTES**

10. Minutes of the April 11, 2012, Regular Board Meeting

**APPROVAL OF CLAIMS**

11. Claims

**CONSENT GROUP ITEMS**

12. Approve Additions to Substitute List for the 2011-2012 School Year
13. Approve Elementary Student Activity Account

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**FERGUS HIGH SCHOOL – LIBRARY**

1001 Casino Creek Drive

Lewistown MT 59457

**MONDAY, May 14, 2012**

*Page Two of Two*

**REGULAR BOARD MEETING**

**INDIVIDUAL ITEMS**

14. Second Reading—Board Policy #4310—Public Complaints
15. Second Reading—Board Policy #4310P—Uniform Complaint Procedure
16. Second Reading—Board Policy #3612—District-Provided Access to Electronic Information, Services, and Networks
17. Second Reading—Board Policy #3612F—Student Technology Responsible Use Agreement
18. Second Reading—Board Policy #5460—Electronic Resources and Social Networking
19. Approve Extension of the Lewistown Bus Route into the Grass Range School District
20. Approve Extension of Denton Bus Route into the Lewistown School District
21. Approve Extension of Grass Range Bus Route into the Lewistown School District
22. Approve Extension of Moore Bus Route to the Entrance of Spring Creek Colony
23. Approve Adoption of Technology Curriculum
24. Approve Agreement between Yellowstone Boys and Girls Ranch and the Lewistown Public Schools
25. Approve MHSA Membership and Related Payments
26. Approve Calling for School Food Service Milk Bids
27. Approve Request to Apply for the Montana Adult Basic and Literacy Education Grant for 2012-2013
28. Approve Superintendent Contract
29. Approve Classified Salary Matrix
30. Approve Issuing Contracts for the Classified Staff
31. Approve Personnel Report

**ADJOURNMENT**

### **PUBLIC PARTICIPATION**

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

- Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- There will be a limit of one presentation per person.
- The Board requests that organizations and groups be represented by a single spokesperson. The spokesperson for each group shall be limited to a presentation of three (3) minutes. To save repetition and time, the Board also requests that persons not speak if a previous speaker has expressed a similar position on the same issue.
- 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.

### **CONSENT GROUP ITEMS**

The action of adoption of the "Consent Group" as an official item on the agenda means that all items appearing under the title "Consent Group" shall be adopted by majority approval of a single motion, unless a member of the Board or the Superintendent requests that any particular item be removed from the "Consent Group" and voted on separately.

Generally "Consent Group" items are matters which members of the Board and Superintendent agree are routine in nature and should be acted upon in one motion to conserve time and permit focus on other than routine matters on the agenda.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

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

**ITEM TITLE:** OATH OF OFFICE

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_    **Date:** 05/14/2012

**SUMMARY:**

Rhonda Long, Fergus County Superintendent of Schools, will administer the Oath of Office to Tom Balek and Monte Weeden elected Trustees of Lewistown School District Number One.

**SUGGESTED ACTION:**

\_\_\_\_\_

Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

\_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

1 - 5

Minutes/Claims     Board of Trustees     Superintendent's Report

Action – Consent  
 Action – Indiv.

**ITEM TITLE:** ORGANIZATION MEETING

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_    **Date:** 05/14/2012

**SUMMARY:**

The following will take place for the organizational meeting:

- Call to Order
- Roll Call
- Call for Nominations and Election of the Chair
- Call for Nominations and Election of the Vice-Chair
- Appointment of the District Clerk

**SUGGESTED ACTION:** Informational

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**REPORT OF ORGANIZATION OF BOARD OF TRUSTEES  
SCHOOL DISTRICT NUMBER ONE  
HIGH SCHOOL DISTRICT NUMBER ONE  
FERGUS COUNTY, MONTANA**

This is to certify that at the annual organizational meeting of the Board of Trustees held May 14, 2012, a Board Chair and Board Vice-Chair were appointed as follows:

\_\_\_\_\_ Board Chair

\_\_\_\_\_ Board Vice-Chair

\_\_\_\_\_ Address

\_\_\_\_\_ Address

\_\_\_\_\_ Phone

\_\_\_\_\_ Phone

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BOARD  
OF  
TRUSTEES

Dated: May 14, 2012

**DISTRICT CLERK CERTIFICATE OF APPOINTMENT**

**SCHOOL DISTRICT NUMBER ONE  
FERGUS COUNTY, MONTANA**

THIS IS TO CERTIFY THAT, the Trustees of School District Number One have duly appointed MIKE WATERMAN as Clerk of the District on the 14 day of May, 2012.

School Laws of Montana:

Section 20-3-321

Organization and Officers: (1) the Trustees of each district shall employ and appoint a competent person, who is not a member of the trustees, as the Clerk of the District.

Clerk of the District: As provided in 20-3-321, the trustees shall employ and appoint a clerk of the district. The clerk of the district shall attend all meetings of the trustees to keep an accurate and permanent record of all the proceedings of each meeting. If the clerk is not present at a meeting, the trustees shall have one of their members or a district employee act as clerk for the meeting and such person shall supply the clerk with a certified copy of the proceedings. The clerk of the district also shall be the custodian of all documents, records, and reports of the trustees. Unless the trustees provide otherwise, the clerk shall;

- (1) Keep an accurate and detailed accounting record of all receipts and expenditures of the district in accordance with the financial administration provisions of this title; and
- (2) Prepare the annual trustees' report required under the provisions of 20-9-213(6).

---

**BOARD OF TRUSTEES**

---

---

---

---

---

---

---

---

# **REGULAR BOARD MEETING**

**Lewistown Public Schools**

**Board of Trustees**

**May 14, 2012**



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

3

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

**ITEM TITLE:** REPORT—STUDENT REPRESENTATIVE

**Requested By:** Board of Trustees    **Prepared By:** Maddie Comes    **Date:** 05/14/2012

**SUMMARY:**

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

**SUGGESTED ACTION:** Informational

Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# **FHS School Board Report**

Monday, May 14, 2012

## **Student Council**

- Student Body Elections and Class Officer Elections will be happening in the next two weeks
- On Tuesday, May 15, 2012, the Student Council will be hosting the annual Blue-Gold Leadership Breakfast

## **Key Club**

- Key Club held their yearly community clean-up on Sunday May 6, 2012.

## **BPA**

- Two members just returned from the national BPA Competition. They placed in the top 35 in all of their events.

## **NHS**

- Thirteen students were inducted into National Honor Society.
- THE NHS Officers for the 2012-2013 School Year are:
  - Johnny Skipper – President
  - Jarrett Guyer – Vice President
  - Nathan Kennedy – Treasurer
  - Kara Mantooth - Secretary

## **FFA**

- FFA held their annual end of the year banquet on Thursday, May 3, 2012. Members were presented with their awards and the new officers were announced.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

4

- 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    **Date:** 05/14/2012

**SUMMARY:**

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

Attached is the Standing Committees of the Board for the 2011-2012 School Year. The Trustees need to sign up for committees for the 2012-2013 School Year.

**SUGGESTED ACTION:** Informational Report

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**STANDING COMMITTEES OF THE BOARD  
2011-2012 School Year**

Committee	Number on Comm.	Jeremy Bristol	Joe Irish	Stan Monger	Lisa Pierce	Mary Schelle	Barb Thomas	Monte Weeden
Building & Grounds	3	X	X	X				
Insurance Risk Committee	2				X	X		
Transportation	3	X		X				X

**OTHER COMMITTEES WITH BOARD REPRESENTATION  
2011-2012 School Year**

Committee	Number on Comm.	Jeremy Bristol	Joe Irish	Stan Monger	Lisa Pierce	Mary Schelle	Barb Thomas	Monte Weeden
Activities	2					X		X
Curriculum Committees:								
Fine Arts	1						X	
Health Enhancement	1						X	
Library	1						X	
Technology	1		X					
Vocational Arts	1		X					
Health Insurance Program	2				X	X		
Vocational Advisory Council	1						X	



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

5

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

**ITEM TITLE:** DISCUSSION—2012-2013 GENERAL FUND BUDGETS

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

Mike Waterman, Business Manager/District Clerk, would like to update the Board of Trustees regarding some preliminary information regarding the 2012-2013 General Fund Budgets.

**SUGGESTED ACTION:** Informational

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

## LEWISTOWN PUBLIC SCHOOLS

FY2013 Preliminary General Fund Budget Analysis

May 9, 2012

	<u>Lewistown Elem</u>	<u>Fergus HS</u>
Total Projected Expenditures	5,691,347	3,215,046
Highest Budget Without a Vote	5,595,487	3,123,209
Surplus/(Shortfall) Without a Vote	(95,861)	(91,837)

**LEWISTOWN PUBLIC SCHOOLS**

Budget Shortfall Reconciliation

May 9, 2012

	Lewistown Elementary	Fergus High School	Total K-12
Projected General Fund Shortfall April 11, 2012	(12,795)	(47,254)	(60,049)
<u>Changes since April 11, 2012 (date notified):</u>			
<u>Certified Vacancy Changes*:</u>			
Filled 1.0 Certified Sp Ed Vacancy @ Garfield (4/23/12)	14,704	0	14,704
Filled 1.0 Certified Social Studies Vacancy @ LJHS (4/16/12)	8,111	0	8,111
Filled 1.0 Certified Math Vacancy @ LJHS (5/8/12)	8,520	0	8,520
Filled New Vacancy: 1.0 FTE Special Ed @ JH (5/9/12)	(394)	0	(394)
New Vacancy: 1.0 FTE Elementary Teacher @ LC (4/16/12)	6,032	0	6,032
New Vacancy: 1.0 FTE Special Ed @ JH (4/16/12)	(12,952)	0	(12,952)
New Vacancy: 1.0 FTE English @ FHS (4/23/12)	0	(11,124)	(11,124)
New Vacancy: 1.0 FTE Kindergarten @ HP (5/9/12)	(48,742)	0	(48,742)
<u>Classified Vacancy Changes:</u>			
New Vacancy: 1.0 FTE Para @ LC (4/23/12)	(4,979)	0	(4,979)
New Vacancy: 1.0 FTE Para @ JH (4/23/12)	3,517	0	3,517
New Vacancy: 1.0 FTE Para @ LC/HP (5/2/12)	(14,344)	0	(14,344)
<u>Other Changes/Updates:</u>			
Proposed Classified Matrix Restructure - Secretaries	(16,172)	(4,867)	(21,039)
Proposed Classified Matrix Restructure - Teacher Aides	(19,875)	(3,376)	(23,251)
Proposed Superintendent Contract Restructure	(491)	(217)	(708)
Adjustment of General Fund Support of Extracurriculars	(6,000)	(25,000)	(31,000)
Other Adjustments/Updates (ongoing)	0	(0)	(0)
Current Surplus/(Shortfall) - Highest Budget Without a Vote	<u>(\$95,861)</u>	<u>(\$91,837)</u>	<u>(\$187,698)</u>
<u>Other possible funding sources/reductions:</u>			
Forego curriculum purchases	100,000	80,000	180,000
Supplant General Fund Tech Cost with MultiDistrict OTO Payment	10,828	6,335	17,163

\* Certified vacancies held at MA Step 9 with full family insurance



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

6

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

**ITEM TITLE:** CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_    **Date:** 05/14/2012

**SUMMARY:**

Time is provided on the agenda for the Board to discuss calendar items, concerns, correspondence, future agenda items, and comments for the good of the district.

**SUGGESTED ACTION:**

\_\_\_\_\_

Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

7

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

**ITEM TITLE:** REPORT—INVESTMENT

**Requested By:** Superintendent    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

Attached is the report on the interest earned and distributed for April 2012.

The first column of the report reflects the cash balance in various funds as of April 1, 2012.

**SUGGESTED ACTION:** Informational

Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

Lewistown School District No. One

Investment Distribution Detail Report

Fiscal Year: 2011-2012

Criteria: From Control#: 39 To: 40

Acct Mask: \_\_\_\_\_

Sort By Acct

Print Internal Accounts Only

Type: Interest Posting Date: 4/30/2012 Amount Distributed: \$3,049.15 Control#: 39  
 Posting Description: Interest Distribution 3/31/2012 Entry#: 491

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
101.00.000.0000.101.000	\$489,909.77	31	.1388530	\$423.38	\$489,909.77		\$0.00	Yes
110.00.000.0000.101.000	\$672,973.93	31	.1907381	\$581.59	\$672,973.93		\$0.00	Yes
111.00.000.0000.101.000	\$814,085.61	31	.2307328	\$703.55	\$814,085.61		\$0.00	Yes
112.00.000.0000.101.000	\$123,411.57	31	.0349780	\$106.65	\$123,411.57		\$0.00	Yes
113.00.000.0000.101.000	\$0.00	31	.0000000	\$0.00	\$0.00		\$0.00	Yes
114.00.000.0000.101.000	\$449,399.72	31	.1273714	\$388.37	\$449,399.72		\$0.00	Yes
120.00.000.0000.101.000	\$10,679.89	31	.0030270	\$9.23	\$10,679.89		\$0.00	Yes
121.00.000.0000.101.000	\$51,831.84	31	.0146905	\$44.79	\$51,831.84		\$0.00	Yes
124.00.000.0000.101.000	\$86,074.29	31	.0243957	\$74.39	\$86,074.29		\$0.00	Yes
128.00.000.0000.101.000	\$42,223.91	31	.0119673	\$36.49	\$42,223.91		\$0.00	Yes
129.00.000.0000.101.000	\$102,101.14	31	.0289381	\$88.24	\$102,101.14		\$0.00	Yes
150.00.000.0000.101.000	\$198,060.11	31	.0561353	\$171.16	\$198,060.11		\$0.00	Yes
160.00.000.0000.101.000	\$9,219.90	31	.0026132	\$7.97	\$9,219.90		\$0.00	Yes
161.00.000.0000.101.000	\$478,288.82	31	.1355593	\$413.34	\$478,288.82		\$0.00	Yes
Control# 39 Total:	\$3,528,260.50		.9999997	\$3,049.15	\$3,528,260.50		\$0.00	

Balance Calculations based on Prior Month Ending Balances as of 3/31/2012

Type: HS Interest Posting Date: 4/30/2012 Amount Distributed: \$1,964.88 Control#: 40  
 Posting Description: Interest Distribution 3/31/2012 Entry#: 492

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
201.00.000.0000.101.000	\$335,334.50	31	.1298045	\$255.05	\$335,334.50		\$0.00	Yes
210.00.000.0000.101.000	\$410,872.55	31	.1590444	\$312.50	\$410,872.55		\$0.00	Yes
211.00.000.0000.101.000	\$208,003.92	31	.0805161	\$158.20	\$208,003.92		\$0.00	Yes
213.00.000.0000.101.000	\$0.00	31	.0000000	\$0.00	\$0.00		\$0.00	Yes
214.00.000.0000.101.000	\$212,943.60	31	.0824282	\$161.96	\$212,943.60		\$0.00	Yes
217.00.000.0000.101.000	\$26,730.98	31	.0103473	\$20.33	\$26,730.98		\$0.00	Yes

Lewistown School District No. One

Investment Distribution Detail Report

Fiscal Year: 2011-2012

Criteria: From Control#: 39 To: 40

Acct Mask: \_\_\_\_\_

Sort By Acct

Print Internal Accounts Only

218.00.000.0000.101.000	\$13,956.44	31	.0054024	\$10.62	\$13,956.44	\$0.00	Yes
220.00.000.0000.101.000	\$10,566.12	31	.0040900	\$8.04	\$10,566.12	\$0.00	Yes
221.00.000.0000.101.000	\$25,407.15	31	.0098348	\$19.32	\$25,407.15	\$0.00	Yes
224.00.000.0000.101.000	\$164,107.61	31	.0635243	\$124.82	\$164,107.61	\$0.00	Yes
228.00.000.0000.101.000	\$114,995.08	31	.0445134	\$87.46	\$114,995.08	\$0.00	Yes
229.00.000.0000.101.000	\$112,350.01	31	.0434895	\$85.45	\$112,350.01	\$0.00	Yes
260.00.000.0000.101.000	\$67,889.12	31	.0262792	\$51.64	\$67,889.12	\$0.00	Yes
261.00.000.0000.101.000	\$661,513.06	31	.2560647	\$503.15	\$661,513.06	\$0.00	Yes
281.00.000.0000.101.000	\$92,355.95	31	.0357500	\$70.24	\$92,355.95	\$0.00	Yes
282.00.000.0000.101.000	\$126,356.45	31	.0489113	\$96.10	\$126,356.45	\$0.00	Yes
Control# 40 Total:	\$2,583,382.54	1.0000001		\$1,964.88	\$2,583,382.54	\$0.00	

Balance Calculations based on Prior Month Ending Balances as of 3/31/2012

End of Report

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

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

8

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

**ITEM TITLE:** OTHER ITEMS

**Requested By:** Superintendent    **Prepared By:** Superintendent    **Date:** 05/14/2012

**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.

- ❖ Staffing/Interviews
- ❖ Montana Quality Education Coalition (MQEC)
- ❖ K-12 Vision Group Summary
- ❖ Summer Schedule—Central Office
- ❖ FHS Academic Awards Night—Monday, May 14, 2012—7:30 p.m.—FCPA
- ❖ Blue-Gold Leadership Breakfast—Tuesday, May 15, 2012—6:45 a.m.—FHS Cafeteria
- ❖ Kiwanis Awards—Wednesday, May 16, 2012—7:30 p.m.—FCPA
- ❖ LJHS Sports Awards—Thursday, May 24, 2012—2:30 p.m.—LJHS Auditorium
- ❖ Retirement Dinner—Tuesday, May 29, 2012—6:00 p.m.—Pine Meadows
- ❖ Concerts/Plays/Talent Shows:

FHS Band Concert	Tuesday	May 15	7:00 p.m.
LJHS School Play	Wednesday	May 16	1:00/7:00 p.m.
FHS Choir Concert	Thursday	May 17	7:00 p.m.
LJHS Choir Concert	Tuesday	May 22	7:00 p.m.
Lewis & Clark Talent Show	Wednesday	May 23	12:45 p.m.
at Celebration Community Church			
Garfield Talent Show	Tuesday	May 29	1:00 p.m.
LJHS Talent Show	Wednesday	May 30	1:45 p.m.
- ❖ Graduation Week Schedule

Baccalaureate	Wednesday, May 23, 2012—7:30 p.m.—FCPA
Graduation Rehearsal	Thursday, May 24, 2012—10:15-11:15 a.m.
Graduation	Sunday, May 27, 2012—2:00 p.m.—Fergus Gym (Trustees—1:30 p.m.)
- ❖ Central A Divisional Tournaments:

Tennis	May 18-19, 2012	Livingston
Track	May 18-19, 2012	Havre
- ❖ State Tournaments:

Softball	May 24-26, 2012	Anaconda
Tennis	May 24-26, 2012	Great Falls
Track	May 25-26, 2012	Bozeman
- ❖ Awards Assemblies:

Highland Park	Thursday, May 31	9:00 a.m.
Lewis & Clark	Thursday, May 31	1:00 p.m.
Junior High	Friday, June 1	8:15 a.m.
Garfield	Friday, June 1	10:30 a.m.

**SUGGESTED ACTION:** Informational

**Additional Information Attached**



**MONTANA  
QUALITY EDUCATION  
COALITION**

55 So. Rodney  
Helena, MT 59601  
(406) 594-2955  
[www.mqec.org](http://www.mqec.org)  
[marklambrecht@mt.net](mailto:marklambrecht@mt.net)

April 24, 2012

Jason Butcher  
Superintendent  
Lewistown Public Schools  
215 7th Avenue South  
Lewistown, MT 59457

Jason:

The Montana Quality Education Coalition (MQEC) is collecting dues for the 2013 Fiscal Year, which begins September 1, 2012. As you know, MQEC represents a diverse group of K-12 public school districts, including AA, A, B, C and independent elementary schools and education organizations such as the Montana School Boards Association, School Administrators of Montana, the Montana Rural Education Association and the Indian Impact Schools of Montana. MQEC is unique among education organizations because it represents school districts of all sizes, trustees, administrators, teachers and parents.

Our charge is to help develop a permanent, reliable, predictable funding system for Montana's K-12 public schools. The 2013 Montana Legislative Session will present challenges to inflationary funding and advance proposals to divert funding from K-12 public schools. It's critical for public schools and education organizations to work together to protect the interests of the students we represent.

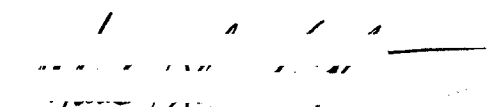
MQEC recently achieved a major victory for Montana's public schools with settlement of its litigation against the State of Montana to provide schools with full inflationary funding. If MQEC had not challenged the actions of the State that reduced the amount of funding available to public schools, districts all around Montana would not have received their share of \$4.6 million in BASE funds and \$7.1 million in maximum general fund budget authority. MQEC understands the settlement affected districts in different ways. The settlement did not directly benefit the budget authority for those districts that are currently "over-max." However, every school district will benefit in the long run because the agreement is an enforceable court order for the State to calculate and fund inflation.

MQEC continues to look for ways to provide permanent, stable funding for schools. We're evaluating options to ensure a greater portion of revenues earned from Montana's school trust lands go to Montana's K-12 public schools rather than the State's general fund. We believe Article X, Section 5 of the Montana Constitution clearly directs oil and gas, coal, timber, recreation, agriculture and other revenues derived from school trust lands to schools. These revenues should not be diverted to the general fund.

MQEC needs your membership and support to ensure your interests are addressed at the 2013 Montana Legislative Session. Please join MQEC in its mission to take action on behalf of Montana's students and the communities in which they live.

An invoice for 2013 dues is attached to this letter. The dues structure for membership was developed according to FY2009 total current spending per OPI data and was approved by MQEC's Board of Directors. Dues range from \$125 to \$4,000 and support a budget of around \$100,000 for the organization. Please remit payment as soon as possible or respond to Mark Lambrecht at [marklambrecht@mt.net](mailto:marklambrecht@mt.net) if you're not able to take immediate action on this request.

Sincerely yours on behalf of the MQEC Board of Directors,

  
Mark Lambrecht  
Executive Director

MQEC Board of Directors

Andy Holmlund, Chair, Supt. of Ronan Public Schools (rep. Indian Impact Schools of MT)  
Daniel Farr, Vice Chair, Supt. of Sidney Public Schools  
Cheryl Crawley, Supt. of Great Falls Public Schools  
Tom Darnell, Supt. of Anaconda Public Schools  
Elizabeth Goldes, Trustee, Helena Public Schools  
Peter Marchi, Trustee, White Sulphur Springs Public Schools  
Dee Hensley-McLean, Montana Parent Teacher Association  
Lance Melton, Executive Director, Montana School Boards Association  
Darrell Rud, Executive Director, School Administrators of Montana  
Dave Puyear, Executive Director, Montana Rural Education Association  
Dan Schmidt, Supt. Colstrip Public Schools  
Allan Sipes, Supt. of Columbus Public Schools  
Tim Tharp, Supt. of Sunburst Public Schools  
Joel Voytoski, Supt. of Evergreen School District  
Ron Whitmoyer, Supt. of E. Helena Public Schools

April 24, 2012

55 South Rodney  
Helena, MT 59601  
(406) 594-2955  
www.mqec.org  
[marklambrecht@mt.net](mailto:marklambrecht@mt.net)

INVOICE

**RE: MQEC Membership**

Jason Butcher  
Superintendent  
215 7th Avenue South  
Lewistown, MT 59457

Dear Jason:

Please remit the following funds for membership in the Montana Quality Education Coalition for FY 2013:

\$2,500	2013 MQEC Annual Membership
<b>\$2,500</b>	<b>Total</b>

Please make check payable to MQEC and send to the following address:

Montana Quality Education Coalition  
55 South Rodney  
Helena, MT 59601

Attn: Kim Harris, Business Services Administrator



**School Funding Resolution Group**  
Meeting # 3/ April 11, 2012

**EXECUTIVE SUMMARY**

The School Funding Resolution Group met in Helena for the third of three initially planned meetings (before the June 2012 Delegate Assembly) on Wednesday, April 11, 2012. Twenty-two of the forty-one members were in attendance. Lance Melton, MTSBA Executive Director, facilitated the discussion. Debra Silk, Bob Vogel, Steve Meloy of MTSBA were present. Denise Ulberg, MASBO Executive Director was also present. The members attending were assigned to tables as follows;

Table 1

Suzie Zentz  
Mary Schelle  
Denise Hayman  
Paul Jenkins  
Carole Jones

Table 2

Dianne Burke  
Kelly Day  
Maureen McMahon-Mannix  
Betty Brumwell  
Cheryl Crawley

Table 3

June Beartusk  
Tim Tharp  
Don Reed  
Pat McHugh

Table 4

Mike Waterman  
Paul Finnicum  
Teresa Stroebe  
Joan Schmidt

Table 5

Lynne Scalia  
Curtis Smeby  
Tonia Bloom  
Joanne Schrupp

MTSBA's Funding Resolution (Resolution #1) passed by the membership last year at MCEL calls for a multi-disciplinary group of trustees, business managers, and administrators representing all MTSBA caucus groups (AA, A, B, C, Independent Elementary and American Indian) and collaboration with MREA, SAM, and MASBO to fully examine school funding. Part of this examination implicitly calls for the group to make recommendation to be brought forwarded and vetted through MTSBA, MREA, SAM and MASBO before finalizing priorities for the 2013 legislative session and moving forward from there.

The Group reaffirmed the work accomplished during the first two meetings identifying the Core Purpose and Core Values of the Group and articulating an Envisioned Future, including a vivid description of what that Envisioned Future will look like.

The Group then spent the remainder of the day analyzing the tentative intended accomplishments for the remainder of this year and for the 2013 session as well as the priorities for the 2015 legislative session. As a result of the discussions and consensus reached by the Group, the following recommendations will be brought forward to Delegate Assembly in June and vetted through the other educational organization (MREA, SAM and MASBO) for input:

1. Tentative identification of intended accomplishments for this year and the 2013 session:
  - a. The K-12 Vision Group recommends that MTSBA, MREA, SAM and MASBO pursue changes to the entire funding formula, as defined in 20-9-306 (general fund entitlements) and 20-9-353 (over BASE levy calculation) so that the entire formula is self-executing as required by 20-9-309, MCA, with the BASE portion adjusted by inflation as calculated in 20-9-326, MCA, and with elected boards of trustees having authority to increase the over BASE portion of the formula up to such inflation, with a vote required for any increase above inflation as calculated in 20-9-326, MCA.
  - b. The entire formula means base, max, all general fund entitlements, including basic, per ANB, QEP, American Indian for All, American Achievement Gap, At-risk, special ed.
  - c. Pass legislation to ensure that schools receive increases in state land revenues above those incorporated in the Legislature's revenue estimate "on top of" existing appropriations from the last legislative session, rather than "in lieu of" as handled under current law.
  - d. Continue to seek increased local flexibility in administering financial business of the school district.
  - e. Pursue replacement of the Basic Entitlement with a per school unit entitlement (for every 250 elementary, 450 middle and 800 high school pupils).
2. Tentative identification of intended accomplishments for the interim between 2013 and 2105:
  - a. Update polling to ensure that polls by MTSBA/MREA and MQEC remain relevant and to ensure that we understand the degree of support by likely voters for continued prioritization of K-12 over other spending priorities.

For more information on the work of the K-12 Vision Group , visit the MTSBA website and click on the Member Resources Icon and tab down to "K-12 Vision Group."

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

9

- 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

**Requested By:** Board of Trustees    **Prepared By:** \_\_\_\_\_    **Date:** 05/14/2012

**SUMMARY:**

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

**SUGGESTED ACTION:**

\_\_\_\_\_

Additional Information Attached    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

10

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

**ITEM TITLE:** MINUTES

**Requested By:** Board of Trustees   **Prepared By:** Mike Waterman   **Date:** 05/14/2012

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the April 11, 2012, Regular Board Meeting

**SUGGESTED ACTION:** Approve Minutes as Presented

**Additional Information Attached**   Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LINCOLN BOARD ROOM  
215 Seventh Avenue South  
Lewistown, Montana 59457**

**WEDNESDAY, April 11, 2012**

**BOARD ROUNDTABLE DISCUSSION – LEA**

**6:00 P.M. TO 7:00 P.M.**

**REGULAR BOARD MEETING**

**CALL TO ORDER (7:00 p.m.)**

1. ROLL CALL

TRUSTEES PRESENT:

Board Chair Stan Monger, Jeremy Bristol, Joe Irish, Mary Schelle, Lisa Pierce, Monte Weeden, Barb Thomas

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/District Clerk Mike Waterman, Sandi Chamberlain, Andrea Payne, Scott Dubbs, Pat Weichel, Michelle Trafton, Jerry Feller, Sandy Fox, Suzie Flentie, Jeff Friesen, Beth Kirsch, Lynne Wise-Klippenes, Lynn Lensing, Diane Lewis, Germaine Stivers, Brad Breidenbach, Rachel Cole, Lynn Lensing, Jared Long, Karen Durbin

OTHERS PRESENT:

Student Representative Maddie Comes, Joe Zahler-KXLO/KLCM Radio; Doreen Heintz-Lewistown News-Argus, and other interested parties.

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

**BOARD OF TRUSTEES**

3. RECOGNITION—MADELYN KIRSCH, STATE SPELLING BEE CHAMPION

The Board of Trustees recognized and congratulated Madelyn Kirsch for winning the Montana State Spelling Bee. Madelyn will travel to Washington DC to compete in the National Spelling Bee the last week in May 2012.

4. RECOGNITION—FERGUS HIGH SCHOOL FFA

The Board of Trustees recognized and congratulated the Fergus High School FFA team and Advisor Jared Long for their successes at the State FFA Convention.

5. RECOGNITION—FERGUS HIGH SCHOOL FCCLA

The Board of Trustees recognized and congratulated Karen Durbin, FCCLA Advisor, and members of the Fergus High School FCCLA team for their success at the FCCLA State Leadership Conference.

6. RECOGNITION—FERGUS HIGH SCHOOL BPA

The Board of Trustees recognized and congratulated Diane Lewis, BPA Advisor, and the members of the Fergus High School BPA team for their success at the BPA Montana State Leadership Conference.

7. PRESENTATION—SCOTT DUBBS, CURRICULUM DIRECTOR

Scott Dubbs, Curriculum Director, presented to the Board of Trustees a report on the suggested curriculum selected by the Technology Curriculum Committee.

8. REPORT—STUDENT REPRESENTATIVE  
Maddie Comes, student representative to the Board, reported on upcoming activities at Fergus High School.
9. REPORT—COMMITTEES OF THE BOARD  
The Building and Grounds Committee met with the Airport Board to discuss the bus barn. At this time the Airport Board is not asking that the bus barn be relocated. The Insurance Committee met to discuss the dental plan for the District and to decide on a recommendation to present to the Board for approval.
10. DISCUSSION—2012-2013 BUDGETS  
Mike Waterman, Business Manager/District Clerk, updated the Board of Trustees regarding some preliminary information regarding the 2012-2013 General Fund Budgets.
11. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.  
Trustee Mary Schelle updated the Board on the progress of the K-12 Vision Group in Helena. Details and minutes will be distributed as they become available. Board Chair Monger asked for feedback on one meeting per month. He also recognized Trustee Mary Schelle for her years of service to the Board.

#### **SUPERINTENDENT'S REPORT**

12. REPORT—ELECTION UPDATE  
Mike Waterman, Business Manager/District Clerk, presented to the Board the 2012 School Election Calendar and advised them of the trustee seats that will be up for election in 2012.
13. REPORT—INVESTMENT  
Interest earned and distributed for March 2012, was reported with \$727.32 in the elementary funds and \$470.39 in the high school funds for a total of \$1,197.71.
14. OTHER ITEMS  
Superintendent Jason Butcher presented information to the Board of Trustees regarding the Northwest Evaluations and Accreditation results. Jason also updated the Board on the staffing issues regarding current openings and applications. The Trustees discussed how they would like to proceed with new Board member orientation. Jason reported that the schools recently held Parent/Teacher Conferences for second semester. The Board requested better notification of spring Parent/Teacher conferences. The Board also reviewed dates for upcoming District events. Due to the high school awards ceremony, the May 14 Regular Board meeting will begin at 5:30 pm.

#### **PUBLIC PARTICIPATION**

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

#### **ACTION ITEMS**

##### **MINUTES**

16. MINUTES OF THE MARCH 12, 2012, REGULAR BOARD MEETING – approved unanimously (Irish/Pierce).

##### **APPROVAL OF CLAIMS**

17. CLAIMS – the claims referenced in the 2011-2012 Bill Schedule and submitted through April 5, 2012, were approved unanimously (Bristol/Thomas). Finance Committee members for April-June 2012 are Trustees Monger, Bristol, Pierce, Thomas.

## CONSENT GROUP ITEMS

18. APPROVE ADDITIONS TO SUBSTITUTE LIST FOR THE 2011-2012 SCHOOL YEAR – Substitute Teacher/Aide List—Claudia Brown and Dannielle Kinkelaar. Motion to approve was unanimously approved (Thomas/Irish).

## INDIVIDUAL ITEMS

19. APPROVE FIRST READING—BOARD POLICY #4310—PUBLIC COMPLAINTS – approved unanimously (Thomas/Pierce).
20. APPROVE FIRST READING—BOARD POLICY #4310P—UNIFORM COMPLAINT PROCEDURE – approved unanimously (Bristol/Weeden).
21. APPROVE FIRST READING—BOARD POLICY #3612—DISTRICT-PROVIDED ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS – approved unanimously (Thomas/Pierce).
22. APPROVE FIRST READING—BOARD POLICY #3612F—STUDENT TECHNOLOGY RESPONSIBLE USE AGREEMENT – approved unanimously (Bristol/Irish).
23. APPROVE FIRST READING—BOARD POLICY #5460—ELECTRONIC RESOURCES AND SOCIAL NETWORKING – approved unanimously (Irish/Weeden).
24. APPROVE DENTAL INSURANCE PROVIDER FOR THE 2012-2013 SCHOOL YEAR – approved unanimously (Schelle/Pierce).
25. APPROVE CHANGES TO THE MULTI-DISTRICT AGREEMENT FOR TECHNOLOGY SERVICES – approved unanimously (Bristol/Thomas).
26. APPROVE PURSUING LEGISLATIVE CHANGES TO THE TECHNOLOGY FUND LEVY REQUIREMENTS – approved unanimously (Bristol/Weeden).
27. APPROVE ISSUING CONTRACTS FOR THE CERTIFIED STAFF – See Exhibit A – approved unanimously (Thomas/Bristol).
28. APPROVE ISSUING CONTRACTS FOR THE CERTIFIED AND CLASSIFIED ADMINISTRATORS – See Exhibit B – approved unanimously (Pierce/Thomas). The Board authorized Chairman Monger to review and correct any clerical errors in the contracts.
29. SET HIGH SCHOOL DISTRICT NUMBER ONE LEVY ELECTION Trustee Weeden questioned how the District planned to make up the remaining shortfall if the Board chose not to run a levy. Trustee Bristol advocated waiting on the current levy, perhaps in anticipation of running future levies. Trustee Pierce advocated not pursuing an additional levy to show the voters the District is willing to make the cuts without increasing taxes. Trustee Schelle noted the recent settlement victory, and felt that the public might not support a levy request as a result of it. Trustee Irish did not feel a levy would pass, and agreed that the recent press would further hinder the District's chances of passing the levy. Trustee Thomas agreed, and advocated not running an additional levy. Trustee Bristol noted that a vote not to run a levy does not mean the Board does not support the schools; rather, it means the Board is choosing to choose another opportunity to do so. Trustee Monger advocated running a levy to give taxpayers the option to support their schools. A motion to set the levy amount at \$0, thereby cancelling the General Fund election (Bristol/Thomas) was approved on a 6-1 vote (Irish - aye, Pierce - aye, Schelle - aye, Thomas - aye, Weeden - aye, Bristol - aye, Monger - nay)
30. APPROVE PERSONNEL REPORT – See Exhibit C – approved unanimously (Pierce/Thomas).

**ADJOURNMENT**

The meeting was adjourned at 9:30 p.m. The next Board meeting will be held at 5:30 p.m. on Monday, May 14, 2012, at the Fergus High School Library (Bristol – unanimous).

---

**STAN MONGER**  
**BOARD CHAIR**

---

**MIKE WATERMAN**  
**BUSINESS MANAGER/CLERK**



"EXHIBIT A"

2012-2013 CERTIFIED STAFF				
FIRST	LAST	LANE	STEP	FTE
SANDRA	ARMSTAD	MA3	15	1.000
CHAD	ARMSTRONG	MA	15	1.000
GINA	ARMSTRONG	BA2	12	1.000
SUSAN	ASHLEY	MA	11	1.000
AARYN	BELL	BA	12	1.000
ANNETTE	BJELLAND	BA	15	0.714
TARA	BOHN	MA	11	1.000
LUKE	BRANDON	BA	11	1.000
DOUGLAS	BRAULICK	BA	7	1.000
BRAD	BREIDENBACH	BA3	12	1.000
SHERRY	BREIDENBACH	BA2	10	1.000
DEEANN	BUEHLER	MA1	15	0.807
BRITTNEY	CECRLE	BA	4	1.000
MARY	CHAMBERLIN	BA3	15	1.000
RACHEL	COLE	BA	4	1.000
JENNIFER	COLLINS	BA	9	1.000
JULIE	COMES	MA3	13	1.000
JAMES	DANIELS	BA	15	0.519
PAULA	DRISSELL	MA	15	1.000
LOREN	DRIVDAHL	BA3	15	1.000
CANDICE	DUNN	BA2	15	1.000
KAREN	DURBIN	MA1	15	1.000
MIRANDA	EIKE	BA	4	1.000
VICTOR	FELLER	MA2	15	1.000
KRYSTAL	FERGUSON	BA	4	1.000
TRACI	FITZGERALD	BA	6	1.000
SUSAN	FLENTIE	MA3	15	1.000
SANDRA	FOX	MA2	6	1.000
BARBARA	FRADLEY	MA2	15	1.000
JEFF	FRIESEN	MA1	7	1.000
GARY	GEBERT	MA3	15	1.000
AMANDA	GEE	MA	9	1.000
PATRICIA	GIEDD	MA3	15	1.000
LAURA	GILSKEY	BA3	14	1.000
CINDY	GREMAUX	BA3	15	1.000
BRENDA	GRUENER	MA	7	1.000
JUSTIN	GUYER	MA3	13	1.000
HOLLY	HESER	BA1	15	1.000
NANCY	HUDSON	BA3	15	1.000
TROY	HUDSON	BA1	15	1.000
ASHLEY	JENNESS	MA	4	1.000
JUANITA	KAJKOWSKI	MA	15	1.000
CHARLEY	KARINEN	MA3	15	1.000

"EXHIBIT A"

2012-2013 CERTIFIED STAFF				
FIRST	LAST	LANE	STEP	FTE
AMANDA	KASE	BA	4	1.000
MARY	KEPLER	BA2	15	1.000
ELIZABETH	KIRSCH	BA	9	1.000
FAWNA	KUNTZELMAN	MA	8	1.000
RICHARD	KUNTZELMAN	MA	12	1.000
MARY	KYNETT	MA1	13	1.000
LYNN	LENSING	MA2	15	1.000
DIANE	LEWIS	BA	15	1.000
JARED	LONG	MA	4	1.2220
LESLIE	LONG	MA	8	1.000
SUSAN	LUTKE	BA3	15	1.000
TERESA	MAJERUS	MA	15	1.000
MIKE	MANGOLD	MA	15	1.000
BRUCE	MARSDEN	MA3	15	1.000
BEVERLY	MILLER	MA3	15	1.000
KANDIS	NIELSEN	MA3	15	1.000
BRANDON	O'HALLORAN	BA2	10	1.000
STEVE	OLSON	BA	15	1.000
STEPHEN	PAULSON	MA3	15	1.000
ANDREA	PAYNE	MA3	15	1.000
JERRY	PLOVANIC	BA	15	1.000
JACALYN	RICKL	MA1	15	1.000
LINDA	RINALDI	MA3	14	1.000
NEWELL	ROCHE	FIFTH	15	1.000
BETHANY	ROGERS	BA	6	1.000
JEFFREY	RUSSELL	BA	11	1.000
ROBERT	RUTLEDGE	MA3	15	1.0375
DEBRA	SLAGEL	MA3	15	1.0375
MARGARET	SMITH	BA2	15	1.000
MELANIE	SMITH	MA	15	1.000
BRIDGET	SPARKS	MA	12	1.000
KATHERINE	SPRAGGINS	MA	15	1.000
RHONDA	STENSETH	MA1	13	1.000
GERMAINE	STIVERS	BA2	15	1.000
SARA	SULLIVAN	BA	4	1.000
BRETT	THACKERAY	BA	6	1.000
KERRY	VAUGHN	BA	4	1.000
POLLY	WEICHEL	BA2	9	1.000
LEEANNE	WEINHEIMER	MA1	14	1.000
DEVNEY	WELSH	BA	4	1.000
JILL	WHITNEY-REED	MA1	14	1.000
BEAU	WRIGHT	BA2	10	1.000
DARCY	ZANTO	MA3	15	1.000

**“EXHIBIT B”**

**RECOMMENDED 2012-2013 SALARIES**

CERTIFIED ADMINISTRATORS

Scott Dubbs	2011-2012 Level + Negotiated Percentage (1%)
Jeff Elliott	2011-2012 Level + Negotiated Percentage (1%)
Jerry Feller	2011-2012 Level + Negotiated Percentage (1%)
Matt Lewis	2011-2012 Level + Negotiated Percentage (1%)
Tim Majerus	2011-2012 Level + Negotiated Percentage (1%)
Michelle Trafton	2011-2012 Level + Negotiated Percentage (1%)

**RECOMMENDED 2012-2013 SALARIES**

CLASSIFIED ADMINISTRATORS

Cindy Giese	2011-2012 Level + Negotiated Percentage (1%)
Steve Klippenes	2011-2012 Level + Negotiated Percentage (1%)
Diane Oldenburg	2011-2012 Level + Negotiated Percentage (1%)
Paul Stengel	2011-2012 Level + Negotiated Percentage (1%)
Mike Waterman	2011-2012 Level + Negotiated Percentage (1%)
Patrick Weichel	2011-2012 Level + Negotiated Percentage (1%)

**“EXHIBIT C”**

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** April 11, 2012

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>NELSON, Denise</b>	Math Teacher	Fergus High School	Approve letter of resignation	June 30, 2012	See attached letter.
<b>WISE-KLIPPENES, Lynne 2 Students</b>	BPA Chaperone	Fergus High School	Approve out-of-state travel to attend the National BPA Leadership Conference in Chicago, IL	April 25-29, 2012	See attached letter.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

11

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

**ITEM TITLE:** CLAIMS

**Requested By:** Board of Trustees   **Prepared By:** Sherry Martin   **Date:** 05/14/2012

**SUMMARY:**

Approve claims paid through May 10, 2012, as approved by the Finance Committee.

Members of the Finance Committee for April-June 2012 include: Stan Monger, Jeremy Bristol, Lisa Pierce, and Barb Thomas.

**SUGGESTED ACTION:** Approve Claims as Presented

Additional Information Attached   Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

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

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

12 - 13

<u>Agenda Items</u>	<u>Additional Information</u>
<p>12. Approve Additions to the Substitute List for the 2011-2012 School Year</p> <p>13. Approve Elementary Student Activity Account</p>	

**SUGGESTED ACTION:** Approve All Items

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

12

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

**ITEM TITLE:** APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2011-2012 SCHOOL YEAR

**Requested By:** Board of Trustees    **Prepared By:** Sandi Chamberlain    **Date:** 05/14/2012

---

**SUMMARY:**

The Board of Trustees needs to approve the additions to the substitute list for the 2011-2012 School Year. The substitutes being added to the list are:

Substitute Maintenance List:

Dylan Buehler

**SUGGESTED ACTION:** Approve Additions to the Substitute List for the 2011-2012 School Year

---

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

---

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

13

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

**ITEM TITLE:** APPROVE ELEMENTARY STUDENT ACTIVITY ACCOUNT

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request to open an Elementary Student Activity Account for the Lewis and Clark Service Council.

**SUGGESTED ACTION:** Approve Elementary Student Activity Account

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

	Motion	Second	Aye	Nay	Abstain	Other
<b><i>Board Action</i></b>						
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						





# Memorandum

---

**To:** Board of Trustees, Lewistown Public Schools  
**From:** Mike Waterman, Business Manager  
**Date:** May 11, 2012  
**Re:** New Student Activity Accounts

---

Please be advised that the District recently opened a new Elementary Student Activity Account for the Lewis and Clark Service Council. We just learned that the Service Council had its own checking account using the School District's TIN; however, it is not appropriate for entities to maintain separate accounts under the District's name.

This account has been closed and the balance transferred to the Elementary/Junior High Student Activities account where we will maintain it in accordance with school accounting regulations.

Please contact me with questions.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

14

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

**ITEM TITLE:** SECOND READING—BOARD POLICY #4310—PUBLIC COMPLAINTS

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #4310—Public Complaints and consider the adoption of said policy.

Information being deleted from this policy has been marked with a ~~strike through~~; information being added has been **highlighted**.

**SUGGESTED ACTION:** Approve Adoption of Board Policy #4310—Public Complaints

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# SECOND READING

## Lewistown School District

### COMMUNITY RELATIONS

4310

#### Public Complaints

The Board is interested in receiving valid complaints and suggestions. Public complaints and suggestions shall be submitted by the Uniform ~~Grievance Procedure~~ **Complaint Procedure Form** to the appropriate-level staff member or District administrator. Each complaint or suggestion shall be considered on its merits.

Unless otherwise indicated in these policies or otherwise provided for by law, no appeal may be taken from any decision of the Board.

#### Policy History:

Adopted on: June 28, 2004

Revised on:

**LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

15

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

**ITEM TITLE:** SECOND READING—BOARD POLICY #4310P—UNIFORM COMPLAINT PROCEDURE

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #4310P—Uniform Complaint Procedure and consider the adoption of said policy.

Information being deleted from this policy has been marked with a ~~striketrough~~; information being added has been highlighted.

**SUGGESTED ACTION:** Approve Adoption of Board Policy #4310P—Uniform Complaint Procedure

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# SECOND READING

## Lewistown School District

### COMMUNITY RELATIONS

4310P

Page 1 of 3

#### Uniform Grievance Procedure Complaint Procedure

All individuals should use this grievance 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 grievance 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 grievance complaint procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance 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 grievant complainant may file a written grievance complaint stating: (1) the nature of the grievance 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 grievance complaint must be filed with the principal within ~~sixty (60)~~ thirty (30) days of the event or incident or from the date the grievant 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 grievance 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 grievance 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. Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the 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.

Policy History:

Adopted on: June 28, 2004

Revised on:

Uniform Complaint Procedure Form  
Lewistown Public School District #1

Name of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

**Level 1:** Date and Nature of the Incident: \_\_\_\_\_

---

---

---

---

Resolution by Administration: \_\_\_\_\_

---

---

---

-----

**Level 2:** Please state the nature of the complaint: a description of the event, including school personnel involved, and the remedy or resolution requested. The written complaint must be filed within 30 days of the event or from the date an individual could reasonably become aware of the event.

---

---

---

---

Remedy Sought: \_\_\_\_\_

---

---

Response of the Administrator at Level 2: The response must be in writing within 30 days of the complaint.

---

---

---

---



# Uniform Complaint Procedure Form

## Lewistown Public School District #1

**Level 3:** If not satisfied with the response at Level 2, the complainant may file a written appeal to the Superintendent at level 3 within 15 days of the receipt of the response at Level 2.

---

---

---

---

Remedy Sought: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Level 3 Response: The Superintendent will respond in writing within 30 days of the receipt of appeal.

---

---

---

---

---

**Level 4:** The response of the Superintendent may be appealed in writing, within 15 days of the response, to the Board of Trustees. The Board will hear the appeal within 30 days of the appeal to Level 4. The decision of the Board is final unless appealed under provision of Montana law.

---

---

---

---

Remedy sought: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Response of the Board: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

16

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

**ITEM TITLE:** SECOND READING—BOARD POLICY #3612—DISTRICT-PROVIDED ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #3612—District-Provided Access to Electronic Information, Services, and Networks and consider the adoption of said policy.

This policy has been totally reworked. The current policy is attached for you to be able to compare it with the revision, which is marked by “Second Reading”.

**SUGGESTED ACTION:** Approve Adoption of Board Policy #3612—District-Provided Access to Electronic Information, Services, and Networks

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# SECOND READING

Lewistown School District

STUDENTS

3612

## District-Provided Access to Electronic Information, Services, and Networks

### General

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 web site, 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.

Legal Reference:	Children's Internet Protection Act, P.L. 106-554
	Broadband Data Services Improvement Act/Protecting Children in the 21st Century Act of 2008, P.L. 110-385
	20 U.S.C. § 6801, et seq.      Language instruction for limited English proficient and immigrant students
	47 U.S.C. § 254(h) and (l)      Universal service

Policy History:

Adopted on: June 28, 2004

Revised on:

## Lewistown School District

### STUDENTS

3612

Page 1 of 4

#### Internet Safety Policy

##### Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

##### Terms and Conditions

**Acceptable Use** - Access to the District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use; and (c) the District Technology Acceptable Use Agreement must be signed by the student and parent, before the network is accessed.

**Privileges** - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable use are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of any U.S. or state law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
- c. Using the network for private financial or commercial gain;
- d. Hacking or gaining unauthorized access to files, resources, or entities;
- e. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- f. Using another user's account or password;
- g. Posting material authored or created by another, without his/her consent;

- h. Posting anonymous messages;
- i. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- j. Using the network while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including addresses or telephone numbers, of yourself, students, or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

**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. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Security** - Network security is a high priority. If the user identifies a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges, and other disciplinary action.

Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes but is not limited to the uploading or creation of computer viruses.

**Copyright Web Publishing Rules** - Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission. Users are expected to adhere to District copyright and student record (FERPA) policy when accessing or creating network resources.

### **Use of Electronic Mail.**

- a. The District's electronic mail system and its constituent software, hardware, and data files are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
- b. The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- d. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the District. Great care should therefore be taken in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- f. Use of the District's electronic mail system constitutes consent to these regulations.

### Internet Safety

1. Internet access is limited to only those "acceptable uses" detailed in these procedures. Internet safety is almost assured, if users will not engage in "unacceptable uses" as detailed in these procedures and will otherwise follow these procedures.

2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that attempts to protect students from material that is: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and building principals shall work together to ensure the provisions of this policy are implemented.

Legal Reference: Children's Internet Protection Act, P.L. 106-554  
20 U.S.C. § 6801, et seq.  
47 U.S.C. § 254(h) and (l)

Policy History:

Adopted on: June 28, 2004

Revised on:



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

17

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

**ITEM TITLE:** SECOND READING—BOARD POLICY #3612F—STUDENT TECHNOLOGY RESPONSIBLE USE AGREEMENT

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #3612F—Student Technology Responsible Use Agreement and consider the adoption of said policy.

This policy has been totally reworked. The current policy is attached for you to be able to compare it with the revision, which is marked by “Second Reading”.

**SUGGESTED ACTION:** Approve Adoption of Board Policy #3612F—Student Technology Responsible Use Agreement

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# SECOND READING

3612F

## STUDENT TECHNOLOGY RESPONSIBLE USE AGREEMENT

### Lewistown Public Schools

Please sign the following form if you do **NOT** want your student to have access to the district's computers, network, and internet access. If no response is received within 10 days of the receipt of the form, the District will consider that as an "opt-in" and will allow your student to have computer access and act responsibly in accordance with Policy No. 3612.

I do **NOT** agree to abide by the terms of the Lewistown School District's policy regarding District Provided Access to Electronic Information, Service, and Networks (Policy No. 3612).

#### Parent or Legal Guardian

Name (Print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### Students 18 years of age and older:

User's Name (Print): \_\_\_\_\_

User's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **TECHNOLOGY ACCEPTABLE USE AGREEMENT**

### **Lewistown Public School District No. 1**

*(Approved by the Board of Trustees on June 28, 2004)*

#### **PLEASE READ THE FOLLOWING CAREFULLY BEFORE SIGNING THE ATTACHED AGREEMENT**

The Lewistown Public Schools (LPS) can now offer Internet access to your child at his/her school. This access offers vast, diverse, and unique resources and provides students and school personnel an avenue to promote educational excellence in the Lewistown Schools. This document is: (1) designed to inform parents, guardians, and students of the availability of the Internet resources as well as the rules governing its use; and (2) to obtain express parental or guardian permission for an individual student to use the Internet while at school. It is a joint responsibility of school personnel and the parent or guardian of each student to educate the student about his or her responsibility when using the Internet.

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers have access to:

1. Electronic mail (e-mail), which enables communication with people all over the world.
2. Information and news from scientists and research institutions.
3. Public domain software and graphics of all types for school use.
4. Discussion groups on a variety of topics across all curricular areas.
5. University resources, the Library of Congress, and other large collections of relevant information.
6. Graphical access to the World Wide Web.

Our school's goal is to promote student responsibility in the use of the Internet, the network, and other electronic resources. Internet and network access is available to students only on computers, which are in highly monitored areas of the school building. However, parents and guardians must be aware that while at school, direct supervision by school personnel of each student using the computers is not always possible. Thus students are expected to use the resources in a manner consistent with their contract and will be held responsible for their use. Additionally parents should discuss with their children their own expectations for their child's Internet use.

### Proper and Acceptable Use

The use of the Internet and network in the Lewistown Public Schools must be in support of education and consistent with the educational objectives of Lewistown School District No. 1.

#### *Activities that are permitted and encouraged:*

- Investigation of topics being studied in school;
- Investigation of opportunities outside of school, related to community service, employment, or further education.

#### *Activities that are not permitted:*

- Sharing of the student's home address, phone number, or other personal information;
- Searching, Viewing, or retrieving materials 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 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 would disrupt the use of the network by other users;
- Participating in any activity that violates a school rule or a local, state, or federal law.

Students having questions about whether any activity is permitted should ask a teacher or administrator. Students accessing inappropriate material must exit immediately.

### Privileges

The use of the Internet is a privilege, not a right, and inappropriate use may result in cancellation of those privileges. The system administrators and staff will deem what is inappropriate use, and their decision is final. Also, the system administrators may close an account at any time, as required. The administration, faculty, and staff of the Lewistown Public Schools may request that system administrators deny, revoke, or suspend specific user accounts.

### Reliability

Lewistown Public Schools make no warranties, expressed or implied, for the service they provide. LPS will not be responsible for non-deliveries, erroneous deliveries, or service interruptions caused by negligence or errors. Use of any information obtained via the Internet is at the user's own risk. LPS specifically denies any responsibility for the accuracy or quality of information obtained through the Internet. Each District computer with Internet access has a filtering device which attempts to protect students from material that is: (1) obscene; (2) pornographic; (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

### Security

Security on any computer system is a high priority, especially when the system involves many users. Possible security problems on the Internet or network must be reported to a teacher or a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet or network as a system administrator will result in cancellation of user privileges. Any user may be denied access to the Internet or network.

***Parents, please keep this portion of the terms and conditions for your records. The attached agreement must be signed and returned to your child's school to permit his or her in-school use of the Internet and the network. Your signature(s) on the attached agreement indicate the parties who signed have carefully read the terms and conditions and understand their significance.***

*TECHNOLOGY ACCEPTABLE USE AGREEMENT*

Student's Last Name: \_\_\_\_\_

Student's First Name: \_\_\_\_\_

Student's Date of Birth: \_\_\_/\_\_\_/\_\_\_

**DIRECTIONS:** *After reading the Lewistown Public Schools Technology Acceptable Use Agreement please read and fill out the appropriate portions of the following contract completely and **legibly**. The signature of a parent or guardian is required. Please return the contract to your student's school.*

\*\*\*\*\*

**PARENT OR GUARDIAN:** As the parent or guardian of this student, I have read the *Technology Acceptable Use Agreement*. I understand this access is designed for educational purposes, and the Lewistown Public Schools have attempted to eliminate access to controversial material. However, I recognize it is impossible for LPS to restrict access to all controversial materials, and I will not hold LPS responsible for materials acquired on the network. Further I accept full responsibility for supervision, if my child's use is not in a school setting. I have discussed these guidelines with the student and believe he or she has an understanding of them. I hereby give permission to issue an account for my child, and certify the information contained on this form is correct.

Parent or Guardian (*please print*): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Phone Numbers: (Daytime) \_\_\_\_\_ (Evening) \_\_\_\_\_

Student's Full Name (*please print*): \_\_\_\_\_

Student's Address: \_\_\_\_\_

Your relationship to the student: \_\_\_\_\_

\*\*\*\*\*

**STUDENT:** I have read and discussed the terms and conditions for the *Technology Acceptable Use Agreement* with the parent or guardian listed above. I understand why the Internet and network are available to me at school and will abide by the rules stated in the terms and conditions. I understand I must follow school rules when using computers. I also understand that if I don't follow the school's rules or expectations, my privileges may be revoked. In addition school disciplinary action and/or appropriate legal action may be taken.

Student Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

18

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

**ITEM TITLE:** SECOND READING—BOARD POLICY #5460—ELECTRONIC RESOURCES AND SOCIAL NETWORKING

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the second and final reading of Board Policy #5460—Electronic Resources and Social Networking and consider the adoption of said policy.

This is a new policy.

**SUGGESTED ACTION:** Approve Adoption of Board Policy #5460—Electronic Resource and Social Networking

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# SECOND READING

## Lewistown School District

### PERSONNEL

5460

#### Electronic Resources and Social Networking

The Lewistown Public School District uses electronic resources as powerful and compelling educational tools. While social networking websites, texting, and the like can offer learning opportunities, problems and dangers may result from the use of this technology. The widespread popularity of these technologies has created potential liabilities for educators.

By maintaining professional standards of behavior, potential liabilities may be mitigated. The Professional Educators of Montana Code of Ethics requires District staff to maintain a professional relationship with each student, both in and outside the classroom. The District encourages all staff to read and become familiar with the Code of Ethics.

District staff are advised and expected to maintain professional relationships with students. Staff are further reminded that the same types of relationships, exchanges, interactions, or behavior that would be unacceptable in a non-technological medium are unacceptable in a technological medium, in or out of school. Due to the vastly increased potential audience and the potential blurring of the professional relationship in digital communication, extra caution must be exercised by staff. Violation of professional standards may result in disciplinary action up to and including termination, discharge or nonrenewal of the contract of employment.

All school district employees who participate in social networking websites, shall not post any school district data, documents, photographs, logos, or other district owned or created information on any website unless authorized by administration.

The Board directs the Superintendent or his/her designee to provide appropriate staff development opportunities and to maintain procedures to support this policy.

Cross Reference:	5015	Bullying/Harassment/Intimidation
	5223	Personal Conduct
	5255	Disciplinary Action
	5450	Employee Electronic Mail and Online Services Usage

[Professional Educators of Montana Code of Ethics](#)

#### Policy History:

Adopted on:

Reviewed on:

Revised on:



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

19

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

**ITEM TITLE:** APPROVE EXTENSION OF THE LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request from Lewistown Public Schools to extend their bus route into the Grass Range School District as described on the attachment.

**SUGGESTED ACTION:** Approve Extension of Lewistown Bus Route into the Grass Range School District

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# FERGUS COUNTY BUS TRANSPORTATION AGREEMENT

## OUT-OF-DISTRICT APPROVAL

## OUT-OF-COUNTY APPROVAL

The Board of Trustees of Lewistown School District #1, Fergus County, and the Board of Trustees of Grass Range School District #27, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Lewistown Schools for the 2012-13 School Year.

This agreement is a blanket coverage for students who are transported by Lewistown School District #1 buses to attend Lewistown Schools.

Description of bus route:

Bus Route 2 – Morning bus route travels over the divide into the Grass Range School District to the Cheadle-Piper Cutoff North and then turns around.

Bus Route 10 – Afternoon bus route travels over the divide into the Grass Range School District to the Cheadle-Piper Cutoff North and then turns around.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

\_\_\_\_\_  
Board Chair  
Lewistown School District #1

\_\_\_\_\_  
Board Chair  
Grass Range School District #27

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_ No \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chair

\*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

20

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

**ITEM TITLE:** APPROVE EXTENSION OF THE DENTON BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request from Denton Public Schools to extend their bus route into the Lewistown School District as described on the attachment.

**SUGGESTED ACTION:** Approve Extension of Denton Bus Route into the Lewistown School District

**Additional Information Attached**    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# FERGUS COUNTY BUS TRANSPORTATION AGREEMENT

## OUT-OF-DISTRICT APPROVAL

## OUT-OF-COUNTY APPROVAL

The Board of Trustees of Denton School District No. 84, Fergus County, and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Denton Public Schools for the 2012-2013 School Year.

This agreement is blanket coverage for students who are transported by District 84 buses to attend Denton Public Schools.

### Description of Bus Route:

Denton School District #84, Route Bus #4, picks up Amanda Hartman, Austin Hartman, Jacob Gremaux, Tayla Snapp, Hunter Snapp, and Wylee Snapp at the Hartman Ranch on the Plum Creek Road. This bus enters the Lewistown School District 9 miles or a daily mileage of 36 miles.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

Wayne Todd

Board Chair  
Denton School District #84

Date: 04/17/2012

Board Chair  
Lewistown School District #1

Date: \_\_\_\_\_

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_ No \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chair

\*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

21

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

**ITEM TITLE:** APPROVE EXTENSION OF THE GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request from Grass Range Public Schools to extend their bus route into the Lewistown School District as described on the attachment.

**SUGGESTED ACTION:** Approve Extension of Grass Range Bus Route into the Lewistown School District

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# FERGUS COUNTY BUS TRANSPORTATION AGREEMENT

## OUT-OF-DISTRICT APPROVAL

## OUT-OF-COUNTY APPROVAL

The Board of Trustees of Grass Range School District #27, Fergus County, and the Board of Trustees of Lewistown School District #1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Grass Range School for the 2012-13 School Year.

This agreement is blanket coverage for students who are transported by Grass Range School District #27 buses to attend Grass Range School.

Description of bus route: Cheadle/Lemon Route

The Grass Range (Cheadle) bus enters the Lewistown District on Highway 87, proceeds west approximately 1/4 mile to Stillman Road. Picks up students, turns around and heads back to the Grass Range District on Highway 87.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

Margie Matovich  
Board Chair  
Grass Range School District #27

\_\_\_\_\_  
Board Chair  
Lewistown School District #1

Date: 04/24/2012

Date: \_\_\_\_\_

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_ No \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chair

\*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

22

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

**ITEM TITLE:** APPROVE EXTENSION OF THE MOORE BUS ROUTE INTO THE ENTRANCE OF SPRING CREEK COLONY

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request from Moore Public Schools to extend their bus route into the entrance of Spring Creek Colony and to access the turn-around as described on the attachment.

**SUGGESTED ACTION:** Approve Extension of Moore Bus Route into the Entrance of Spring Creek Colony

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

# FERGUS COUNTY BUS TRANSPORTATION AGREEMENT

## OUT-OF-DISTRICT APPROVAL

## OUT-OF-COUNTY APPROVAL

The Board of Trustees of Moore School District No. 44, Fergus County, and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Moore Schools for the 2012-2013 School Year.

This agreement is a blanket coverage for students who are transported by District 44 buses to attend Moore Schools.

Description of bus route: Bus leaves Moore School proceeding north on the Ross Fork Road for 12 miles, turns right for 2.3 miles, makes a left turn onto Spring Creek Colony road for 1.9 miles (Spring Creek Colony Elem. District/Lewistown High School District). Turns around at Spring Creek Colony and goes back to Hanover Road, makes a right at the end of the blacktop, turns right and heads north on Danvers Road for 1.7 miles. Turns around at George Morse place, goes south to Hanover Road makes a left and goes 1 mile, makes a right onto Ross Fork Road for 6 miles, then turns left onto Tognetti Road. Proceeds 1 mile and turns right onto Wichman Road for a half mile, turns left onto King Colony Road, goes 2 miles to King Colony (King Colony District). Turns around at King Colony goes 2 miles to Wichman Road, goes south 4 miles on Wichman Road to Highway 87 and returning to the Moore School.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

Lisa Jo Gilbert

Board Chairman  
Moore School District #44

Board Chairman  
Lewistown School District #1

Date: 04/10/2012

Date: \_\_\_\_\_

Approved by Fergus County Transportation Committee:

Yes \_\_\_\_\_ No \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
County Transportation Committee Chairman

\*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

23

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

**ITEM TITLE:** APPROVE ADOPTION OF TECHNOLOGY CURRICULUM

**Requested By:** Board of Trustees    **Prepared By:** Scott Dubbs    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the recommendation for the Technology Curriculum as presented by the committee at the April 11, 2012, Board Meeting.

**SUGGESTED ACTION:** Approve Adoption of Technology Curriculum

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA

TECHNOLOGY CURRICULUM PROJECT  
2011-2012  
GRADES K-12



BOARD MEMBERS

Jeremy Bristol	Jennifer Granot *
Joe Irish	Becky Jackson *
Stan Monger	Mary Schelle
Lisa Pierce	Monte Weeden
Barb Thomas	

\* Member during project review or curricular adoption

DISTRICT ADMINISTRATION

Jason Butcher, Superintendent	Mike Waterman, Business Manager
-------------------------------	---------------------------------

TECHNOLOGY CURRICULUM TEAM MEMBERS

Brad Breidenbach	Lewistown Junior High	Computers
Rachel Cole	Lewis & Clark	6th Grade
Sandy Fox	Lewis & Clark	5th Grade
Jeff Elliott *	Fergus High	Asst. Principal/Computers
Suzie Flentie	Lewistown Junior High	Physical Science
Barb Fradley	Third-Eighth Grade	Library Media Specialist
Jeff Friesen	Fergus High	Library Media Specialist
Pat Giedd	Highland Park	1st Grade
Beth Kirsch	Garfield	3rd Grade
Lynne Klippenes	Lincoln	Technology
Terry Lankutis	Lincoln/Fergus High	Technology
Lynn Lensing	Lewis & Clark	5 <sup>th</sup> Grade
Tim Majerus *	Lewistown Junior High	Principal/Computers
Diane Lewis	Fergus High	Social Studies
Bruce Marsden	Garfield	4th Grade
Germaine Stivers	Highland Park	2nd Grade
Michelle Trafton ** *	Lewis & Clark	Principal/Computers
Pat Weichel **	Lincoln	Technology
Devney Welsh	Highland Park	Kindergarten
Scott Dubbs *	Lincoln	Curriculum Director
Jim Irish		Board Member

\*\* Co-Chairperson

\* Administrative Member

# Table of Contents

---

Technology Curriculum Introduction.....	3
Vision & Mission Statements.....	3
Technology Curricular Goals.....	3
Content Standards Framework.....	4
Cross Curricular Integration.....	5
Professional Development .....	5
Grade Level Technology Curriculum Standards	
Kindergarten .....	6
First Grade.....	9
Second Grade.....	12
Third Grade.....	15
Fourth Grade .....	18
Fifth Grade.....	21
Sixth Grade .....	24
Seventh Grade.....	28
Eighth Grade .....	33
Freshmen .....	38
Sophomores .....	41
Juniors.....	44
Seniors.....	47
Appendix	
Curriculum Team Recommendations.....	A1
ISTE Profiles for Technology Literate Students .....	A2
Montana Technology Content Standards.....	A5
Indian Education for All.....	A10

*Lewistown Public Schools*  
**Technology Curriculum  
Introduction**



The purposes of this document are to create a set of standards that align with the District Mission, are articulated in grades kindergarten through high school, and lay a foundation of proficiency for all students in Lewistown Public Schools.

## **District Mission & Values**

Lewistown Public Schools upholds its mission of “*Excellence Today, Success Tomorrow*” by placing high standards and expectations for the Board, staff and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices. The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.

## **Technology Vision Statement**

Lewistown School District recognizes technology as an indispensable tool that enhances educational opportunities for both staff and students. It is essential that all members of the learning community interact successfully with a technological environment to achieve their educational and job-related goals.

## **Technology Mission Statement**

The Lewistown School District will incorporate technology as a natural part of education utilizing an integrated, comprehensive framework to govern acquisition, application and evaluation of technological resources. This will ensure that all students will have the opportunity to develop lifelong learning skills necessary to be productive citizens in an information-driven global society.

## **Technology Curricular Goals**

The ultimate goal of the technology curriculum is technology fluency for all students so that they might use technology to communicate effectively, acquire knowledge, produce creative solutions and engage in a global environment. It is imperative that students are provided with technology instruction to procure information, improve problem solving skills, enhance curriculum, and work collaboratively.

The following goals were derived from ISTE National Educational Technology Standards for Students:

- Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.
- Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Technology Operations and Concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations.

## Content Standards Framework

The technology content standards for kindergarten through high school are listed with benchmarks and “Essential Learning Expectations” as derived from Montana’s Office of Public Instruction.

In this standards document written for the Lewistown Public Schools, each benchmark is supported by one or more “Essential Learning Expectations” indicating the focus of the standard within each grade level. Within each “Essential Learning Expectations” are “Curriculum Skills & Integration” which indicates one or more specific descriptions or specific concepts in which all students should attain proficiency, along with examples of integration ideas.

### Content Standards

The four technology content standards indicate what all students should know, understand, and be able to do in technology. Their purpose is to guide the technology curriculum and to communicate the breadth of the technology to be taught to all students.

### Benchmarks

The benchmarks define expectations for students’ technological knowledge and skills along a developmental continuum. They define expectations for proficient students at the end of grade 4, end of grade 8, and upon graduation. Their purpose is to state clearly and specifically what the students should know and be able to do within each content standard. A district’s curriculum should include the entire progression of knowledge contained in the benchmarks.

### Essential Learning Expectations

Essential Learning Expectations (ELE) are key ideas and understandings that represent focal points within each grade level/course in science in which all students should become proficient. This is a broad statement that encompasses the specific proficiencies for the target population. ELEs are described in the second box beneath the content standard to which they are tied.

### Learning Goals (Curriculum Skills & Integration)

Learning goals target a portion of the Essential Learning Expectations and describe what students will know and be able to do as a result of instructional experiences. The ELE and Curriculum Skill provided within each benchmark are designed to provide teachers and school administrators

with ideas about how the learning is provided in a classroom setting. Integration examples are also provided in the Curriculum Skills and Integration categories within each benchmark.

## Essential Vocabulary

Essential vocabulary for specific Essential Learning Expectations or Learning Goals indicates terminology that is vital to the understanding of the corresponding ELE or goal. When viewed electronically, the column heading provides a hyperlink to a website containing definitions of the terms used in this document (<http://www.techterms.com>).

## Resources

The resource column is provided to help classroom teachers in all curricular areas meet each standard and benchmark. When viewed electronically, the column heading provides a hyperlink to the District website containing links to support students and teachers of technology. (<http://lewistown.k12.mt.us/>).

The column heading is a link to a list contained on the District website to support our teaching.

## Assessment

The assessment column is provided to guide classroom teachers in the evaluation of student progress in meeting our classroom expectations, content standards and benchmarks.

## Cross Curriculum Integration

All courses and grade levels should integrate technology into instruction on a regular basis as a tool for enhancing and applying understanding of the social science concepts. It is the goal of Lewistown Public Schools to increase student and teacher use of technology in every course and in every grade level throughout the district. Technology includes online textbooks, virtual manipulatives, computer modeling, projection devices, Internet research and software applications that enhance learning of social science concepts and their practical application.

## Professional Development

Professional development is key to ensuring that all students receive the same degree of high level instruction regardless of the background and/or experience of the teacher. Focused professional development will be provided to all teachers and administrators and will target key concepts and instructional strategies necessary to provide quality instruction for all Lewistown Public School students.

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: Kindergarten**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**  
**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**  
**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**  
**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and investigate a problem and generate possible solutions.	A. identify a problem with teacher assistance B. investigate the problem using digital tools (e.g., create a survey, collect data, research a question) with teacher assistance C. generate possible solutions using digital tools with teacher assistance	A. Observe, ask questions and contribute ideas in an independent or group activity using digital tools to organize information Demonstrate appropriate behavior on the computer (ie. treats equipment with respect, follows classroom rules for use and care of the computer)	digital tools, data, arrow keys, computer, delete, input, internet, keyboard, monitor, mouse, online, return, space bar, IPEVO, MOBI		Identify and investigate a problem and generate possible solutions.
2. Collect data and information using digital tools.	A. give an example of data B. collect data with a digital tool (e.g., digital thermometer, camera, probe, weather station, survey) with assistance C. collect information using digital tools (e.g., Internet, microscopes, database, CD/DVD) with assistance	A. Collect data with a digital tool in small groups or independently	digital tools, data, survey	Starfall.com pbs.org	Collect data and information using digital tools.
3. Organize collected data and information using a variety of digital tools	A. name possible categories to be used for sorting data B. sort collected data using a digital tool (e.g., graphic organizer, spreadsheet, graphing software) with assistance C. organize information using digital tools (e.g., graphic organizers, graphs, pictures) with assistance	A. Sort information using a graph	digital tools, data	Graphing WebSite Kidzone.com	Organize collected data and information using a variety of digital tools.
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.	A. recognize, with assistance, that information from digital sources may contain inaccuracies B. use digital information that includes diverse perspectives, including information about Montana's American Indians	Read about Montana's Native American Indian culture.	digital information	animoto.com O P I Montana Indian Ed for All	Identify the accuracy of digital information. Identify the diversity and point of view of digital information.
5. Share information ethically and note sources.	<i>not applicable at this level</i>				Share information ethically and note sources.

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
---------------------------------------	--------------------------------	-----------------------------------	-----------------------	------------	-------------

1. Identify and explore online collaboration and communication tools.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular area. B. Observe, ask questions and practice safe and responsible use of digital communication tools.	chat, IM, e-mail	Kid Pix animoto	Identify and explore online collaboration and communication tools.
2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools.	A. discuss and follow district and school acceptable use policy B. discuss Internet safety: identity protection, bullying prevention, password protection, and personal safety	Introduce and Develop throughout the school year the safety of internet use.	Acceptable Use Policy (AUP)	Professorgarfield.com (internet safety) commonsense.org learninglab.org/life_skills/online .copyrightkids.org District Acceptable Use Policy	Identify and explore safe, legal, and responsible use of digital collaboration and communication tools.
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Class projects Kid Pix software	digital presentation	Kid Pix Power Point	Communicate the results of research and learning with others using digital tools.
4. Explore how technology has expanded the learning environment beyond the traditional classroom.	A. establish a connection with others using a digital tool with assistance	Draw pictures through use of Virtual Field Trips	Virtual field trips (museums, zoos, habitats, google earth)	Virtual websites (museums,zoo)	Explore how technology has expanded the learning environment beyond the traditional classroom.

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Use digital tools for personal expression.	A. use digital tools for personal expression (e.g., use a painting or graphics program to create a project)	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular areas. B. Demonstrate how to use digital tools for a variety of purposes.	digital tools, IPEVO, MOBI	Kid Pix tagxedo.com animoto Think Central	Use digital tools for personal expression.
2. Use various digital media to share information and tell stories.	A. explore various tools to create a digital picture B. create a picture using a digital tool C. tell a story about the picture	Create project using digital tools.	digital tools, IPEVO, MOBI	E-cards; Kid Pix, tagxedo, tag galaxy	Use various digital media to share information and tell stories.
3. Use technology to discover connections between facts.	A. use technology to discover facts with assistance	Search Engines to explore a topic.	search engine	National Geographic.com tag galaxy	Use technology to discover connections between facts.
4. Understand ownership of digital media.	A. label student's work with their own name	Present/Display your digital projects.	copyright		Understand ownership of digital media.



5. Use digital tools and skills to construct new personal understandings.	A. identify digital tools		digital tools,technology		Use digital tools and skills to construct new personal understandings.
---	---------------------------	--	--------------------------	--	--

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Show skills needed to use communication, information and processing technologies.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Demonstrate appropriate behavior on the computer (ie. treats equipment with respect, follows classroom guidelines for use and care of the computer as well as copyright rules)	digital tools, power buttons, mouse, screen, keyboard, software, hardware		Operate productivity tools (software). Use digital equipment effectively (hardware).
2. Use appropriate terminology when communicating about current technology.	A. use appropriate vocabulary when communicating about current technology	Basic terminology to recognize the desk top environment (ie. screen or monitor) Navigate the screen	digital tools, mouse, monitor, keyboard, cursor, online, acceptable use		Use appropriate terminology when communicating about current technology.
3. Transfer current knowledge to learning of new technology skills	A. Apply prior knowledge when learning different digital tools	A. Navigate in virtual environments such as electronic books, educational games/software and appropriate sites (ex. E-pals with another classroom or parents... Virtual tour of a zoo, art museum... Use of interactive websites)	digital tools, font, copy, paste, insert, print, shift, caps lock, left click, right click, double click, spacebar, return/enter, backspace, delete	Technology Glossary	Transfer current knowledge to learning of new technology skills.

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 1**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and investigate a problem and generate possible solutions.	A. identify a problem with teacher assistance B. investigate the problem using digital tools (e.g., create a survey, collect data, research a question) with teacher assistance C. generate possible solutions using digital tools with teacher assistance	A. Observe, ask questions and contribute ideas in an independent or group activity using digital tools to organize information Demonstrate appropriate behavior on the computer (ie. treats equipment with respect, follows classroom rules for use and care of the computer)	digital tools (mobi, IPEVO), data, arrow keys, computer, delete, input, internet, keyboard, monitor, mouse, online, return, space bar		Identify and investigate a problem and generate possible solutions.
2. Collect data and information using digital tools.	A. give an example of data B. collect data with a digital tool (e.g., digital thermometer, camera, probe, weather station, survey) with assistance C. collect information using digital tools (e.g., Internet, microscopes, database, CD/DVD) with assistance		digital tools, data, survey	Starfall.com pbs.org	Collect data and information using digital tools.
3. Organize collected data and information using a variety of digital tools.	A. list possible categories to be used for sorting data B. sort collected data using a digital tool (e.g., graphic organizer, spreadsheet, graphing software) with assistance C. organize information using digital tools (e.g., graphic organizers, graphs, pictures) with assistance	A. Sort information using a graph	digital tools, data	Graphing WebSite Kidzone.com	Organize collected data and information using a variety of digital tools.
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.	A. recognize, with assistance, that information from digital sources may contain inaccuracies B. use digital information that includes diverse perspectives, including information about Montana's American Indians	Use Montana American Indian symbols to create a story. Read about Montana American Indian cultures.	digital information	animoto.com opi Montana WebSite Ed for All)	Identify the accuracy of digital information. Identify the diversity and point of view of digital information.

5. Use digital tools and skills to construct new personal understandings.	<i>not applicable at this level</i>				
---	-------------------------------------	--	--	--	--

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and explore online collaboration and communication tools.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular areas B. Observe, ask questions and practice safe and responsible use of digital communication tools	chat, IM, e-mail	A. Reading story - email another class B. Post card project - Google Earth	Identify and explore online collaboration and communication tools.
2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools.	A. discuss and follow district and school acceptable use policy B. discuss Internet safety: identity protection, bullying prevention, password protection, and personal safety	Introduce and Develop throughout the school year the safety of internet use.	Acceptable Use Policy	Professorgarfield.com (internet safety) commonsense.org, Learning Lab.org, Copywrite Kids.org	Identify and explore safe, legal, and responsible use of digital collaboration and communication tools.
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Class projects - ABC books Kid Pix software	digital presentation	Kid Pix, Power point	Communicate the results of research and learning with others using digital tools.
4. Explore how technology has expanded the learning environment beyond the traditional classroom.	A. establish a connection with others using a digital tool with assistance	Flip camera - class reading stories - virtual field trips	Virtual field trips, draw pictures, make graphs	Virtual websites (museums, zoos)	Explore how technology has expanded the learning environment beyond the traditional classroom.

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Use digital tools for personal expression.	A. use digital tools for personal expression (e.g., use a painting or graphics program to create a project)	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular areas B. Demonstrate how to use digital tools for a variety of purposes (ex. Use kid pix stamps to create addition/subtraction sentence, fact families. Draw a picture and write a sentence. Make shape patterns. Geometric drawings.)	digital tools, IPEVO, MOBI, flip camera	Kid Pix tagxedo.com, animoto, Think Central	Use digital tools for personal expression.

2. Use various digital media to share information and tell stories.	A. explore various digital tools to create an illustrated story B. create an illustrated story using a digital tool C. share the story	Develop story presentations using digital tools. (ex. Flip camera end of year reading project. Create a classroom ABC book. Demonstrate E-cards.)	digital media	E-Cards Kid Pix, tagxedo.com, taggalaxy	Use various digital media to share information and tell stories.
3. Use technology to discover connections between facts.	A. use technology to discover facts with guidance	Use a search engine to explore a topic.	search engine, AR	National Geographic.com, taggalaxy	Use technology to discover connections between facts.
4. Understand ownership of digital media.	B. identify self and others as digital authors	Present/Display your digital projects.	copyright		Understand ownership of digital media.
5. Use digital tools and skills to construct new personal understandings.	A. explore the use of digital tools		digital tools, technology		Use digital tools and skills to construct new personal understandings.

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Show skills needed to use communication, information and processing technologies.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Demonstrate appropriate behavior on the computer(ie. treats equipment with respect, follows classroom guidelines for use and care of the computer as well as copyright rules)	digital tools, power button, mouse, screen, keyboard, software, hardware		Operate productivity tools (software). Use digital equipment effectively (hardware).
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology	Basic terminology to recognize the desk top environment (ie. screen or monitor) Navigate the screen.	digital tools, mouse, monitor, keyboard, cursor, online, e-mail, acceptable use		Use appropriate terminology when communicating about current technology.
3. Transfer current knowledge to learning of new technology skills.	A. Apply prior knowledge when learning different digital tools	A. Navigate in virtual environments such as electronic books, educational games/software and appropriate sitesExplore with digital tools in your classroom. (ex. E-pals with another classroom or parents.... Virtual tour of a zoo, art museum... Use of interactive websites)	digital tools, font, copy, paste, insert, print,shift, caps lock, left click, right click, double click, space bar, return, enter, backspace, delete	technology glossary	Transfer current knowledge to learning of new technology skills.

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 2**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and investigate a problem and generate possible solutions.	A. Students will identify a problem with teacher assistance B. Students will investigate the problem using digital tools (e.g., create a survey, collect data, research a question) with teacher assistance C. Students will generate possible solutions using digital tools with teacher assistance	A. Observe, ask questions and contribute ideas in an independent or group activity using digital tools to organize information B. Demonstrate appropriate behavior on the computer (ie. treats equipment with respect, follows classroom rules for use and care of the computer)	digital tools, data, arrow keys, computer, delete, input, internet, keyboard, monitor, mouse, online, return, space bar, Mobi, IPEVO, flip camera	Google	Identify and investigate a problem and generate possible solutions.
2. Collect data and information using digital tools	A. Students will give an example of data B. Students will collect data and information with a digital tool (e.g., thermometer, camera, probe, weather station, survey, internet, database, CD/DVD) with guidance	Use of internet to research to enhance class discussion. Collect data with a digital tool in small groups or independently	digital tools, data, survey	starfall.com pbs.com	Collect data and information using digital tools
3. Organize collected data and information using a variety of digital tools	A. Students will create and record categories to be used for organizing data B. Students will sort organized data and information using digital tools (e.g., graphic organizer, spreadsheet, graphing software) with guidance	A. Sort information using a graph	digital tool, data	Graphing Website Kidzone	Organize collected data and information using a variety of digital tools
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.	A. Students will recognize, with assistance, that information from digital sources may contain inaccuracies B. Students will use digital information that includes diverse perspectives about Montana American Indians with assistance	Use Montana American Indian symbols to create a story. Read about Montana's Native American Indian cultures.	Digital information	O P I Montana Indian Eduacation For All, animoto, PBS.org	Identify the accuracy of digital information. Identify the diversity and point of view of digital information.
5. Use digital tools and skills to construct new personal understandings.	A. Students will recognize the work of others needs to be noted in their work	Ideas in various forms can be owned (copyright) and cannot be copied without permission and sources should be referenced.	Copyright, cut & paste		

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and explore online collaboration and communication tools.	A. Students will experience online communication tools with teacher assistance (e.g., e-mail) B. Students will participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	A. Create an original work using digital tools to communicate learning, tell a story, or explain a concept in a variety of curricular area B. Observe, ask questions and practice safe and responsible use of digital communication tools	e-mail, chat, IM, calculators	KidPix, animoto, Google Earth	Identify and explore online collaboration and communication tools.

2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools	A. Students will discuss and follow the district's acceptable use policy B. Students will discuss Internet safety: identity protection, bullying prevention, password protection, and personal safety	Introduce and develop safety of internet use	Acceptable Use Policy, passwords, logins	Professor Garfield, learninglab.org , copyrightkids.org District Acceptable Use Policy	Identify and explore safe, legal, and responsible use of digital collaboration and communication tools
3. Communicate the results of research and learning with others using digital tools.	A. Students will observe and discuss digital presentations	Class projects: Habitat slideshow using KidPix	Digital presentation	Powerpoint.com	Individual projects
4. Explore how technology has expanded the learning environment beyond the traditional classroom.	A. Students will establish a connection with others using a digital tool with assistance	Write documents, draw pictures, through the use of virtual field trips, use of Flip Cameras	Virtual field trips (museums, zoos, habitats, google earth)	Virtual websites (museums,zoo)	Explore how technology has expanded the learning environment beyond the traditional classroom.

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Use digital tools for personal expression.	A. Students will use digital tools for personal expression including music, sound, or video programs to create a project)	Create an original work using digital and/or web tools to communicate.Create picture in Kid Pix, Create poem and illustrate using various fonts and colors in Word. Create a math problem in Think Central.	digital tools, mobi, Flip camera,IPEVO,KidPix	KidPix, Think Central	Digital Tools/Project
2. Use various digital media to share information and tell stories.	A. Students will explore and use various digital tools to create a project	Create habitat slideshow in KidPix. Record student reading using FLIP CAMERA.	digital tools, mobi, Flip camera,IPEVO,	KidPix, Animoto Tagxedo and Taggalaxy	Presentations
3. Use technology to discover connections between facts.	A. Students will use technology to discover and organize facts with assistance	Develop internet search skills using subject or search engines.	Library catalog, A.R., search engine	Taggalaxy	Use technology to discover connections between facts.
4. Understand ownership of digital media.	B. Students will understand ownership of digital media and identify themselves and others as digital authors	Identify individuals' and groups' ownership of digital media. Present and display digital projects.	Copyright		
5. Use digital tools and skills to construct new personal understandings.	A. Students will be able to explain how digital tools are used in work and play	Discuss specific jobs today & how technology is used (e.g. in social studies & science) Discuss entertaining uses of digital tools today (e.g. compare to how people were entertained in past in social studies)	technology, digital tools, other vocabulary specific to jobs being discussed	digital tools, technology	Use digital tools and skills to construct new personal understandings

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Show skills needed to use communication, information and processing technologies.	A. Students will define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. Students will compare and contrast student options and choices regarding copyright of digital media	appropriate computer use (e.g. startup, shutdown properly, treat equipment with respect, follows classroom rules for use and care of the computer as well as follow copyright rules)	digital tools, digital devices		Use of software and hardware effectively.

2. Use appropriate terminology when communication about current technology.	A. Students will use appropriate terminology when communicating about current technology	Basic terminology to recognize the desktop environment (ie screen or monitor, desktop, icons, mouse, cursor, etc)	digital tools, mouse, monitor, keyboard, cursor, online, e-mail, acceptable use		Use appropriate terminology when communicating about current technology.
3. Transfer current knowledge to learning of new technology skills.	A. Students will apply prior knowledge when learning different digital tools.	Demonstrate the use of digital tools. Use if interactive websites.(Kid Pix Slide Show, Google Searches, Virtual Tours, Video with flip camera)	font, copy, paste, insert, print, shift, caps lock, click, right and left double click, spacebar, return/enter, backspace, delete	Technology glossary	



**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 3**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and investigate a problem and generate possible solutions.	A. identify a problem B. investigate the problem using digital tools (e-mail e.g., create a survey, collect data, research a question) with guidance C. generate possible solutions using digital tools with guidance	Troubleshooting strategies to solve technical problems. (e.g. ctrl, alt, delete; wireless connected; power; battery; keyboard) . Use search engines to research & learn how to choose pertinent data as well as reject unneeded data.	digital tools, data, icon, desktop, cursor, internet, software, hardware, website, search engine	Google, Bing, & other Search engines, <a href="http://www.gliffy.com/">http://www.gliffy.com/</a>	Rubric (to create your own, use <a href="http://rubistar.4teachers.org">rubistar.4teachers.org</a> )
2. Collect data and information using digital tools	A. give an example of data B. collect data with a digital tool (e-mail e.g., digital thermometer, camera, probe, weather station, survey) with guidance C. collect information using digital tools (e-mail e.g., Internet, microscopes, database, CD/DVD) with guidance	Integration ideas: weather unit, graph results using spreadsheet or graphing program, collect data and create graphs in math, etc.	digital tools, data, icon, desktop, cursor, internet, software, hardware	<a href="http://www.gliffy.com/">http://www.gliffy.com/</a>	Teacher observation, student writing, rubric
3. Organize collected data and information using a variety of digital tools	A. decide how to record information, with guidance B. collect data and determine which information is useful, with guidance C. organize data into categories using a digital tool (e-mail e.g., graphic organizer, spreadsheet, graphing software), with guidance	Retrieve and Save document/information to/from a designated location Learning management skills Opening programs using icons and menus Use correct computer startup/shutdown procedure Apply existing information to develop a personal understanding Create original work using various technologies	save, open, print, folder, document, icon, server, spreadsheet, word document, presentation software, graphs, cells, browser, search engine, URL, link	<a href="http://www.gliffy.com/">http://www.gliffy.com/</a>	Teacher observation, student writing, rubric
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.	A. identify basic domain names (e-mail e.g., .com, .gov, .edu, .org) B. recognize authorship of a resource C. explain personal bias D. evaluate relevance and currency of information with guidance E. compare information from multiple sources, including digital sources F. identify the accuracy of digital information with guidance G. use digital information that includes diverse perspectives, including information about Montana's American Indians	compare different views on the same subject, including minority groups & Montana American Indians (e.g. read about important stories & myths from various cultures)	domain names, browser, Uniform Resource Locator (URL)	<a href="http://www.bibme.org">www.bibme.org</a> ; <a href="http://citationmachine.net">citationmachine.net</a> ; <a href="http://easybib.com">easybib.com</a> , <a href="http://www.opi.mt.gov/Programs/Indian">http://www.opi.mt.gov/Programs/Indian</a> and <a href="http://www.opi.mt.gov/Programs/Indian">http://www.opi.mt.gov/Programs/Indian</a> and <a href="http://www.native-languages.org/montana.htm">http://www.native-languages.org/montana.htm</a>	Project, rubric, teacher observation



5. Share information ethically and note sources.	A. recognize that the work of others needs to be noted B. note the source of information used in a digital project	Ideas in various forms can be owned (copyright) and cannot be copied without permission and sources should be referenced.	copyright, bibliography, cut & paste	www.bibme.org; citationmachine.net; easybib.com,	Student demonstration, teacher observation, rubrics
--	---	---	--------------------------------------	--	---

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and explore online collaboration and communication tools.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	A. Uses of Internet, e-mail, calculators B. using teacher's email account & projector, email another class/author/etc.	browser, URL,	http://www.internet4classrooms.com	Teacher observation, student response (oral or written) etc.
2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety: identity protection, bullying prevention, password protection, and personal safety	Ideas in various forms can be owned and cannot be copied without permission Responsible use of technological hardware, software and applications	Acceptable Use Policy, identity theft, password, login,	District Acceptable Use Policy, digital citizenship, responsible use	Student demonstration
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Draw picture, create graph, write document & observe other's projects	media, webpage	http://school.discoveryeducation.com	Rubric, student demonstration, teacher observation
4. Explore how technology has expanded the learning environment beyond the traditional classroom.	A. establish a connection with others using a digital tool with guidance	Draw picture, create graph, write document e.g. Google Earth when discussing geography, landforms, studying solar system, etc.	document, file Electronic field trips (e.g. rainforest, zoo, museums, google earth, etc.)	http://www.internet4classrooms.com earth.google.com	Rubric, student demonstration, teacher observation

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Use digital tools for personal expression.	A. use digital tools for personal expression (e-mail e.g., use music, sound, or video programs to create a project)	Web tools such as: MS Paint, Wordle, create avatar, etc. Develop: Uses of Internet, e-mail, calculators	Create a poem in Wordle, Illustrate using MS Paint, etc.	http://school.discoveryeducation.com wordle.com	Rubric, student demonstration, teacher observation
2. Use various digital media to share information and tell stories.	A. explore digital tools to create a multimedia project B. create a multimedia project using a digital tool(s) C. share the project	Create video presentation (I.e. presenting researched information in social studies or science) Record students' original story to audio file	copyright, citing source, flip video, http://www.internet4classrooms.com/on-line.htm	www.bibme.org; citationmachine.net; easybib.com	Rubric, student demonstration, teacher observation
3. Use technology to discover connections between facts.	A. use technology to discover connections between facts, with assistance B. use technology to organize facts with guidance	Library catalog, AR, World Book Online, e.g. researching animal facts for science (Talking Zoo) e.g. Math websites for practice of facts of facts & concepts, Lexia for phonics & reading, etc.	Searching, database	http://school.discoveryeducation.com Lexia, online encyclopedias, AR	student demonstration, teacher observation

4. Understand ownership of digital media.	A. identify individuals' and groups' ownership of digital media	Cite sources used when sharing information "Review: demonstrate appropriate computer use (e.g. startup, shutdown properly, treat equipment with respect, follows classroom rules for use and care of the computer.) Locate & use letter, number, special function keys (e.g. spacebar, enter, caps, delete, shift, return, etc.)"	copyright, citing source monitor, desktop, icon, mouse, cursor, startup, shutdown, software, launch, menus, point, click, drag, shortcuts, opening & closing programs, print, save	www.bibme.org; citationmachine.net; easybib.com	Student demonstration, teacher observation
5. Use digital tools and skills to construct new personal understandings.	A. demonstrate the use of digital tools B. explain how digital tools influence work and play	Discuss specific jobs today & how technology is used (e.g. in social studies & science) Discuss entertaining uses of digital tools today (e.g. compare to how people were entertained in past in social studies)	technology, digital tools, other vocabulary specific to jobs being discussed	Digital Citizenship, responsible use, <a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> , <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> .	Student demonstration, teacher observation

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Show skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use basic parts of various digital devices (desktop computer, laptop computer, digital cameras, etc.) D. follow lab/classroom rules related to responsible use of digital equipment E. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	Follow directions to appropriate websites and activities Online keyboard positions. Locate and use letter, number, and special function keys (i.e. spacebar, shift, return/enter, caps lock, delete, backspace) Demonstrate appropriate behavior on the computer. (treats equipment with respect and follows state and classroom guidelines) Login information and proper use i.e. A+, AR, etc	click, double click, click and drag, numlock, shutdown, logoff, logon, login,	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a>	teacher observation
2. Use appropriate terminology when communication about current technology.	A. use appropriate terminology when communicating about current technology	computer terminology *see Essential Vocabulary	digital tools, mouse, monitor, keyboard, cursor, Global Positioning System (GPS,) Geographic Information System (GIS,) online, e-mail, chat, IM (instant messaging), texting, acceptable use, wiki, blog	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a>	teacher observation
3. Transfer current knowledge to learning of new technology skills.	A. apply existing skills to explore the possible uses of a new digital tool (e-mail e.g., software, hardware)	Formatting and editing with digital tools	copy, paste, wrap text, cell, table, row, column, heading, font, tools, insert,	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> , <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> .	student demonstration, teacher observation

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 4**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and investigate a problem and generate possible solutions.	A. identify a problem B. investigate the problem using digital tools (e.g., create a survey, collect data, research a question) C. generate possible solutions using digital tools	Science Fair; Web quest; Online searches; search databases; use spreadsheets . Posting (ask other people via a forum format)	digital tools, data, searching, posting, spreadsheets, database	Excel, Google Spreadsheet, Google, Bing, & other Search engines, <a href="http://www.gliffy.com/">http://www.gliffy.com/</a>	Teacher observation, student demonstration, and/or rubric
2. Collect data and information using digital tools	A. give an example of data B. collect data with a digital tool (e.g., digital thermometer, camera, probe, weather station, survey) C. collect information using digital tools (e.g., Internet, microscopes, database, CD/DVD)	Library catalog, AR, Infinite Campus, World Book Online searches; search databases; use spreadsheets; use online resources to research Lewis and Clark Expedition; Geo Safari to prepare for Geo Bee;	digital tools, data, database terms: category, field, records. Sensors, spreadsheet, forms	Flip Video, <a href="http://www.gliffy.com/">http://www.gliffy.com/</a>	teacher observation, student demonstration, and/or rubric
3. Organize collected data and information using a variety of digital tools	A. create and record categories to be used for organizing data B. organize collected data using a digital tool (e.g., graphic organizer, spreadsheet, graphing software) C. determine which information is useful D. decide how to record information E. organize information using a digital tool	Research papers, bibliographies, images; Use word processing to create documents use, spreadsheet and database to organize information, digital presentations (i.e PowerPoint, Google presentation), graphing software, visual mapping (i.e. Inspiration)	Word processing, spreadsheet, presentation software (PPT), graphing, visual mapping	Excel, Google Spreadsheet	student demonstration, teacher observation, and/or rubric
4. Identify the accuracy, diversity, and point of view, including Montana American Indians, of digital information.	A. explain the difference of basic domain names (e.g., .com, .gov, .edu, .org) B. recognize that all authors have a personal bias C. evaluate relevance and currency of information D. compare information from multiple sources, including digital sources E. identify the accuracy of digital information with guidance	Comparing online and in print reference sources, such as dictionaries and encyclopedias. Discuss nature of Wikipedia entries; discuss differences between domain names	URLS, domain names	Wikipedia	student demonstration, teacher observation, and/or rubric

5. Share information ethically and note sources.	A. create projects using digital information ethically B. note digital sources used to complete projects	Ideas in various forms can be owned (copyright) and cannot be copied without permission and sources should be referenced.	copyright, bibliography, cut & paste	www.bibme.org; citationmachine.net; easybib.com,	student demonstration, teacher observation, and/or rubric
--	---	---	--------------------------------------	--	---

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Identify and explore online collaboration and communication tools.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Communicate with other students / classes via email	Online collaboration, email, posting, chat / IM	http://www.internet4classrooms	student demonstration, teacher observation, and/or rubric
2. Identify and explore safe, legal, and responsible use of digital collaboration and communication tools	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices: identity protection, bullying prevention, password protection, and personal safety	Online safety, personal information, digital privacy, password strength  See commonsensemedia.org for information and lesson plans	Acceptable Use Policy	District Acceptable Use Policy, digital citizenship, responsible use	student demonstration, teacher observation, and/or rubric
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Research papers, bibliographies, images; Use word processing to create documents use, spreadsheet and database to organize information, digital presentations (i.e PowerPoint, Google presentation), graphing software, visual mapping (i.e. Inspiration)	media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	PowerPoint, Google Presentations, Inspiration	student demonstration, teacher observation, and/or rubric
4. Explore how technology has expanded the learning environment beyond the traditional classroom.	A. establish a connection with others using a digital tool B. collaborate with others outside the classroom C. participate in a global learning environment with guidance	Use Google Earth to explore locations referenced in other curriculums	Global Learning Environment, Google Earth	Google Earth	student demonstration, teacher observation, and/or rubric

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Use digital tools for personal expression.	A. use digital tools for personal expression (e.g., use music, sound, or video programs to create a project)	Online keyboard positions	media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Flip Video, Wordle	student demonstration, teacher observation, and/or rubric
2. Use various digital media to share information and tell stories.	A. explore various digital tools to create multimedia projects B. create multimedia projects using multiple digital tools C. share the projects with others	Create video presentation (i.e. presenting researched information in social studies or science); Power Point presentations	media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Flip Video	student demonstration, teacher observation, and/or rubric

3. Use technology to discover connections between facts.	A. use technology to discover facts B. use technology to organize facts C. use technology to discover connections between facts	Library catalog, AR, World Book Online (e.g. research for Science Fair project; math fact game websites, math concepts websites)	Searching, database	World Book Online, Wikipedia	student demonstration, teacher observation, and/or rubric
4. Understand ownership of digital media.	A. discuss and define the rights of the digital author	Cite sources used when sharing information	copyright, music sharing	www.bibme.org; citationmachine.net; easybib.com	student demonstration, teacher observation, and/or rubric
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects work and play (e.g., compare and contrast life with and without a digital tool) B. develop a new personal understanding using digital tools	Discuss some jobs today & how they use technology in social studies and science	technology, digital tools, other vocabulary specific to jobs being discussed	Digital Citizenship, responsible use, <a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> , <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> .	student demonstration, teacher observation, and/or rubric

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 4	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessments
1. Show skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, etc.) D. follow lab/classroom rules related to responsible use of digital equipment E. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	Open programs using icons and menus Navigation (e.g. folders, files and applications), Herzog Method of keyboarding (Stress accuracy rather than speed) Locate and use letter, number, and special function keys (e.g. spacebar, shift, return, arrow keys, caps lock and delete) Word processing, copy / paste and other editing skills Save / retrieve a document	Icons, buttons, menus, file, folder, desktop, mouse, keyboard, laptop, desktop computer, digital camera, CPU, monitor, operating system, control panel	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a>	student demonstration, teacher observation, and/or rubric
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology	See vocabulary	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, email, chat, IM (instant messaging), texting, VoIP), acceptable use, wiki, blog	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> , <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> .	teacher observation
3. Transfer current knowledge to learning of new technology skills.	A. apply existing skills to assess the possible uses of a new digital tool (e.g., software, hardware)	Formatting and editing with digital tools	copy, paste, wrap text, cell, table, row, column, heading, font, tools, insert,	<a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> , <a href="http://school.discoveryeducation.com">http://school.discoveryeducation.com</a> .	student demonstration, teacher observation

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 5**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches to explore alternative solutions.	A. identify a problem B. investigate using multiple approaches with digital tools (e.g., Geographic Information System (GIS), digital camera, computer application) C. explore alternative solutions with assistance	Trouble shooting strategies to solve technical problems. (e.g. ctrl, alt, delete; wireless connected; power; battery; keyboard), select goal relevant curricular or cross curricular activities, manage timelines and allocate time and resources to achieve goal, assess skills necessary to reach goal, manage resources	Geographic Information System (GIS), digital camera, digital tools, icon, desktop, cursor, hardware, website, search engine	Excel, Google and other search engines	teacher observation, Identify and investigate a problem and generate possible solutions.
2. Collect relevant data and information on a subject from a variety of digital resources.	A. define the term "database" and provide examples from everyday life (e.g., library catalogs, school records, telephone directories) B. gather data from relevant digital sources C. cite sources appropriately D. collect and organize data using digital tools (e.g., probeware, handhelds, Global Positioning System [GPS])	Library catalog, AR, Infinite Campus, World Book Online, CNN, World News, Online newspapers, Using an advanced search and/or Boolean operators (and, or, but, +, -, ")	Database terms: category, field, records, Boolean operators (and, or, but, +, -, ") , advanced search	www.bibme.org; citationmachine.net; easybib.com	teacher observation, bibliography
3. Analyze and ethically use data and information from digital resources.	A. classify data B. organize data as needed C. identify ethical practices related to privacy, plagiarism, viruses, and file sharing. D. Identify copyright law to protect the ownership of intellectual property, and explain possible consequences of violating the law. E. identify fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects.	Research papers, bibliographies, images	Digital citizenship, data, privacy, plagiarism, spam, virus, hacking, copyright, ethical, plagiarism, fair use, bibliography, intellectual property, accuracy, authentic, diverse, relevance, footnotes	www.bibme.org; citationmachine.net; easybib.com, CARS: source evaluation tutor Big6 (www.Big6.com)	teacher observation, bibliography, research
4. Compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information.	A. use multiple sources to recognize the accuracy of information (e.g., authenticity, validity). B. use multiple sources to recognize the diversity of information (e.g., Wikipedia vs. the official tribal Web site). C. use multiple sources to recognize the relevance of information. D. recognize point of view of multiple sources.	Comparing online and in print reference sources, such as dictionaries and encyclopedias.	wikipedia	library class, worldbook online vs. wikipedia, CARS: source evaluation tutor, official tribal Website	teacher observation
5. Share data and information ethically and appropriately cite sources.	A. ethically share data and information from digital resources B. cite sources with appropriate formatting, with guidance.	Research papers, bibliographies, images	Digital citizenship, bibliography, copyright, public domain, creative commons, social networking, citing the source, copy and paste	bibme.www.bibme.org; citationmachine.net; easybib.com, CARS: source evaluation tutor	research paper, bibliography, teacher observation



Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.					
Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Select and use online collaboration and communication tools.	A. experience online communication tools with teacher assistance (e.g., email, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Email assignments/teacher communication, Skype, Facetime, video conferencing	Browser, online communication, e-mail, VoIP, chat/IM, Skype, Facebook, Facetime,	Skype, Facebook, Google Mail, Blogs, Instant Messenger	Teacher observation, student demonstration
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection	Acceptable Use Policy (AUP), Use digital tools to collaborate and participate in class projects within the legal and ethical guidelines of the AUP	Acceptable Use Policy, cyber citizenship, ethical use, cyber bullying, chat, email, blog, online etiquette, social networking	www.commonsensemedia.org, social networking sites, blogs, wikis	Teacher observation, student demonstration
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Use digital tools to present information clearly	Media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Presentation apps, online video web sites, video blogs www.safesurfingkids.com/tips_for_kids.htm, http://safekids.com/kids-rules-for-online-safety/	Teacher observation, digital presentations
4. Use technology in a global learning environment.	A. establish a connection with others using a digital tool B. collaborate with students in other learning environments that are studying common topics C. participate in a global learning project with guidance	Use technology in real life situations	Global learning environment, collaboration tools, global communication	Skype, Facetime, Email	Teacher observation, student demonstration
Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.					
Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply a variety of digital tools for personal and group expression.	A. create an original work using a digital tool for personal and/or group expression	Produce digital material to present information about a specific topic	Web 2.0	Photo story, wordle.com, desktop publishing, word processing apps, online video sites	teacher observation, digital presentations
2. Use a variety of digital tools to create a product.	A. gather knowledge on a topic from a variety of appropriate digital resources including data and graphics B. design a simple product that demonstrates the knowledge learned from the research	Produce digital material to present information about a specific topic	Digital tools	Worldbook, wikipedia, other search engines, word processing apps, google docs	teacher observation, digital presentations, student demonstrations, rubric
3. Use technology to recognize trends and possible outcomes.	A. access various digital resources to gather data B. summarize data with guidance C. communicate ideas and concepts using various digital resources	Gather and summarize information, make predictions and draw conclusions	Spreadsheet, cell, column, data, database	Spreadsheet, graphs, diagrams	teacher observation, digital presentations, student demonstrations, rubric

4. Examine the relationship of copyright to ownership of digital media.	A. discuss the purpose of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to images, music, video, and text in school projects.	Discuss copyright of digital media, understand that ideas in various forms cannot be copied without permission	Acceptable use, Acceptable Use Policy	Bibliography, Fair Use Policy, Research Guidelines	teacher observation, digital presentations, student demonstrations, rubric
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life with and without a digital tool) B. develop a new personal understanding using digital tools	Identify uses of technology within your daily lives, Discuss positive and negative impacts of technology	Google Earth, communication tools, digital sources,	Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Computer Video Web Sites, Video Capture, Social Networking sites, Blogs, Browser App, Google apps	teacher observation, digital presentations, student demonstrations, rubric

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, etc.) D. follow lab/classroom rules related to responsible use of digital tools (software, hardware) E. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	A: Desktop navigation on the computer (e.g. folders, files, and applications); spell check, font size, style, margins, centering; save, retrieve, print document; edit document using delete, backspace, and mouse. B: Use technology to accomplish a task (e.g. word process a paragraph of 3-5 sentences) C: Correct computer start-up/shut down procedures independently; opening programs using icons and menus D: Classroom rules for computer use and care appropriate to grade level	digital tools, digital sources, buttons, icons, menu, digital collaboration, desktop, operating system,	<a href="http://www.typingtest.com">http://www.typingtest.com</a> , Herzog Elementary Keyboarding, word processing software, spreadsheets, PowerPoint	<a href="http://www.typingtest.com">www.typingtest.com</a> , teacher observation, rubric
2. Use appropriate terminology when communicating about current technology.	use appropriate terminology when communicating about current technology.	Computer terminology	technology, technology operations, cloud, blog, social networking, FaceTime, Skype	<a href="http://www.techterms.com">www.techterms.com</a> , <a href="http://www.webopedia.com">www.webopedia.com</a>	teacher observation, digital presentations, student demonstrations, rubric
3. Transfer current knowledge to learning of new technology skills.	use existing knowledge to explore and implement new technologies as appropriate.	Explore new technologies and apply to various content areas	update as technology changes utilizing listed resources	<a href="http://www.techterms.com">www.techterms.com</a> , <a href="http://www.webopedia.com">www.webopedia.com</a>	teacher observation, digital presentations, student demonstrations, rubric



**Lewistown Public Schools  
Technology Standards & Instructional Alignment  
Grade Level: 6**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches to explore alternative solutions.	A. identify a problem B. investigate using multiple approaches with digital tools (e.g., Geographic Information System (GIS), digital camera, computer application) C. explore alternative solutions with assistance	Trouble shooting strategies to solve technical problems. (e.g. ctrl, alt, delete; wireless connected; power; battery; keyboard), select goal relevant curricular or cross curricular activities, manage timelines and allocate time and resources to achieve goal, assess skills necessary to reach goal, manage resources	Geographic Information System (GIS), digital camera, digital tools, icon, desktop, cursor, hardware, website, search engine	Excel, Google, other search engines	Teacher observation, digital presentation, student demonstration, rubric
2. Collect relevant data and information on a subject from a variety of digital resources.	A. define the term "database" and provide examples from everyday life (e.g., library catalogues, school records, telephone directories) B. gather data from relevant digital sources C. cite sources appropriately D. collect and organize data using digital tools (e.g., probeware, handhelds, Global Positioning System [GPS])	Library catalog, AR, Infinite Campus, World Book Online, CNN, World News, Online newspapers, Using an advanced search and/or Boolean operators (and, or, but, +, -, " ")	Database terms: category, field, records, Boolean operators (and, or, but, +, -, " "), advanced search	www.bibme.org; citationmachine.net; easybib.com	Teacher observation, digital presentation, student demonstration, rubric, bibliography
3. Analyze and ethically use data and information from digital resources.	A. classify data B. organize and graph data, as needed C. discuss ethical practices related to privacy, plagiarism, spam, viruses, hacking, and file sharing D. discuss copyright law to protect the ownership of intellectual property, and explain possible consequences of violating the law E. discuss fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects	Research papers, bibliographies, images, use word processing to create documents use, spreadsheet and database to organize information, digital presentations (i.e PowerPoint presentations)	Digital citizenship, data, privacy, plagiarism, spam, virus, hacking, copyright, ethical, plagiarism, fair use, bibliography, intellectual property, accuracy, authentic, diverse, relevance	www.bibme.org; citationmachine.net; easybib.com	Teacher observation

4. Compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information.	A. use multiple sources to show the accuracy of information (e.g., authenticity, validity) B. use multiple sources to show the diversity of information (e.g., Wikipedia vs. the official tribal Web site) C. use multiple sources to show the relevance of information D. show point of view of multiple sources	Comparing online and in print reference sources, such as dictionaries and encyclopedias.	Wikipedia, source evaluation	Library class, <a href="http://www.worldbookonline.com/wb/Login?ed=wb">http://www.worldbookonline.com/wb/Login?ed=wb</a> , Wikipedia.com, CARS: source evaluation tutor, official tribal Website	
5. Share data and information ethically and appropriately cite sources.	A. ethically share data and information from digital resources B. cite sources with appropriate formatting, with guidance.	Research papers, bibliographies, images	Digital citizenship, bibliography, copyright,	Library class, <a href="http://www.worldbookonline.com/wb/Login?ed=wb">http://www.worldbookonline.com/wb/Login?ed=wb</a>	Teacher observation, digital presentation, student demonstration, rubric, research papers, bibliography

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Select and use online collaboration and communication.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Email assignments/teacher communication, Skype, Facetime	Browser, online communication, e-mail, VoIP, chat/IM, Skype, Facebook, Facetime	Skype, Facebook, Google Mail, Blogs, Instant Messenger, Wikis	Teacher observation, digital presentation, student demonstration, rubric
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection	Acceptable Use Policy (AUP), use digital tools to collaborate and participate in class projects within the legal and ethical guidelines of the acceptable use policy	Acceptable Use Policy, cyber citizenship, ethical use, cyber bullying, chat, email, blog, social networking	<a href="http://www.common Sense Media.com">www.common Sense Media.com</a> , social networking sites, wikis, <a href="http://www.safesurfingkids.com/tips_for_kids.htm">www.safesurfingkids.com/tips_for_kids.htm</a> , <a href="http://safekids.com/kids-rules-for-online-safety/">http://safekids.com/kids-rules-for-online-safety/</a>	Teacher observation, digital presentation, student demonstration, rubric, social networking websites
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Use digital tools and resources to present information	Digital presentation	PowerPoint, Google Presentations, Inspiration, media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Teacher observation, digital presentation, student demonstration, rubric, digital presentations

4. Use technology in a global learning environment.	A. establish a connection with others using a digital tool B. collaborate with students in other learning environments that are studying common topics C. participate in a global learning project with guidance	Use technology in real life situation	Global learning environment, collaboration tools, global communication		Teacher observation, digital presentation, student demonstration, rubric
---	--	---------------------------------------	--	--	--

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply a variety of digital tools for personal and group expression.	A. create an original work using a digital tool for personal and/or group expression	Produce digital material to present information about a specific topic	Web 2.0	Photo story, wordle.com	Book Trailer, Teacher observation, digital presentation, student demonstration, rubric digital presentations
2. Use a variety of digital tools to create a product.	A. gather knowledge on a topic from a variety of appropriate digital resources including data and graphics B. design a simple product that demonstrates the knowledge learned from the research (e.g., quiz in a spreadsheet, graphs or charts, timeline) C. develop a product explaining the information or concepts learned D. present the product to an audience using a variety of digital tools	Produce digital material to present information about a specific topic	Digital tools	<a href="http://www.worldbookonline.com/wb/Login?ed=wb">http://www.worldbookonline.com/wb/Login?ed=wb</a> , search engines, word processing apps, Google Docs	Teacher observation, digital presentation, student demonstration, rubric
3. Use technology to recognize trends and possible outcomes.	A. access various digital resources to gather data B. summarize data with guidance C. communicate ideas and concepts using various digital resources	Gather and summarize information, make predictions and draw conclusions	Spreadsheet, cell, column, data, database	Spreadsheet, graphs, diagrams	Teacher observation, digital presentation, student demonstration, rubric
4. Examine the relationship of copyright to ownership of digital media.	A. define and clarify the limitations of each media resource of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects B. discuss student options and choices regarding copyright of digital media	Discuss copyright of digital media, understand that ideas in various forms cannot be copied without permission	Acceptable use, Acceptable Use Policy	Bibliography, Fair Use Policy, Research Guidelines	Teacher observation, digital presentation, student demonstration, rubric

5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life with and without a digital tool) B. develop a new personal understanding individually and collaboratively using digital tools	Explore the use of technology is everyday life (cell phones, texting, email, facebook, skype, projectors, etc), use of technology in jobs and careers, identify uses of technology within your daily lives, discuss positive and negative impacts of technology	Communication tools, digital sources,	Digital Cameras, Document Camera, Digital Microscopes, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Computer Video Web Sites, Video Capture, Social Networking sites, Blogs, Browser App, Google Apps	Teacher observation, digital presentation, student demonstration, rubric
---	---	---	---------------------------------------	---	--

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, etc.) D. follow lab/classroom rules related to responsible use of digital tools (software, hardware) E. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	A: Desktop navigation on the computer (e.g. folders, files, and applications); spell check, font size, style, margins, centering; save, retrieve, print document; edit document using delete, backspace, and mouse. B: Use technology to accomplish a task (e.g. word process a paragraph of 3-5 sentences) C: Correct computer start-up/shut down procedures independently; opening programs using icons and menus D: Classroom rules for computer use and care appropriate to grade level	Application, backup, buttons, command key, control key, copy, cursor, desktop, download, file, folder, font, hard drive, icons, keyboard, monitor, menu bar, mouse, paste, pull down menu, short cuts, word processor	www.typingtest.com, Herzog Elementary Keyboarding, word processing software, spreadsheets, PowerPoint	Research papers, word processing tasks, teacher observation, rubric, typingtest.com
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology.	Computer terminology	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP), acceptable use, wiki, blog, technology, technology operations, cloud, blog, social networking, FaceTime, Skype	www.techterms.com, www.webopedia.com	Teacher observation, digital presentation, student demonstration, rubric
3. Transfer current knowledge to learning of new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.	Explore new technologies and apply to various content areas	Update as technology changes, utilize listed resources	www.techterms.com, www.webopedia.com	Teacher observation, digital presentation, student demonstration, rubric

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 7**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches to explore alternative solutions.	A. identify a problem B. investigate using multiple approaches with digital tools (e.g., Geographic Information System (GIS), digital camera, computer application) C. explore alternative solutions proficiently	1. select goal relevant curricular or cross curricular activities 2. manage timelines and allocate time and resources to achieve goal 3. assess skills necessary to reach goal 4. manage resources 5. evaluate and assess effectiveness	digital tools, data, searching, posting, spreadsheets, database, geographic information systems, appropriate tool for the task, formatting, forums (searching, posting), shortcut, alias, applications, client/server, hardware, inquiry	GPS Units, Mapping Apps, Digital Cameras, Document Cameras, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, IPad, Graphing Calculators, Word Processing Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Examview, Digital Labs, Photo Editing Apps, Computer, Video Conferencing, Video Capture, Social Networking Sites, Blogs, Browser Apps, ReadWriteThink	Teacher Observation  Formative Assessments
2. Collect relevant data and information on a subject from a variety of digital resources.	A. select and use digital tools to collect data (e.g., probeware, handhelds, Global Positioning System) B. use online sources to access information, with appropriate citation C. perform searches in a database (e.g., browse, sort, filter, search on selected criteria, delete data, enter data).	1. Gather and organize information using appropriate resources 2. Analyze and interpret data 3. Utilize multiple digital resources to present information	digital tools, data, database terms: Database terms: category, field, records, pulldown menu, QBeBoolean operators (and, or, but, +, -, " "), advanced search category, field, records. Handheld data collection, interface system, sensors, spreadsheet, forms, search engines, databases, GIS (Geographic Information Systems), GPS (Geographic Positioning Systems - handheld units), query, form, file management, authenticity, accuracy and intent of source, validation of source, remote sensing, backup, DNS server	Worldbook On-line, MTCIS, Wikipedia, Handheld Probes, Mapping Software, Video on Demand, Internet Browser	Teacher Observation  Formative Assessments  Video editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interviews and field operations in GIS club)

3. Analyze and ethically use data and information from digital resources.	A. examine data and information from digital resources B. organize and manipulate data with digital tools, as needed (e.g., charts, comparisons, tables) C. describe ethical practices related to data, privacy, plagiarism, spam, viruses, hacking, and file sharing D. describe copyright law to protect the ownership of intellectual property, and explain possible consequences of violating the law E. describe fair use guidelines for using copyrighted materials (e.g., images, music, video, text) in school projects	emphasize the ethical use of data gathered from all sources	spreadsheet, database, file management, word processing, presentation software (PPT), graphing, visual mapping, graphs, pivot tables, chart, formula, presentation, ethical, plagiarism, fair use, copyright, data, bibliography, intellectual property, accuracy, authentic, diverse, relevance, bibliography, file, functional understanding	Spreadsheet Apps, On-line Citation Apps, Noodle Tools, Online Video Database, Internet Browser	Teacher Observation Formative Assessment
4. Compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information.	A. use multiple sources to determine the accuracy of information (e.g., authenticity, validity) B. use multiple sources to determine the diversity of information (e.g., Wikipedia vs. the official tribal Web site) C. use multiple sources to determine the relevance of information D. determine point of view of multiple sources	1. Use multiple sources throughout the curriculum to compare and analyze digital information 2. Determine relevance within the different curriculum areas 3. Emphasize the importance of cultural diversity	graphs, pivot tables, chart, formula, broad prospective	On-line Databases, On-line Encyclopedia, On-line Mapping, MontanaTribes.org, Internet Browser	Teacher Observations Formative Assessment Publishable document (i.e. school newspaper, social studies newsletters and flyers) Publishable GIS maps
5. Share data and information ethically and appropriately cite sources.	A. share data and information in an ethical manner from digital resources B. cite sources with appropriate formatting, with guidance	1. Use acceptable references to cite sources 2. Understand the difference between plagiarism and ethical use of copyrighted material	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools, On-line Citation Apps	Teacher Observations Formative Assessment Lab reports as evidence of successful application of technology in science

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Select and use online collaboration and communication.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Use classroom blended communication tools and cloud applications to collaborate and develop student projects for class	email, blog, social networking, protocol, ethics, online etiquette, chat, IM (instant messaging), VoIP (voice over internet protocol), video conferencing, posting, chat, collaborate, collaboration tools, Information and Communication technology, Search Engine	Google Mail, Social Networking Sites, Blogs, Instant Messenger, Video Conference Apps	Teacher Observation Formative Assessment



2. Use digital collaboration and communication tools in a safe, legal, and responsible manner.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection	Use digital tools to collaborate and participate in class projects within the legal and ethical guidelines of the acceptable use policy	Acceptable use policy (AUP), social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, cyber citizenship: personal safety, identity protection, bullying prevention, and password protection, CC, BCC, Knowledge, Asynchronous, Synchronous	On-line presentation apps, Presentation Apps, Social Networking Sites, e-mail	Teacher Observations Formative Assessment Rubrics for product assessment (i.e.T-shirt project {shirt, riddle, concept, application}) Publishable document (i.e. school newspaper, social studies newsletters and flyers Peer editing prior to teacher editing and publication Evaluation of entries in social networking applications and blogs (i.e. Edmodo, Fawall, Weebly)
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Use digital tools to present information clearly	Media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Presentation apps, online video web sites, video blogs	Teacher Observation  Formative Assessments
4. Use technology in a global learning environment.	A. establish a connection with others using a digital tool B. collaborate with students in other learning environments that are studying common topics C. participate in a global learning project with guidance	Collaborate with others on a community, statewide, nationwide, or international basis to use technology in real world situations	global learning environment, skype	Mapping Software, Social Networking Sites, Video Conferencing, e-mail	Teacher Observation  Formative Assessments  Successful development of web pages and documents

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources	Assessment
1. Apply a variety of digital tools for personal and group expression.	A. create an original work using multiple digital tools for personal and/or group expression	Produce and edit digital material to effectively present a specific idea or topic	WIKI, blog, graphing, media, digital presentation, podcast, digital video, web page, streaming, sharing, uploading, HTTP, Internet	Movie editing software, presentation apps, desktop publishing apps, video capture apps, on-line video site, word processing apps	Teacher Observation  Formative Assessment
2. Use a variety of digital tools to create a product.	A. gather knowledge or information on a topic from a variety of digital resources including data, graphics, or events B. design an original product that demonstrates the knowledge learned from the research C. develop a product explaining the information or concepts learned (e.g., pamphlet on safety guidelines, Web quest, movie, slideshow) D. present the product to a targeted audience using a variety of digital tools	GIS Maps Publications Presentations - PowerPoint, arcGIS explorer, Prezi	Podcast, video editing, authoring content, uploading, searching, database, browser safe colors, HTTP	Movie editing software, presentation apps, desktop publishing apps, video capture apps, on-line video site, word processing apps, digital cameras, digital video cameras	Teacher Observations Formative Assessment Rubrics for product assessment (i.e.T-shirt project {shirt, riddle, concept, application}) Publishable GIS maps Peer editing prior to teacher editing and publication Rubrics and observations of presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi

3. Use technology to recognize trends and possible outcomes.	A. access various digital resources to gather data B. compare and contrast data to identify patterns and trends using various digital resources C. communicate ideas and concepts using various digital resources	presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi	model, simulation, trend, outcome, CAD (computer assisted drafting), 3D graphing	Spreadsheet apps, MTCIS, mapping apps, handheld probes, GPS handhelds, digital cameras, digital video cameras	Teacher Observations Formative Assessment Rubrics and Observation of presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi
4. Examine the relationship copyright to ownership of digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Bibliographies and appropriate citations	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste, fair use guidelines, music sharing, media	Digital database	Teacher Observations Formative Assessment
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life with and without a digital tool) B. develop a new personal understanding individually and collaboratively using digital tools	1. Identify uses of technology within your daily lives 2. Discuss positive and negative impacts of technology	cloud based applications, blogging, IOS (iphone/ipad operating systems) Aps	GPS units, Mapping Apps, Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, iPad, Graphing Calculators, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Digital Labs, Photo Editing Software, Computer Video We Sites, Video Capture, Social Networking sites, Blogs, Browser Apps	Teacher observations Formative Assessments Lab reports as evidence of successful application of technology in science labs Observions student evaluation of geographic issues using GIS technologies Evaluate effectiveness of tutorials and presentations produced with Jing and Camtasia

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources	Assessment
1. Apply and refine the skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Geographic Information System (GIS), probeware, etc.) D. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	Video Editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interview and field operations in GIS club Use remote sensing equipment to collect and interpret data. Refine keyboarding skills to use technology based or cloud based programs."	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP), acceptable use, wiki, blog, ASCII, asynchronous communication, bandwidth, binary, bit, cable, CD-ROM, chip, client/server, cell, row, column, command key, control panel, CPU, cursor, data, desktop, desktop computer, Digital environment, digital	GPS units, Mapping Apps, Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, iPad, Graphing Calculators, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Digital Labs, Photo Editing Software, Computer Video We Sites, Video Capture, Social Networking sites, Blogs, Browser Apps	Teacher observation Formative Assessment Evaluation of Video Editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interview and field operations in GIS club



2. Use appropriate terminology when communication about current technology.	A. use appropriate terminology when communicating about current technology.	Use consistent terminology when referring to current technology.			Teacher Observation Formative Assessment
3. Transfer current knowledge to learning of new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate from situation to situation.	Build on prior knowledge to increase understanding about current technologies.			Teacher Observations Formative Assessment

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 8**

**Content Standards**

Content Standard 1. A student must use digital tools and resources for problem solving and decision making.  
 Content Standard 2. A student must collaborate and communicate globally in a digital environment.  
 Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.  
 Content Standard 4. A student must possess a functional understanding of technology concepts and operations.

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches to explore alternative solutions.	A. identify a problem B. investigate using multiple approaches with digital tools (e.g. Geographic Information System (GIS), digital camera, computer application) C. explore alternative solutions independently.	1. select goal relevant curricular or cross curricular activities 2. manage timelines and allocate time and resources to achieve goal 3. assess skills necessary to reach goal 4. manage resources 5. evaluate and assess effectiveness	digital tools, data, searching, posting, spreadsheets, database, geographic information systems, appropriate tool for the task, formatting, forums (searching, posting), shortcut, alias, applications, client/server, hardware, inquiry	GPS Units, Mapping Apps, Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, IPad, Graphing Calculators, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Examview, Digital Labs, Photo Editing Software, Computer, Video Conferencing, Video Web Sites, Video Capture, Social Networking sites, Blogs Browser Apps, Google Earth, ReadWriteThink	Teacher Observation  Formative Assessments
2. Collect relevant data and information on a subject from a variety of digital resources.	A. select and use appropriate digital tools to collect data (e.g., probeware, handhelds, Global Positioning System (GPS)) B. utilize online tools to access information, with appropriate citation C. perform searches and select content in existing databases (e.g., online library catalog, digital encyclopedia, library databases) D. evaluate relevant data and information from multiple digital resources	1. Gather and organize information using appropriate resources. 2. Analyze and interpret data 3. Utilize multiple digital resources to present information	digital tools, data, database terms: Database terms: category, field, records, pulldown menu, QBeBoolean operators (and, or, but, +, -, " "), advanced search category, field, records. Handheld data collection, interface system, sensors, spreadsheet, forms, search engines, databases, GIS (Geographic Information Systems), GPS (Geographic Positioning Systems - handheld units), query, form, file management, authenticity, accuracy and intent of source, validation of source, remote sensing, backup, DNS server	World Book Online, MTCIS, Wikipedia, Handheld Probes, Mapping Software, Video On Demand, Internet Browser	Teacher Observation  Formative Assessments  Video editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interviews and field operations in GIS club)

3. Analyze and ethically use data and information from digital resources.	A. manipulate, organize and graph data, as needed B. employ ethical practices related to data, privacy, plagiarism, spam, viruses, hacking, and file sharing C. employ copyright law to protect the ownership of intellectual property, and explain possible consequences of violating the law. D. apply fair use guidelines	emphasize the ethical use of data gathered from all sources	spreadsheet, database, file management, word processing, presentation software (PPT), graphing, visual mapping, graphs, pivot tables, chart, formula, presentation, ethical, plagiarism, fair use, copyright, data, bibliography, intellectual property, accuracy, authentic, diverse, relevance, bibliograpy, file, functional understanding	Spreadsheet Apps, On-line Citation Apps, Noodle Tools, Online Video Database, Internet Browser	Teacher Observation Formative Assessment
4. Compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information.	A. use multiple sources to compare the accuracy of information (e.g., authenticity, validity). B. use multiple sources to compare the diversity of information (e.g., Wikipedia vs. the official tribal Web site). C. use multiple sources to compare the relevance of information. D. use point of view to compare multiple sources.	1. Use multiple sources throughout the curriculum to compare and analyze digital information 2. Determine relevance within the different curriculum areas 3. Emphasize the importance of cultural diversity	graphs, pivot tables, chart, formula, broad prospective	On-line Databases, On-line Encyclopedia, On-line Mapping, Montana Tribes. org, Internet Browser	Teacher Observations Formative Assessment Publishable document (i.e. school newspaper, social studies newsletters and flyers) Publishable GIS maps
5. Share data and information ethically and appropriately cite sources.	A. share data and information in an ethical manner from digital resources B. cite sources with appropriate formatting	1 Use acceptable references to cite sources. 2. Understand the difference between plagiarism and ethical use of copyrighted material	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools, On-line Citation Apps	Teacher Observations Formative Assessment Lab reports as evidence of successful application of technology in science

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Select and use online collaboration and communication.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Use classroom blended communication tools and cloud applications to collaborate and develop student projects for class.	email, blog, social networking, protocol, ethics, online etiquette, chat, IM (instant messaging), VoIP (voice over internet protocol), video conferencing, posting, chat, collaborate, collaboration tools, Information and Communication technology, Search Engine	Google Mail, Social Networking Sites, Blogs, Instant Messenger, Video Conference App,	Teacher Observation Formative Assessment

2. Use digital collaboration and communication tools in a safe, legal, and responsible manner.	A. discuss and follow district and school acceptable use policy B. operate within the guidelines of the law to collaborate and communicate ethically, safely, and responsibly C. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection	Use digital tools to collaborate and participate in class projects within the legal and ethical guidelines of the acceptable use policy.	Acceptable use policy (AUP), social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, cyber citizenship: personal safety, identity protection, bullying prevention, and password protection, CC, BCC, Knowledge, Asynchronous, Synchronous	On-line Presentation Apps, Presentation Apps, Social Networking Sites, e-Mail	Teacher Observations Formative Assessment Rubrics for product assessment (i.e.T-shirt project {shirt, riddle, concept, application}) Publishable document (i.e. school newspaper, social studies newsletters and flyers Peer editing prior to teacher editing and publication Evaluation of entries in social networking applications and blogs (i.e. Edmodo, Fakewall, Weebly)
3. Communicate the results of research and learning with others using digital tools.	A. observe and discuss digital presentations	Use digital presentation tools to present information clearly	Media, digital presentation, podcast, digital video, web page, streaming, graphing, sharing, uploading	Presentation Apps, On-line Video Web Sites, Video Blogs,	Teacher Observation Formative Assessments
4. Use technology in a global learning environment.	A. establish a connection with others using a digital tool B. collaborate with students in other learning environments that are studying common topics C. participate in a global learning project	Collaborate with others on a community, statewide, nationwide or international basis to use technology in real world situations.	global learning environment, skype	Mapping Software, Social Networking Sites, Video Conferencing, e-Mail	Teacher Observation Formative Assessments Successful development of web pages and documents

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply a variety of digital tools for personal and group expression.	A. create an original work using multiple digital tools for personal and/or group expression	Produce and edit digital material to effectively present a specific idea or topic	WIKI, blog, graphing, media, digital presentation, podcast, digital video, web page, streaming, sharing, uploading, HTTP, Internet	Movie Editing Software, Presentation Software, Desktop Publishing Apps, Video Capture Apps, On-Line Video Sites, Word Processing App,	Teacher Observation Formative Assessment
2. Use a variety of digital tools to create a product.	A. gather knowledge or information on a topic from a variety of digital resources including data, graphics, or events B. design an original multimedia product that demonstrates the knowledge learned from the research C. produce an original digital product explaining the information or concepts learned (e.g., pamphlet on safety guidelines, Web quest, or a movie or slideshow presentation) D. present the finished product using a variety of digital tools to a targeted audience	Chemical Element T-shirt and writing project (inter-disciplinary science/ art/ english) GIS Maps Publications Presentations - PowerPoint, arcGIS explorer, Prezi	Podcast, video editing, authoring content, uploading, searching, database, browser safe colors, HTTP	Movie Editing Software, Presentation Software, Desktop Publishing Apps, Video Capture Apps, On-Line Video Sites, Word Processing App, Digital Cameras, Digital Video Cameras	Teacher Observations Formative Assessment Rubrics for product assessment (i.e.T-shirt project {shirt, riddle, concept, application}) Publishable GIS maps Peer editing prior to teacher editing and publication Rubrics and observations of presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi

3. Use technology to recognize trends and possible outcomes.	A. access various digital resources to gather data B. evaluate data C. interpret and predict trends and outcomes from data using various digital resources	presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi	model, simulation, trend, outcome, CAD (computer assisted drafting), 3D graphing	Spreadsheet Apps, MTCIS (Montana Career Information System), Mapping Apps, Handheld Probes, GPS Handhelds, Digital Cameras, Digital Video Cameras	Teacher Observations Formative Assessment Rubrics and Observation of presentation skills with presentation technologies (i.e. PowerPoint, arcGIS explorer presentation mode, Prezi
4. Examine the relationship copyright to ownership of digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Bibliographies and appropriate citations	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste, fair use guidelines, music sharing, media	Digital Database	Teacher Observations  Formative Assessment
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast local community life with and without digital tools) B. develop a new personal understanding individually and collaboratively using digital tools	1. Identify uses of technology within your daily lives. 2. Discuss positive and negative impacts of technology.	cloud based applications, blogging, IOS (iphone/ipad operating systems) Apps Accelerated Reader Program	GPS Units, Mapping Apps, Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, IPad, Graphing Calculators, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Digital Labs, Photo Editing Software, Computer, Video Web Sites, Video Capture, Social Networking sites, Blogs, Browser Apps	Teacher observations  Formative Assessments  Lab reports as evidence of successful application of technology in science labs  Obervions student evaluation of geographic issues using GIS technologies  Evaluate effectiveness of tutorials and presentations produced with Jing and Camtasia

2

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark End of Grade 8	Essential Learning Expectation	Curriculum Skills and Integration Ideas	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. demonstrate developmentally appropriate keyboarding skills C. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Global Positioning System (GPS), probeware, etc.) D. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	Video Editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interview and field operations in GIS club Use remote sensing equipment to collect and interpret data. Refine keyboarding skills to use technology based or cloud based programs."	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP), acceptable use, wiki, blog, ASCII, asynchronous communication, bandwidth, binary, bit, cable, CD-ROM, chip, client/server, cell, row, column, command key, control panel, CPU, cursor, data, desktop, desktop computer, Digital environment, digital	GPS Units, Mapping Apps, Digital Cameras, Document Camera, Digital Microscopes, Probes and Handheld Data Collectors, Digital Tablets, IPad, Graphing Calculators, Word Processing Apps, Spreadsheet Apps, Presentation Apps, Database Apps, Desktop Publishing Apps, Movie Editing Apps, Accounting Apps, Examview, Digital Labs, Photo Editing Software, Computer, Video Conferencing, Video Web Sites, Video Capture, Social Networking sites, Blogs Browser Apps	Teacher observation  Formative Assessment  Evaluation of Video Editing and publication (i.e. announcements, commercials for Consumer Tech, Computer Apps video projects, interview and field operations in GIS club

2. Use appropriate terminology when communication about current technology.	A. use appropriate terminology when communicating about current technology.	Use consistent terminology when referring to current technology.			Teacher Observation Formative Assessment
3. Transfer current knowledge to learning of new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.	Build on prior knowledge to increase understanding about current technologies.			

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 9**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**  
**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**  
**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**  
**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions.	A. discuss a problem from multiple perspectives B. investigate using multiple approaches with digital tools (e.g. Geographic Information System (GIS), digital camera, computer application) C. propose alternative solutions	1. select goal relevant activities and manage timelines 2. allocate time and materials to achieve goals 3. assess skills and manage personal resources 4. evaluate the use of physical resources 5. manage priorities and assess effectiveness of outcome.	appropriate tool for the task, formatting, forums (searching, posting)	Century 21 Keyboarding Textbook, Google Earth, Government eDocuments, News Sources, http://earth.google.com	Teacher observation
2. Collect relevant data and information on a subject from a variety of digital resources.	A. discuss options for and justify choice of digital resources B. use a variety of digital resources C. collect data and/or information on a specific subject	1. Gather and organize information on a specific subject using a specific software program. 2. Use data to present information on a subject using different software. 3.	search engines, databases, GIS, query, file management, authenticity, accuracy and intent of source, validation of source, remote sensing	EBSCO, SIRS, World Book Online, MTCIS, Wikipedia, Video On Demand, American Indian Experience Database	Teacher observation, research project
3. Select from an array of digital tools to organize and analyze data from a variety of resources. OR: (Organize and analyze data from a variety of resources by selecting from an array of digital tools).	A. discuss options for organizing and analyzing using digital tools B. use a variety of digital tools to organize and analyze data	Students will regularly use reseach skills in all classes using digital tools and online resources.	spreadsheet, database, file management	Noodle Tools, Geometry Sketchpad, Excel, YouTube, Big 6	Teacher observation, research project, Geometry Sketchpad project
4. Evaluate and synthesize data and information.	A. discuss data/information, checking for relevance and logic B. analyze data using digital tools C. discuss results of analysis for relevance and logic D. discuss possible solutions and make a recommendation based on the data	1. gather, complete, and analyze data from a variety of sources 2. select, analyze, and present information using a variety of methods 3. organize and maintain computerized records, using systematic methods. 4. demonstrate decision-making and problem-solving skills. 5. practice and demonstrate academic and technical skills to a workplace setting 6. evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts (Boss Is Away). 7. use acceptable industry standard equipment in a school setting.	graphs, pivot tables, chart, formula, presentation	Excel, Practica Musica	Teacher observation, Practica Musica assignments
5. Share data and information ethically and appropriately cite sources.	A. examine ethics of data sharing and citations B. cite sources appropriately C. apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance	Appropriate student and staff use of web obtained photos, text or video recognizing copyright laws and ethical use guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools	Teacher observation, research projects



Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.					
Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Students will use classroom blended communication tools and cloud applications to collaborate and develop student projects for class.	blog, social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting	Google Docs, Edmodo	Teacher observation, activities
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection C. discuss responsible use of digital media and explain possible consequences of misuse D. collaborate and communicate legally, ethically, safely, and responsibly	Students will use Web 2.0 tools to collaborate and participate in class projects.	social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, digital citizenship	vuvox, glogster, prezi, Edmodo, Google Mail	Teacher observation
3. Synthesize and communicate the results of research and learning with others using various digital tools.	A. observe and discuss digital presentations	Students use digital resources to produce and share learnings with other students.	digital presentation, projectors, online presentation tools (video, blog, website format)	Skype, Powerpoint, Google Presentation	Teacher observation, presentations
4. Apply technology that supports collaboration, learning, and productivity in a global environment.	A. use digital tools to collaborate with others outside the classroom B. participate in a global learning project	Connect with students on a statewide, nationwide or international basis to obtain feedback and learning ideas.			Teacher observation

Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.					
Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Develop projects combining multiple digital tools to suit a variety of audiences and purposes.	A. define task B. consider approaches to task C. select approach that will suit audience and purpose D. develop timeline for project E. gather materials and resources F. discuss available digital tools G. select at least two digital tools for use in the project OR: (select a digital tool(s) for use in the project H. create project	Analyze audience and make presentation to fit the audience. Analyze the use of the object and decide which tool to use with the Plasma cutter. ie: metal or wood sign Analyze the use of the Bernina sewing machine computerized tool	WIKI, blog, graphing, video presentation,	Geometry Sketchpad, Plasma Cutter Design Software, MTCIS	Teacher observation, Geometry IEFA Blanket Project, MTCIS projects



2. Evaluate and employ a variety of digital tools to effectively produce an original work.	A. define task B. consider approaches to task C. select approach that will suit intended result D. develop timeline E. gather materials and resources F. discuss available digital tools G. select digital tools for use in creating the original work H. create original work by combining mediums	Students will develop digital projects for individual assignments.	Podcast, video editing, authoring content. Uploading	Audacity, Premier Elements, Windows Movie Maker, ALICE, Gimp, scanner, document camera,	Teacher observation, FCS video commercials
3. Use models and simulations to identify trends, predict outcomes, and investigate information.	A. define terms: model, simulation, trend, outcome B. list benefits and limitations of models and simulations C. discuss benefits and limitations of models and simulations D. explain the usefulness of a model/simulation for analyzing a given task E. use model/simulation to investigate a given task	Students will use digital models and simulations to address classroom expectations.	model, simulation, trend, outcome, CAD, 3D graphings,	Virtual Chemistry (BYU), GLX System & Sensors, Sketchup, MTCIS, Stock Market Game, Montana Challenge, Sketch Pad	Teacher observation, MTCIS, Stock Market Game participation, Montana Challenge, baby simulators
4. Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Students will create projects using legal and ethical guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste		Teacher observation
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools) B. assume shared responsibility for collaborative work while using digital tools C. develop a new personal understanding individually and collaboratively using digital tools	Students will access identified resources provided by departments in classes.		Khan Academy, YouTube, Automated Accounting, MTCIS, politicalcompass.org	Teacher observation, MTCIS participation,

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information, and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Global Positioning System (GPS), probeware, graphing calculator, etc.) C. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	1. Students will use remote sensing equipment to collect and interpret data. 2. Students will refine keyboarding skills to use technology based or cloud based programs.	A sample list of terminology is: digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP, wiki, blog	Wind Turbine, Pasco Science equipment, Micropace Pro, digital camera	Teacher observation, built-in evaluation in Micropace Pro
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology	1. Students will use consistent terminology when referring to current technology.	For a complete list see resources under the Essential Vocabulary link above.		Teacher observation
3. Transfer current knowledge to learning about new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.	1. Students will build on prior knowledge to increase understanding about current technologies.			Teacher observation

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 10**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions.	A. discuss a problem from multiple perspectives B. investigate using multiple approaches with digital tools (e.g. Geographic Information System (GIS), digital camera, computer application) C. propose alternative solutions	1. select goal relevant activities and manage timelines 2. allocate time and materials to achieve goals 3. assess skills and manage personal resources 4. evaluate the use of physical resources 5. manage priorities and assess effectiveness of outcome.	appropriate tool for the task, formatting, forums (searching, posting)	Century 21 Textbook, Google Earth, Government eDocuments, News Sources	Observation of performance
2. Collect relevant data and information on a subject from a variety of digital resources.	A. discuss options for and justify choice of digital resources B. use a variety of digital resources C. collect data and/or information on a specific subject	1. Gather and organize information on a specific subject using a specific software program. 2. Use data to present information on a subject using different software. 3.	search engines, databases, GIS, query, file management, authenticity, accuracy and intent of source, validation of source, remote sensing	EBSCO, SIRS, World Book Online, MTCIS, Wikipedia, Video On Demand, American Indian Experience Database	Research productions
3. Select from an array of digital tools to organize and analyze data from a variety of resources. OR: (Organize and analyze data from a variety of resources by selecting from an array of digital tools).	A. discuss options for organizing and analyzing using digital tools B. use a variety of digital tools to organize and analyze data	Students will regularly use research skills in all classes using digital tools and online resources.	spreadsheet, database, file management	Noodle Tools, Geometry Sketchpad, Excel, YouTube, Big 6	
4. Evaluate and synthesize data and information.	A. discuss data/information, checking for relevance and logic B. analyze data using digital tools C. discuss results of analysis for relevance and logic D. discuss possible solutions and make a recommendation based on the data	1. gather, complete, and analyze data from a variety of sources 2. select, analyze, and present information using a variety of methods 3. organize and maintain computerized records, using systematic methods. 4. demonstrate decision-making and problem-solving skills. 5. practice and demonstrate academic and technical skills to a workplace setting 6. evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts (Boss Is Away). 7. use acceptable industry standard equipment in a school setting.	graphs, pivot tables, chart, formula, presentation	Excel, Practica Musica	

5. Share data and information ethically and appropriately cite sources.	A. examine ethics of data sharing and citations B. cite sources appropriately C. apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance	Appropriate student and staff use of web obtained photos, text or video recognizing copyright laws and ethical use guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools	
---	---	--	---	--------------	--

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Students will use classroom blended communication tools and cloud applications to collaborate and develop student projects for class.	blog, social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting	Google Docs, Edmodo,	
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection C. discuss responsible use of digital media and explain possible consequences of misuse D. collaborate and communicate legally, ethically, safely, and responsibly	Students will use Web 2.0 tools to collaborate and participate in class projects.	social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, digital citizenship	vuvox, glogster, prezi, Edmodo, Google Mail	
3. Synthesize and communicate the results of research and learning with others using various digital tools.	A. observe and discuss digital presentations	Students use digital resources to produce and share learnings with other students.	digital presentation, projectors, online presentation tools (video, blog, website format)	Skype, Powerpoint, Google Presentation	
4. Apply technology that supports collaboration, learning, and productivity in a global environment.	A. use digital tools to collaborate with others outside the classroom B. participate in a global learning project	Connect with students on a statewide, nationwide or international basis to obtain feedback and learning ideas.			Teacher Observation

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Develop projects combining multiple digital tools to suit a variety of audiences and purposes.	A. define task B. consider approaches to task C. select approach that will suit audience and purpose D. develop timeline for project E. gather materials and resources F. discuss available digital tools G. select at least two digital tools for use in the project OR: (select a digital tool(s) for use in the project H. create project	Analyze audience and make presentation to fit the audience. Analyze the use of the object and decide which tool to use with the Plasma cutter. ie: metal or wood sign	WIKI, blog, graphing, video presentation,	Geometry Sketchpad, Plasma Cutter Design Software, MTCIS	Geometry IEFA Blanket Project

2. Evaluate and employ a variety of digital tools to effectively produce an original work.	A. define task B. consider approaches to task C. select approach that will suit intended result D. develop timeline E. gather materials and resources F. discuss available digital tools G. select digital tools for use in creating the original work H. create original work by combining mediums	Students will develop digital projects for individual assignments.	Podcast, video editing, authoring content. Uploading	Audacity, Premier Elements, Windows Movie Maker, ALICE	
3. Use models and simulations to identify trends, predict outcomes, and investigate information.	A. define terms: model, simulation, trend, outcome B. list benefits and limitations of models and simulations C. discuss benefits and limitations of models and simulations D. explain the usefulness of a model/simulation for analyzing a given task E. use model/simulation to investigate a given task	Students will use digital models and simulations to address classroom expectations.	model, simulation, trend, outcome, CAD, 3D graphings,	Virtual Lab, Sketchup, MTCIS, Stock Market Game, Montana Challenge, Sketch Pad	
4. Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Students will create projects using legal and ethical guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste		
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools) B. assume shared responsibility for collaborative work while using digital tools C. develop a new personal understanding individually and collaboratively using digital tools	Students will access identified resources provided by departments in classes.		Khan Academy, YouTube, Automated Accounting, MTCIS	

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information, and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Global Positioning System (GPS), probeware, graphing calculator, etc.) C. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	1. Students will use remote sensing equipment to collect and interpret data. 2. Students will refine keyboarding skills to use technology based or cloud based programs.	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP, wiki, blog	Wind Turbine, Pasco Science equipment, Micropace Pro	
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology				
3. Transfer current knowledge to learning about new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.				

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 11**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions.	A. discuss a problem from multiple perspectives B. investigate using multiple approaches with digital tools (e.g. Geographic Information System (GIS), digital camera, computer application) C. propose alternative solutions	1. select goal relevant activities and manage timelines 2. allocate time and materials to achieve goals 3. assess skills and manage personal resources 4. evaluate the use of physical resources 5. manage priorities and assess effectiveness of outcome.	appropriate tool for the task, formatting, forums (searching, posting)	Century 21 Textbook, Google Earth, Government eDocuments, News Sources	Observation of performance
2. Collect relevant data and information on a subject from a variety of digital resources.	A. discuss options for and justify choice of digital resources B. use a variety of digital resources C. collect data and/or information on a specific subject	1. Gather and organize information on a specific subject using a specific software program. 2. Use data to present information on a subject using different software. 3.	search engines, databases, GIS, query, file management, authenticity, accuracy and intent of source, validation of source, remote sensing	EBSCO, SIRS, World Book Online, MTCIS, Wikipedia, Video On Demand, American Indian Experience Database	Research productions
3. Select from an array of digital tools to organize and analyze data from a variety of resources. OR: (Organize and analyze data from a variety of resources by selecting from an array of digital tools).	A. discuss options for organizing and analyzing using digital tools B. use a variety of digital tools to organize and analyze data	Students will regularly use research skills in all classes using digital tools and online resources.	spreadsheet, database, file management	Noodle Tools, Geometry Sketchpad, Excel, YouTube, Big 6	
4. Evaluate and synthesize data and information.	A. discuss data/information, checking for relevance and logic B. analyze data using digital tools C. discuss results of analysis for relevance and logic D. discuss possible solutions and make a recommendation based on the data	1. gather, complete, and analyze data from a variety of sources 2. select, analyze, and present information using a variety of methods 3. organize and maintain computerized records, using systematic methods. 4. demonstrate decision-making and problem-solving skills. 5. practice and demonstrate academic and technical skills to a workplace setting 6. evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts (Boss Is Away). 7. use acceptable industry standard equipment in a school setting.	graphs, pivot tables, chart, formula, presentation	Excel, Practica Musica	

5. Share data and information ethically and appropriately cite sources.	A. examine ethics of data sharing and citations B. cite sources appropriately C. apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance	Appropriate student and staff use of web obtained photos, text or video recognizing copyright laws and ethical use guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools	
---	---	--	---	--------------	--

**Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Students will use classroom blended communication tools and cloud applications to collaborate and develop student projects for class.	blog, social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting	Google Docs, Edmodo, Mock Congress	
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection C. discuss responsible use of digital media and explain possible consequences of misuse D. collaborate and communicate legally, ethically, safely, and responsibly	Students will use Web 2.0 tools to collaborate and participate in class projects.	social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, digital citizenship	vuvox, glogster, prezi, Edmodo, Google Mail	
3. Synthesize and communicate the results of research and learning with others using various digital tools.	A. observe and discuss digital presentations	Students use digital resources to produce and share learnings with other students.	digital presentation, projectors, online presentation tools (video, blog, website format)	Skype, Powerpoint, Google Presentation	
4. Apply technology that supports collaboration, learning, and productivity in a global environment.	A. use digital tools to collaborate with others outside the classroom B. participate in a global learning project	Connect with students on a statewide, nationwide or international basis to obtain feedback and learning ideas.			Teacher Observation

**Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Develop projects combining multiple digital tools to suit a variety of audiences and purposes.	A. define task B. consider approaches to task C. select approach that will suit audience and purpose D. develop timeline for project E. gather materials and resources F. discuss available digital tools G. select at least two digital tools for use in the project OR: (select a digital tool(s) for use in the project H. create project	Analyze audience and make presentation to fit the audience. Analyze the use of the object and decide which tool to use with the Plasma cutter. ie: metal or wood sign	WIKI, blog, graphing, video presentation,	Geometry Sketchpad, Plasma Cutter Design Software, MTCIS	Geometry IEFA Blanket Project



2. Evaluate and employ a variety of digital tools to effectively produce an original work.	A. define task B. consider approaches to task C. select approach that will suit intended result D. develop timeline E. gather materials and resources F. discuss available digital tools G. select digital tools for use in creating the original work H. create original work by combining mediums	Students will develop digital projects for individual assignments.	Podcast, video editing, authoring content. Uploading	Audacity, Premier Elements, Windows Movie Maker, ALICE	FHS Newscast,
3. Use models and simulations to identify trends, predict outcomes, and investigate information.	A. define terms: model, simulation, trend, outcome B. list benefits and limitations of models and simulations C. discuss benefits and limitations of models and simulations D. explain the usefulness of a model/simulation for analyzing a given task E. use model/simulation to investigate a given task	Students will use digital models and simulations to address classroom expectations.	model, simulation, trend, outcome, CAD, 3D graphings,	Virtual Chemistry, Sketchup, MTCIS, Stock Market Game, Montana Challenge, Geometry Sketchpad	
4. Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Students will create projects using legal and ethical guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste		
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools) B. assume shared responsibility for collaborative work while using digital tools C. develop a new personal understanding individually and collaboratively using digital tools	Students will access identified resources provided by departments in classes.		Khan Academy, YouTube, Automated Accounting, MTCIS	Teacher observation, MTCIS participation, political ideology assessment,

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information, and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Global Positioning System (GPS), probeware, graphing calculator, etc.) C. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	1. Students will use remote sensing equipment to collect and interpret data. 2. Students will refine keyboarding skills to use technology based or cloud based programs.	digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP, wiki, blog	Wind Turbine, Pasco Science equipment, Micropace Pro	
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology				
3. Transfer current knowledge to learning about new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.				

**Lewistown Public Schools**  
**Technology Standards & Instructional Alignment**  
**Grade Level: 12**

**Content Standards**

**Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

**Content Standard 2. A student must collaborate and communicate globally in a digital environment.**

**Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.**

**Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

**Technology Content Standard 1. A student must use digital tools and resources for problem solving and decision making.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions.	A. discuss a problem from multiple perspectives B. investigate using multiple approaches with digital tools (e.g. Geographic Information System (GIS), digital camera, computer application) C. propose alternative solutions	1. select goal relevant activities and manage timelines 2. allocate time and materials to achieve goals 3. assess skills and manage personal resources 4. evaluate the use of physical resources 5. manage priorities and assess effectiveness of outcome.	appropriate tool for the task, formatting, forums (searching, posting)	Century 21 Textbook, Google Earth, Government eDocuments, News Sources	Teacher Observation
2. Collect relevant data and information on a subject from a variety of digital resources.	A. discuss options for and justify choice of digital resources B. use a variety of digital resources C. collect data and/or information on a specific subject	Students will: 1. Gather and organize information on a specific subject using a specific software program. 2. Use data to present information on a subject using different software.	search engines, databases, GIS, query, file management, authenticity, accuracy and intent of source, validation of source, remote sensing	EBSCO, SIRS, World Book Online, MTCIS, Wikipedia, Video On Demand, American Indian Experience Database	Teacher Observation, Research productions
3. Select from an array of digital tools to organize and analyze data from a variety of resources. OR: (Organize and analyze data from a variety of resources by selecting from an array of digital tools).	A. discuss options for organizing and analyzing using digital tools B. use a variety of digital tools to organize and analyze data	Students will regularly use reseach skills in all classes using digital tools and online resources.	spreadsheet, database, file management	Noodle Tools, Geometry Sketchpad, Excel, YouTube, Big 6	Teacher Observation
4. Evaluate and synthesize data and information.	A. discuss data/information, checking for relevance and logic B. analyze data using digital tools C. discuss results of analysis for relevance and logic D. discuss possible solutions and make a recommendation based on the data	1. gather, complete, and analyze data from a variety of sources 2. select, analyze, and present information using a variety of methods 3. organize and maintain computerized records, using systematic methods. 4. demonstrate decision-making and problem-solving skills. 5. practice and demonstrate academic and technical skills to a workplace setting 6. evaluate and apply a variety of technologies to investigate complex problems in multidisciplinary contexts. 7. use acceptable industry standard equipment in a school setting.	graphs, pivot tables, chart, formula, presentation	Excel, Practica Musica	Teacher Observation
5. Share data and information ethically and appropriately cite sources.	A. examine ethics of data sharing and citations B. cite sources appropriately C. apply copyright and intellectual property options (e.g., traditional copyright, creative commons, public domain, etc.) to original works with guidance	Appropriate student and staff use of web obtained photos, text or video recognizing copyright laws and ethical use guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste	Noodle Tools	Teacher Observation



Technology Content Standard 2. A student must collaborate and communicate globally in a digital environment.					
Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects.	A. experience online communication tools with teacher assistance (e.g., e-mail, VoIP, chat/IM) B. participate in a whole class online collaboration project (e.g., class-to-class, Flat Stanley, author communication, pen pals)	Students will use classroom blended communication tools and cloud applications to collaborate and develop student projects for class.	blog, social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting	Google Docs, Edmodo, Mock Congress	Teacher Observation
2. Use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others.	A. discuss and follow district and school acceptable use policy B. discuss and follow Internet safety practices and responsible cyber citizenship: personal safety, identity protection, bullying prevention, and password protection C. discuss responsible use of digital media and explain possible consequences of misuse D. collaborate and communicate legally, ethically, safely, and responsibly	Students will use Web 2.0 tools to collaborate and participate in class projects.	social networking, protocol, ethics, online etiquette, chat, IM, VoIP, video conferencing, posting, digital citizenship	vuvox, glogster, prezi, Edmodo, Google Mail, Mock Congress	Teacher Observation, Mock Congress
3. Synthesize and communicate the results of research and learning with others using various digital tools.	A. observe and discuss digital presentations	Students use digital resources to produce and share learnings with other students.	digital presentation, projectors, online presentation tools (video, blog, website format)	Skype, Powerpoint, Google Presentation	Teacher Observation
4. Apply technology that supports collaboration, learning, and productivity in a global environment.	A. use digital tools to collaborate with others outside the classroom B. participate in a global learning project	Connect with students on a statewide, nationwide or international basis to obtain feedback and learning ideas.		UVA's Mock Congress (www.youth leadership.net)	Teacher Observation
Technology Content Standard 3. A student must apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.					
Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Develop projects combining multiple digital tools to suit a variety of audiences and purposes.	A. define task B. consider approaches to task C. select approach that will suit audience and purpose D. develop timeline for project E. gather materials and resources F. discuss available digital tools G. select at least two digital tools for use in the project OR: (select a digital tool(s) for use in the project H. create project	Analyze audience and make presentation to fit the audience. Analyze the use of the object and decide which tool to use with the Plasma cutter. ie: metal or wood sign	WIKI, blog, graphing, video presentation,	Geometry Sketchpad, Plasma Cutter Design Software, MTCIS	Teacher Observation, Geometry IEFA Blanket Project

2. Evaluate and employ a variety of digital tools to effectively produce an original work.	A. define task B. consider approaches to task C. select approach that will suit intended result D. develop timeline E. gather materials and resources F. discuss available digital tools G. select digital tools for use in creating the original work H. create original work by combining mediums	Students will develop digital projects for individual assignments.	Podcast, video editing, authoring content. Uploading, FHS Newscast	Audacity, Premier Elements, Windows Movie Maker, ALICE	Teacher Observation, FHS Newscast
3. Use models and simulations to identify trends, predict outcomes, and investigate information.	A. define terms: model, simulation, trend, outcome B. list benefits and limitations of models and simulations C. discuss benefits and limitations of models and simulations D. explain the usefulness of a model/simulation for analyzing a given task E. use model/simulation to investigate a given task	Students will use digital models and simulations to address classroom expectations.	model, simulation, trend, outcome, CAD, 3D graphings,	Virtual Chemistry, Sketchup, MTCIS, Stock Market Game, Montana Challenge, Sketch Pad	Teacher Observation
4. Evaluate legal protections for intellectual property and apply that understanding to personally created digital media.	A. define and clarify the limitations of various media resources of the Fair Use Guidelines of the U.S. Copyright Law as it pertains to student projects. B. compare and contrast student options and choices regarding copyright of digital media	Students will create projects using legal and ethical guidelines.	copyright, intellectual property, public domain, creative commons, social networking, citing the source, copy and paste		Teacher Observation
5. Use digital tools and skills to construct new personal understandings.	A. evaluate how technology affects life (e.g., compare and contrast life in societies with and without digital tools) B. assume shared responsibility for collaborative work while using digital tools C. develop a new personal understanding individually and collaboratively using digital tools	Students will access identified resources provided by departments in classes.		Khan Academy, YouTube, Automated Accounting, MTCIS	Teacher Observation

**Technology Content Standard 4. A student must possess a functional understanding of technology concepts and operations.**

Montana's Benchmark Upon Graduation	Essential Learning Expectation	Curriculum Skills and Integration	Essential Vocabulary*	Resources*	Assessment
1. Apply and refine the skills needed to use communication, information, and processing technologies.	A. click on icons, buttons and menus to produce a desired outcome B. locate and correctly use parts of various digital devices (desktop computer, laptop computer, digital cameras, Global Positioning System (GPS), probeware, graphing calculator, etc.) C. effectively use operating systems and user interfaces (file management, settings, control panel, etc.)	1. Students will use remote sensing equipment to collect and interpret data. 2. Students will refine keyboarding skills to use technology based or cloud based programs.	A sample list of terminology is: digital tools, Global Positioning System (GPS), Geographic Information System (GIS), digital, database terms: category, field, records, online, e-mail, chat, IM (instant messaging), texting, VoIP, wiki, blog	Wind Turbine, Pasco Science equipment, Micropace Pro	Teacher Observation
2. Use appropriate terminology when communicating about current technology.	A. use appropriate terminology when communicating about current technology	1. Students will use consistent terminology when referring to current technology.	For a complete list see resources under the Essential Vocabulary link above.		Teacher Observation
3. Transfer current knowledge to learning about new technology skills.	A. use existing knowledge to explore and implement new technologies as appropriate.	1. Students will build on prior knowledge to increase understanding about current technologies.			Teacher Observation

# Technology Curriculum Team Recommendations

---

The following are the recommendations that we feel very strongly about as a Technology Curriculum Team. These are issues that came up in our meetings and throughout our discussions. We feel these items need to be addressed and upheld.

1. Each school building in LPSD must have a computer lab in a separate room that is accessible to all classrooms. This lab needs to have computers that are in working condition for the students. This room needs to be designated as a computer lab so that computer access is a priority and each classroom can work in the lab at least once a week.
2. Keyboarding will be taught in grades 3-6 throughout the year. Initial instruction will begin in the Fall with the keyboarding teacher and practice times will be available throughout the school year with the keyboarding teacher so students will retain those skills. Teachers will reinforce keyboarding skills throughout the year as technology integration projects take place.
3. District will continue to offer professional development opportunities that keep staff current with educational technology to enhance student learning and integration into subject areas in each grade level. As the district reviews curriculum, each committee will identify ways that technology can be incorporated to enhance student achievement.
4. The Technology Curriculum team will meet on a quarterly basis. Concerns and questions from each school should be taken to team members and brought to the meeting.

# ISTE Profiles for Technology Literate Students

---

A major component of the NETS Project is the development of a general set of profiles describing technology (ICT) literate students at key developmental points in their precollege education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life.

Coupled with the standards, the profiles provide a set of examples for preparing students to be lifelong learners and contributing members of a global society. The profiles highlight a few important types of learning activities in which students might engage as the new NETS•S are implemented. These examples are provided in an effort to bring the standards to life and demonstrate the variety of activities possible. Space limitations and the realities of the constantly evolving learning and technology landscapes make it impossible to provide a comprehensive collection of examples in this document, and consequently, students and teachers should not feel constrained by this resource. Similarly, because this represents only a sampling of illuminating possibilities, the profiles cannot be considered a comprehensive curriculum, or even a minimally adequate one, for achieving mastery of the rich revised National Educational Technology Standards for Students. Educators are encouraged to stay connected to the ISTE NETS Refresh Project and contribute their best examples to expand this resource.

The profiles are divided into the following four grade ranges. Because grade-level designations vary in different countries, age ranges are also provided.

- Grades PK–2 (ages 4–8)
- Grades 3–5 (ages 8–11)
- Grades 6–8 (ages 11–14)
- Grades 9–12 (ages 14–18)

It's important to remember that the profiles are *indicators of achievement at certain stages* in primary, elementary, and secondary education, and that success in meeting the indicators is predicated on students having regular access to a variety of technology tools. Skills are introduced and reinforced over multiple grade levels before mastery is achieved. If access is an issue, profile indicators will need to be adapted to fit local needs.

The standards and profiles are based on input and feedback provided by instructional technology experts and educators from around the world, including classroom teachers, administrators, teacher educators, and curriculum specialists. Students were also given opportunities to provide input and feedback. In addition, these refreshed documents reflect information collected from professional literature.

## ISTE Profile for Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)

4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the ISTE standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced. The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## ISTE Profile for Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

## ISTE Profile for Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the ISTE standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced. The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## ISTE Profile for Grades 9–12 (Ages 14–18)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 9–12 (ages 14–18):

1. Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content. (1, 4)
2. Create and publish an online art gallery with examples and commentary that demonstrate an understanding of different historical periods, cultures, and countries. (1, 2)
3. Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness. (3, 6)
4. Employ curriculum-specific simulations to practice critical-thinking processes. (1, 4)
5. Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions. (1, 2, 3, 4)
6. Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. (4, 5, 6)
7. Design a Web site that meets accessibility requirements. (1, 5)
8. Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources. (3, 5)
9. Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources. (1, 5)
10. Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity. (4, 6)



Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

## ***Preface to the Technology Content Standards***

Today's learners — teachers and students — are continually affected by a variety of digital technologies. These technologies have altered their expectations and skills. Traditional instruction alone no longer provides students with all the skills necessary to find personal value and professional success. Therefore, education needs to play an increasing role in empowering learners to be technologically literate and to integrate digital tools into their lives.

Expectations for student learning are increasing as digital tools make basic tasks easier. We must help students meet these expectations by understanding that:

- digital technology must be in the hands of all students;
- technological literacy includes more than simple mastery of skills;
- digital citizens must use digital tools safely and responsibly;
- learning environments are no longer constrained by school walls; they are global and personal;
- digital technology skills are acquired, developed, and mastered at an individual pace and;
- access to tools and flexible networks are critical for learner success.

While digital technology tools can be used to facilitate assessment of student learning, the primary application of these tools must be used to support content area learning. Although integrated learning systems can be used to deliver curriculum, true technology integration involves dynamic interactions among learners using digital tools.

Inquiry-based learning activities, rich in relevant content and integrated with digital technology, can facilitate collaboration, critical thinking, creativity, and problem solving. Properly applied, technology enhances learning and instruction, but does not become the focus. By providing access to information and tools for expression, opening pathways to communication, and facilitating personal understanding, technology supports learning in all subjects.

## Technology Content Standard 1

The student will use digital tools and resources for problem solving and decision making.

### Rationale

As personal and global problems become more complex, digital tools are powerful vehicles for data collection and analysis, collaboration, and presentation of solutions. Therefore, all learners must select and use digital tools to make sound, accurate, data-supported decisions and presentations.

### Benchmarks

A proficient student will:

End of Grade 4	End of Grade 8	Upon Graduation
<b>1.1</b> identify and investigate a problem and generate possible solutions	<b>1.1</b> use multiple approaches to explore alternative solutions	<b>1.1</b> use multiple approaches and diverse perspectives, including Montana American Indians, to explore alternative solutions
<b>1.2</b> collect data and information using digital tools	<b>1.2</b> collect relevant data and information on a subject from a variety of digital resources	<b>1.2</b> collect relevant data and information on a subject from a variety of digital resources
<b>1.3</b> organize collected data and information using a variety of digital tools	<b>1.3</b> analyze and ethically use data and information from digital resources	<b>1.3</b> select from an array of digital tools to organize and analyze data from a variety of resources
<b>1.4</b> identify the accuracy, diversity and point of view, including Montana American Indians, of digital information	<b>1.4</b> compare accuracy, diversity, relevance and point of view, including Montana American Indians, of digital information	<b>1.4</b> evaluate and synthesize data and information
<b>1.5</b> share information ethically and note sources	<b>1.5</b> share data and information ethically and appropriately cite sources	<b>1.5</b> share data and information ethically and appropriately cite sources



---

## Technology Content Standard 2

---

The student will collaborate and communicate globally in a digital environment.

### **Rationale**

Digital tools can facilitate collaboration and communication by opening pathways to a global learning environment. All learners share the responsibility to practice and advocate the safe and responsible use of these digital tools.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>2.1</b> identify and explore online collaboration and communication tools	<b>2.1</b> select and use online collaboration and communication tools	<b>2.1</b> evaluate and apply online collaboration and communication tools to exchange ideas and information and participate in projects
<b>2.2</b> identify and explore safe, legal, and responsible use of digital collaboration and communication tools	<b>2.2</b> use digital collaboration and communication tools in a safe, legal, and responsible manner	<b>2.2</b> use digital collaboration and communication tools in a safe, legal, and responsible manner and advocate for such use by others
<b>2.3</b> communicate the results of research and learning with others using digital tools	<b>2.3</b> communicate the results of research and learning with others using digital tools	<b>2.3</b> synthesize and communicate the results of research and learning with others using various digital tools
<b>2.4</b> explore how technology has expanded the learning environment beyond the traditional classroom	<b>2.4</b> use technology in a global learning environment	<b>2.4</b> apply technology that supports collaboration, learning and productivity in a global environment

---

## Technology Content Standard 3

---

The student will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes.

### Rationale

Digital tools can support creative and innovative expression, which is increasingly necessary in our changing world. The use of these tools can also facilitate the realization and fulfillment of one's talents and interests. The education community has the responsibility to provide access to the new avenues for creation and require nuanced understandings of digital citizenship and ownership.

### Benchmarks

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>3.1</b> use digital tools for personal expression	<b>3.1</b> apply a variety of digital tools for personal and group expression	<b>3.1</b> develop projects combining multiple digital tools to suit a variety of audiences and purposes
<b>3.2</b> use various digital media to share information and tell stories	<b>3.2</b> use a variety of digital tools to create a product	<b>3.2</b> evaluate and employ a variety of digital tools to effectively produce an original work
<b>3.3</b> use technology to discover connections between facts	<b>3.3</b> use technology to recognize trends and possible outcomes	<b>3.3</b> use models and simulations to identify trends, predict outcomes, and investigate information
<b>3.4</b> understand ownership of digital media	<b>3.4</b> examine the relationship of copyright to ownership of digital media	<b>3.4</b> evaluate legal protections for intellectual property and apply that understanding to personally created digital media
<b>3.5</b> use digital tools and skills to construct new personal understandings	<b>3.5</b> use digital tools and skills to construct new personal understandings	<b>3.5</b> use digital tools and skills to construct new personal understandings

---

## **Technology Content Standard 4**

---

The student will possess a functional understanding of technology concepts and operations.

### **Rationale**

Solely teaching application- and device-specific skills is no longer sufficient. While core computer skills are required to harness the power of digital tools, these skills need to be adaptable to the quickly changing technological landscape.

### **Benchmarks**

A proficient student will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation</b>
<b>4.1</b> show skills needed to use communication, information and processing technologies	<b>4.1</b> apply and refine the skills needed to use communication, information and processing technologies	<b>4.1</b> apply and refine the skills needed to use communication, information and processing technologies
<b>4.2</b> use appropriate terminology when communicating about current technology	<b>4.2</b> use appropriate terminology when communicating about current technology	<b>4.2</b> use appropriate terminology when communicating about current technology
<b>4.3</b> transfer current knowledge to learning of new technology skills	<b>4.3</b> transfer current knowledge to learning of new technology skills	<b>4.3</b> transfer current knowledge to learning of new technology skills

# Indian Education for All

---

Lewistown Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of Lewistown students, in accordance with the state constitution, statutes, and curriculum standards.

## ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.
3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the “discovery” of North America.
4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
  - a. That both parties to treaties were sovereign powers.
  - b. Those Indian tribes had some form of transferable title to the land.
  - c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

24

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

**ITEM TITLE:** APPROVE AGREEMENT BETWEEN YELLOWSTONE BOYS AND GIRLS RANCH AND THE LEWISTOWN PUBLIC SCHOOLS

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the agreement between the Yellowstone Boys and Girls Ranch (YBGR) and the Lewistown School District for Comprehensive School and Community Treatment Services (CSCT).

YBGR will be responsible for billing third party insurers, students and/or student families for all CSCT medical services provided to students. The School District agrees to provide YBGR with private office space which is soundproof enough that conversations cannot be heard outside the walls of the office, phone, Internet and e-mail access, and reasonable office supplies to support the provision of CSCT services in the School District.

**SUGGESTED ACTION:** Approve Agreement between Yellowstone Boys and Girls Ranch and the Lewistown School District for Comprehensive School and Community Treatment Services (CSCT)

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						



Garfield Resource Center  
3212 1st Ave South  
Billings, Montana 59101  
406.245.2751 / 406.651.3100 P  
406.256.7026 F

April 25, 2012

Hi there,


We are very excited to continue our partnership with you into the 2012-2013 school year. Enclosed you will find a copy of next school year's contract for you to sign and a copy for your records. The content of the contract has not changed since last year other than updating the dates. If you have any questions or concerns regarding the contract, please do not hesitate to contact me directly.

We're pleased to say we will be having another summer program this year. Our team(s) are working on making arrangements with the youth they serve. Our hope is to provide a better continuity of care so we do not lose any therapeutic ground we've gained this school year. The summer program provides the youth with opportunities they may not normally have, such as horseback riding, hiking, experiential activities, crafts and projects, all while maintaining Individual, Group and Family therapy. All activities will have a therapeutic component. We teach youth skills of how to appropriately act within the community and provide them with an opportunity to give back to their community through community service projects. Our summer programs are tied back to the youth's Individualized Treatment Plan and agreed upon by their parent/guardian. At the start of the next school year, we will provide you with a summary report of the summer program.

If you could please return the signed contract to me at 3212 – 1<sup>st</sup> Avenue South Billings, MT 59102 by Friday, June 22<sup>nd</sup> I would greatly appreciate it.

Any questions please do not hesitate to contact me.

Sincerely,

  
Kim Chouinard, M.Ed.  
YBGR – CBS  
Director, School Based Services  
(406)651-3107

Discover Life, Hope and Opportunity

[www.ybgr.org](http://www.ybgr.org)

## **AGREEMENT**

**YELLOWSTONE BOYS AND GIRLS RANCH**  
1732 So. 72<sup>nd</sup> Street West - Billings, MT 59106  
Ph: (406) 655-2100 - Fax: (406) 656-0021  
&

## **LEWISTOWN SCHOOL DISTRICT**

215 7<sup>th</sup> Avenue South. – Administration Offices – Lewistown, MT 59457  
Ph: (406) 535-8777 - Fax: (406) 535-2819

### **Comprehensive School and Community Treatment Services**

This Comprehensive School and Community Treatment Services Agreement (Agreement) is made and entered into this 1<sup>st</sup> day of July 2012, by and between **Yellowstone Boys and Girls Ranch Community Based Services (YBGR) and Lewistown School District**.

### **RECITALS**

WHEREAS, YBGR provides an array of mental health services to emotionally disturbed youth and has extensive experience providing Comprehensive School and Community Treatment Services (CSCT); and

WHEREAS, the School District wishes to retain YBGR to perform School Based Comprehensive School and Community Treatment Services (CSCT) to students enrolled in the School District who are authorized to receive CSCT services; and

WHEREAS, YBGR is willing and able to render said services to those students in the School District authorized to receive CSCT services, pursuant to the terms of this Agreement.

### **AGREEMENT**

NOW, THEREFORE, in consideration of the mutual terms, conditions and covenants set forth herein, the parties agree as follows:

#### **1. Terms**

**This Agreement shall be effective as of the 1<sup>st</sup> day of July 2012 and shall continue in effect through 30<sup>th</sup> day of June 2013, unless earlier terminated as provided in paragraph 7 below.**

#### **2. YBGR Services**

- a. YBGR agrees to render CSCT services as provided herein and in accordance with the Statement of Work attached hereto as Exhibit I and incorporated by reference. For the purposes of this Agreement, Comprehensive School and Community Treatment Services or "CSCT" shall mean mental health center services as defined in the State of Montana administrative rule **37.88.901**. For the purpose of this agreement CSCT is the only Mental Health Center service provided in conjunction with Lewistown School District. YBGR shall maintain clinical records and monthly progress reports including service documentation supporting the provision of CSCT services to the School District in sufficient amount to enable School District or the School District's contracted billing agent, to bill for Medicaid covered services provided to Medicaid eligible children. All CSCT records maintained by YBGR hereunder will be available for review by appropriate School District personnel to verify billing activity upon request. Furthermore, YBGR agrees to bill third party insurers, students and/or student families for all CSCT

medical services provided to students as applicable to satisfy third party liability requirements and the requirements of any insurance coverage or other third party payment sources. For those children ineligible for Medicaid, YBGR will invoice the student and or the student's family for services rendered following the YBGR fee schedule.

- b. The CSCT mental health services to be provided to students by YBGR pursuant to this Agreement and the eligibility criteria and referral processes related to such services, are separate and distinct from eligibility criteria, referral processes, and special education services provided free of charge pursuant to and as part of the Free Appropriate Public Education requirements of the Individuals with Disabilities Act. School District agrees to cooperate with and assist YBGR in providing information and documentation as necessary for YBGR to demonstrate to third party insurers or other payers that the services provided under, this Agreement are not services that a student is entitled to receive free of charge from the School District. In the event that any services provided by YBGR under this Agreement are determined to be special education services which a student is entitled to receive free of charge from the School District as part of the Free and Appropriate Public Education requirements of the Individuals with Disabilities Act, an Individual Education Plan will be developed by the School District and YBGR will be paid by the School District for such services pursuant to the sliding scale fee schedule for CSCT services.

### **3. School District Services.**

School District agrees to provide YBGR with private office space which is soundproof enough that conversations can not be heard outside the walls of the office, phone, Internet and e-mail access and reasonable office supplies to support the provision of CSCT services in the School District.

### **4. Compensation.**

YBGR will submit claims and/or statements for reimbursement to all identified potential payers according to the Fee Schedule attached hereto as Exhibit 2 and by reference made a part of this Agreement.

### **5. Manner of Payment.**

**YBGR will submit Medicaid billings for CSCT reimbursement under the School District Medicaid provider number. YBGR will assume all responsibility for Medicaid reimbursement collection and request for payment denial appeals.** YBGR shall be permitted to and shall be responsible to bill student, student's family, third party insurers and any other identified potential payers for services provided hereunder, as applicable. As a condition of providing services to a student, YBGR may require students, the parent or guardian of students, to execute such documents as YBGR deems appropriate, including but not limited to treatment consent, assignment of insurance benefits, payment agreements and authorizations for release of information.

### **6. Status as Independent Contractors,**

This Agreement shall not constitute, create, or otherwise imply an employment, joint venture, partnership, agency or similar arrangement, and nothing contained herein shall be construed as providing for the sharing of profits or losses arising from the efforts of either or both of the parties to recover third party or Medicaid payments. Each party to this Agreement shall act as an independent contractor, and neither party shall have the power to act for or bind the other party except as expressly provided for herein.

- a. Ineligible for Employee Benefits. YBGR and its employees shall not be eligible for any benefit available to employees of the School District, including, but not limited to, workers compensation insurance, state disability insurance, unemployment insurance, group health and life insurance, vacation pay, sick pay, severance pay, bonus plans, pension plans, savings plans and the like.



- b. Payroll Taxes. No income, social security, state disability or other federal or state payroll tax will be deducted from payments made to YBGR under this Agreement. YBGR agrees to pay all state and federal taxes and other levies and charges for staff they employ. YBGR agrees to defend, indemnify and hold School District harmless from any and all liability resulting from any failure to do so.

## **7. Termination.**

Either party may terminate this Agreement if the other party is in default of any obligation hereunder and such default is not cured within thirty (30) days of receipt of a notice from the non-defaulting party specifying such default. This Agreement may also be terminated by School District without prior notice if:

- (i) Montana DPHHS for any reason terminates Medicaid coverage of the CSCT program in the State of Montana
- (ii) Montana DPHHS no longer allows the School District to seek payment of Medicaid reimbursement for the provision of CSCT services to Medicaid eligible children, or
- (iii) YBGR does not meet federal and state CSCT licensure and service requirements.

## **8. Termination of Services and Return of Property.**

Upon the expiration or earlier termination of this Agreement, YBGR shall immediately terminate the services hereunder, and shall deliver promptly to School District all property relating to the business and work of the School District. Such property shall include but not be limited to all student records, office space, phone, computer, printer, Internet, e-mail access and reasonable office supplies.

## **9. Changes**

School District may, at any time by written order, make changes in YBGR's work within the general scope of the Statement of Work. If any change under this section causes an increase or decrease in YBGR's cost of, or time required for, the performance of any part of the work, the parties shall negotiate an equitable adjustment to the compensation payable hereunder, and this Agreement shall be modified in writing accordingly. In addition, the parties agree to negotiate in good faith to revise this Agreement in the event of (i) legislation or court action that affects this Agreement or State Medicaid Coverage; (ii) changes in the funds available that affect this Agreement; or (iii) other changes reasonably requested by School District necessary to make this Agreement consistent with federal and state Medicaid billing requirements. In the event the parties are not able to negotiate an equitable adjustment as a result of changes in the cost of YBGR's services, or are not able to negotiate a revision due to the other reasons set forth above, this Agreement shall immediately terminate.

## **10. Standard of Performance.**

YBGR warrants and represents that it possesses the skill and professional competence, licensure, expertise and experience to undertake the obligations imposed by this Agreement. YBGR agrees to perform in a diligent, efficient, competent and skillful manner commensurate with the applicable standards of the profession, and to devote such time as is necessary to perform the services required under this Agreement.

## **11. Indemnification.**

YBGR agrees to defend, indemnify and hold School District harmless from and against any and all claims, losses, liabilities or expenses (including without limitation attorneys' fees) which may arise, in whole or in part, out of (i) the negligence or willful misconduct of YBGR, its employees or agents, which occurs during its performance of its obligations under this Agreement and/or (ii) a breach by YBGR of its obligations under this Agreement.

The School District agrees to defend, indemnify and hold YBGR harmless from and against any and all claims, losses, liabilities or expenses (including without limitation attorneys' fees) which may arise, in whole or in part, out

of (i) acts or omissions of the School District, its employees or agents, and/or (ii) a breach by the School District of its obligations under this Agreement.

## **12. Insurance.**

YBGR agrees to carry, for the term of this Agreement, the following insurance in the amounts indicated with insurance carriers that are licensed in the state(s) where the services will be performed. **[Note, counsel for each district should judge the adequacy of the required coverage.]**

- a. COMMERCIAL GENERAL LIABILITY insurance for Bodily Injury and Property Damage for limits not less than \$1,000,000 per occurrence / \$2,000,000 aggregate including coverage for Subcontractor's obligations, operations, promises, independent contractors, products/completed operations, personal injury and advertising injury on a per-project basis.
- b. BUSINESS AUTOMOBILE LIABILITY insurance with a combined single limit of not less than \$1,000,000 for Bodily Injury and Property Damage for all owned, non-owned and hired vehicles.
- c. WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY insurance in the state(s) where the work will be performed whether or not required by law with statutory, limits for workman's' compensation and limits not less than \$1,000,000 each accident; \$1,000,000 each employee; \$1,000,000 each disease including occupational disease.
- d. PROFESSIONAL LIABILITY in the amount of \$2,000,000.

A combination of primary and UMBRELLA/EXCESS liability' policies will be acceptable in order to meet the required limits. All of the above policies shall be written on an occurrence form. Claims made forms are not acceptable except for Professional Liability. Upon the request of School District, YBGR will submit a standard ACORD Certificate of Insurance signed by an authorized agent or representative of the insurance companies evidencing that the above required policies and limits are in effect. All policies shall provide that the insurance coverage provided will be primary and noncontributory with any other applicable insurance. No reduction in coverage or cancellation of policies shall be effected without first giving School District 30 days written notice. The policies (except for workers' compensation) shall name School District as additional insureds.

## **13. Compliance.**

YBGR represents that it is not presently suspended or debarred or proposed for suspension or debarment by any government agency or regulatory agency. YBGR agrees to comply with all federal, state and local statutes, regulations, ordinances and rules as well as any and all School District policies and procedures relating, directly or indirectly, to YBGR's performance hereunder, including but not limited to all applicable laws pertaining to equal employment opportunity and procurement integrity.


## **14. Medicaid Repayment.**


In the event that, after YBGR's receipt of payment from Medicaid through the School District, Medicaid determines for any reason through an audit or otherwise that the School District and YBGR were not entitled under applicable state and federal laws, regulations and rules to certain Medicaid payments for CSCT services, then YBGR is obligated to repay to Medicaid all such payments. YBGR and the School District may appeal this determination and request a hearing pursuant to applicable state and federal laws, rules and regulations. The decision to appeal such a determination shall be YBGR's alone, and the School District shall cooperate to the extent necessary.

## 15. Miscellaneous.

- a. Survival. The obligations assumed by YBGR pursuant to paragraph 5 hereof shall survive the expiration or early termination of this Agreement.
- b. Attorneys' Fees. In the event suit is brought to enforce or interpret any part of this Agreement, the prevailing party shall be entitled to recover as an element of the costs of suit, and not as damages, reasonable attorneys' fees to be fixed by the Court,
- c. Waiver, Modification and Amendment. No provision of this Agreement may be waived unless in writing, signed by all of the parties hereto. Waiver of any one provision of this Agreement shall not be deemed to be a continuing waiver or a waiver of any other provision. This Agreement may be modified or amended only by a written *agreement* executed by all of the parties hereto.
- d. Governing Law; Venue. This Agreement shall be governed and construed in accordance with the laws of the State of Montana, without regard to choice of law principles. The parties agree that the venue for legal actions related to this Agreement shall be the state and U.S. Federal courts for the State of Montana in or reasonably near the county in which the School District's central office is located.
- e. Assignment; Subcontracting. Neither this Agreement nor any duties or obligations hereunder shall be assigned, transferred, or subcontracted by YBGR without the prior written approval of School District. Approval may be withheld in the sole and absolute discretion of School District.
- f. Notices. All notices under this Agreement will be in writing and will be delivered by personal service, facsimile or certified mail, postage prepaid, or overnight courier to such address as may be designated from time to time by the relevant party, which initially shall be the address set forth on the signature page to this Agreement. All notices will include a designated receiver, also inclusive in the address. Any notice sent by certified mail will be deemed to have been given five (5) days after the date on which it is mailed. All other notices will be deemed given when received. No objection may be made to the manner of delivery of any notice actually received in writing by an authorized agent of a party.
- g. Records; Inspection. YBGR shall maintain books, records, and documents in accordance with federal and state medical documentation requirements, accounting procedures and practices which sufficiently and properly reflect the services rendered and funds expended in connection with this Agreement. All service/program notes, books, medical records, documents, or other materials associated with this Agreement shall be subject to reasonable inspection, review, or audit by School District and/or the Montana Department of Public Health and Human Services and/or Centers for Medicare and Medicaid Services and their designees, during YBGR's usual business hours and Upon prior notice. YBGR shall retain all medical service progress notes, student case files/medical records, financial and other records pertaining to its work under this Agreement for seven (7) years after the termination or expiration of this Agreement or the conclusion of any audit pertaining to this Agreement, whichever is later.
- h. Partial invalidity, if any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining *provisions* shall nevertheless continue in full force without being impaired or invalidated in any manner.
- i. Entire Agreement. This Agreement contains the entire agreement and understanding of the parties with respect to the subject matter hereof, and supercedes and replaces any and all prior discussions, representations and understandings, whether oral or written.

IN WITNESS THEREOF, YBGR has caused its name to be hereunto subscribed by its Representative and the said School District has caused its name to be hereunto subscribed by the Chairman of its Board and its Superintendent on the dates recorded below.

  
By: Shawn Byrne, MSW, COO, YBGR 4-25-12  
Date

  
By: Jason Butcher, Superintendent 30 Apr 12  
Date

By: School Board – Chairman Date

**EXHIBIT 1**

**STATEMENT OF WORK**

Yellowstone Boys and Girls Ranch will provide the School District with the following services:

1. Meet all program requirements as required by the State and Federal standards for CSCT.
2. Ensure all eligible children within the CSCT sites, as appropriate, who meet the described criteria for service, are considered for admission to the program;
3. Ensure that all staff ratios and caseload requirements meet current State and Federal standards;
4. Develop and implement a CSCT plan of treatment in cooperation with the District for child enrolled in CSCT services.
5. Provide treatment, crisis management and discharge planning services to enrolled children;
6. Provide 90-Day updates to the child's plan of treatment to the District and pertinent *agencies*;
7. Provide for family involvement in treatment and discharge planning and in the course of treatment;
8. Provide continuing contact and information exchange with persons and agencies significantly involved in each child's treatment;
9. Ensure that all available financial resources for support of services including third party insurance and parent payment are utilized;
10. Bill all third parties for services provided to non-Medicaid eligible children including family members; and
11. Ensure that service delivered is adequately documented to support the reimbursement received.

\_\_\_\_\_  
Shawn Byrne, MSW, COO, YBGR

\_\_\_\_\_  
Jason Butcher, Superintendent

4-25-12  
\_\_\_\_\_  
Date

30 Apr 12  
\_\_\_\_\_  
Date

## EXHIBIT 2

### FEE SCHEDULE & BILLING PROCESS

YBGR will provide the direct CSCT services and bill for those services following this procedure:

1. YBGR will provide CSCT services to enrolled (clients) students authorized to receive CSCT services.
2. The YBGR billing/accounts receivable manager will work with the designated School District staff to obtain a CSCT Medicaid provider number for the School District. For Medicaid eligible students, YBGR will bill Medicaid using the School District CSCT Medicaid provider number.

YBGR Community Based Services – Fiscal Dept.

1732 72<sup>nd</sup> St. West

Billings, MT 59106

Attention: Chrystal Sanders      Email: [chrystals@ybgr.org](mailto:chrystals@ybgr.org)

Fax: (406)651-2783      Phone: (406) 655-2100

3. For those students who are Medicaid eligible, YBGR will bill Medicaid at the usual and customary rate of \$33.00 per 15-minute unit of service. For those students who are not Medicaid eligible, YBGR shall bill the student, the student's parent or guardian, third party insurer, or any other payor source according to its sliding scale fee schedule for CSCT services.
4. Medicaid payments for services provided will be sent by Medicaid to the School District with an attached Explanation of Benefits (EOB). EOBs will be viewed and printed from the Montana Medicaid website by the YBGR accounts receivable manager for YBGR's purposes. Therefore, postal mailings of the EOBs are no longer required.
5. For those students who are Medicaid eligible, the School District will pay YBGR at the 1<sup>st</sup> A/P cycle following receipt of Medicaid payment and corresponding invoice from YBGR. If the School District needs an invoice for payment, this process can be arranged through the YBGR accounts receivable manager.
6. YBGR will conduct random chart audits, twice per year, checking billed services against the clinical chart and make these audits available to the appropriate School District administrator.
7. The School District will be responsible to certify the non-federal match for CSCT services provided to Medicaid students once per year. The School District will be responsible to maintain a record of the total Medicaid payments for Medicaid CSCT and disbursements to YBGR. YBGR will assist the School District in understanding how to fulfill its responsibility with regard to compliance with state requirements.
8. YBGR will be responsible for all billing and collection of payment for non-Medicaid CSCT clients.
9. Once a month YBGR will provide the School District a list of students enrolled in and students discharged from the CSCT program.

Payments for services will be mailed to:

Yellowstone Boys and Girls Ranch

PO Box 80065

Billings, MT, 59108-0065

**LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

25

Minutes/Claims     Board of Trustees     Superintendent's Report

Action - Consent  
 Action - Indiv.

**ITEM TITLE:** APPROVE MHSA MEMBERSHIP AND RELATED PAYMENTS

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve membership in the Montana High School Association (MHSA). The costs for the 2012-2013 School Year include the following:

Association Fees for Membership in MHSA Activities	\$4,500.00
Insurance Premium for MHSA Catastrophic Insurance Plan	<u>520.00</u>
	\$5,020.00

**SUGGESTED ACTION:** Approve MHSA Membership and Related Payments

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<b><i>Board Action</i></b>	<b>Motion</b>	<b>Second</b>	<b>Aye</b>	<b>Nay</b>	<b>Abstain</b>	<b>Other</b>
<b>Balek</b>						
<b>Bristol</b>						
<b>Irish</b>						
<b>Monger</b>						
<b>Pierce</b>						
<b>Thomas</b>						
<b>Weeden</b>						

**MONTANA HIGH SCHOOL ASSOCIATION**  
**1 South Dakota**  
**Helena, MT 59601**

**Annual Dues Application and Fees Remittance Form**

\_\_\_\_\_ FERGUS \_\_\_\_\_ High School of \_\_\_\_\_ LEWISTOWN \_\_\_\_\_ Montana, Montana, hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2012-13** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledges receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

In the chart mark an "X" to the left of the activities in which your school wishes to participate.

BOYS		GIRLS		COMBINED ACTIVITIES	
<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	Band
<input checked="" type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	Chorus
<input checked="" type="checkbox"/>	Football	<input checked="" type="checkbox"/>	Golf	<input checked="" type="checkbox"/>	Drama
<input checked="" type="checkbox"/>	Golf	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	Orchestra
<input type="checkbox"/>	Soccer	<input checked="" type="checkbox"/>	Softball	<input checked="" type="checkbox"/>	Speech
<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Swimming		
<input checked="" type="checkbox"/>	Tennis	<input checked="" type="checkbox"/>	Tennis		
<input checked="" type="checkbox"/>	Track	<input checked="" type="checkbox"/>	Track		
<input checked="" type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	Volleyball		
<b>7</b>	<b>&lt;&lt; TOTAL BOYS</b>	<b>7</b>	<b>&lt;&lt; TOTAL GIRLS</b>	<b>4</b>	<b>&lt;&lt; TOTAL COMBINED</b>

**TOTAL NO. OF ACTIVITIES (BOYS, GIRLS, & COMBINED) 18 @ \$250.00 = \$ 4,500.00**

**Remit this amount to the MHSA office before August 1<sup>st</sup> and include an ORIGINAL SIGNED FORM**

Signed/Dated: \_\_\_\_\_  
 Chair / Board of Trustees

Signed/Dated: \_\_\_\_\_  
 Superintendent or Principal

*For MHSA Use Only:*

Date Received: \_\_\_\_\_ Amount Received: \_\_\_\_\_

Check No. \_\_\_\_\_ Late Fee: \_\_\_\_\_

Total Amount Received: \_\_\_\_\_



MONTANA HIGH SCHOOL ASSOCIATION  
1 South Dakota Avenue  
Helena, MT 59601  
(406) 442-6010

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of \$ **520.00** based on the HIGH SCHOOL ENROLLMENT (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for 2012-13.

**School** FERGUS HIGH SCHOOL

**Date** MAY 14, 2012

**Signed** \_\_\_\_\_

-----  
**High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2011**

<b><u>Enrollment</u></b>	<b><u>Premium</u></b>
0-40	\$165.00
41-110	\$250.00
111-200	\$315.00
201-300	\$415.00
301-400	\$520.00
401-800	\$690.00
801-up	\$1,115.00

You must use your **high school enrollment** per your FALL, 2011 report to OPI or for private schools, use your enrollment as of November 1, 2011.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY AUGUST 1, 2012

**For MHS A Use Only**

Date Received: \_\_\_\_\_

Premium: \_\_\_\_\_

Check No: \_\_\_\_\_ Late Fee \_\_\_\_\_

**MONTANA HIGH SCHOOL ASSOCIATION  
2012-13 Catastrophic Insurance Renewal  
Mutual of Omaha**

***Summary of Lifetime Benefits***

- **Accident Medical Expense Benefit:** 100% of reasonable, customary and necessary covered expenses, with an overall lifetime limit of \$1,000,000.
- **Deductible:** \$25,000 per injury.
- **Incurral Period:** Two (2) year incurral period in which to meet the deductible.
- **Extended Care Facility Maximum** \$365,000 per calendar year.
- **Combined Home Healthcare/Custodial Care Maximum:** \$125,000 per calendar year (reduced from \$150,000 in 2008-09).
- **Maximum Physical Therapy Benefit:** \$50,000 per calendar year.
- **Accidental Death Benefit:** \$10,000.
- **Cash Benefit:** \$10,000 (for paralysis, including quadriplegia, paraplegia or hemiplegia).

***Expanded Benefits (Total Disability Only):***

- **Lifetime Special Expense Benefit:** \$100,000 first decade; \$50,000 each decade thereafter for home remodeling or adaptation and special vehicle purchase or adaptation (reduced from \$125,000).
- **Lifetime Adjustment Expense Benefit:** \$50,000 Lifetime for family counseling, training, travel and loss of earnings of parents.
- **Lifetime Education Expense:** \$50,000 for tuition, room and board and other related expenses.
- **Total Disability Benefit:** A catastrophically injured student who is totally disabled at age 18 may receive \$1,500 per month for remainder of life (up from \$1,000 a month in 2008-09).
- **Partial Disability Benefit:** A catastrophically injured student who is partially disabled at age 18 may receive \$1,000 per month for remainder of life.
- **Unrelated Subsequent Accidents/Illnesses:** Lifetime \$100,000 benefit with a \$5,000 deductible per injury/sickness.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

26

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

**ITEM TITLE:** APPROVE CALLING FOR SCHOOL FOOD SERVICE MILK BIDS

**Requested By:** Board of Trustees   
**Prepared By:** Cindy Giese   
**Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve calling for bids to provide milk for the School Food Service for the 2012-2013 School Year.

**SUGGESTED ACTION:** Approve Advertising for Bids to Provide Milk for School Food Service for the 2012-2013 School Year

**Additional Information Attached**    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA

CALL FOR SCHOOL FOOD MILK BIDS

Notice is hereby given that the Board of Trustees of Lewistown School District Number One, Fergus County, Lewistown, Montana, will receive sealed bids at the office of the Business Manager/Clerk in the Lincoln Building, 215 7<sup>th</sup> Avenue South, up to the hour of 12:00 noon, Tuesday, June 5, 2012, for the provision of School Food milk for Lewistown School District Number One according to the specifications on file in the office of the Business Manager/Clerk. Bids will be opened for consideration at this time. Bids are to be made only on the bidding form which contains the required specifications, and which can be obtained upon request.

The Board of Trustees reserves the right to reject any or all bids or any portion thereof.

---

Mike Waterman, Business Manager/Clerk  
Lewistown School District Number One  
Fergus County

To Be Published: Lewistown News-Argus

May 19, 2012

May 26, 2012

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

27

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

**ITEM TITLE:** APPROVE REQUEST TO APPLY FOR THE MONTANA ADULT BASIC AND LITERACY EDUCATION GRANT FOR 2012-2013

**Requested By:** Board of Trustees    **Prepared By:** Diane Oldenburg    **Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the request to apply for the Montana Adult Basic and Literacy Education Grant for the 2012-2013 School Year.

**SUGGESTED ACTION:** Approve Request to apply for the Montana Adult Basic and Literacy Education Grant for the 2012-2013 School Year

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						



# Memorandum

**To:** Jason Butcher, Superintendent; Board of Trustees  
**From:** Diane Oldenburg, Director, Central MT Education Center  
**Date:** May 9, 2012  
**Re:** ABLE Grant Proposal

---

I am requesting the Board of Trustees approval to submit an application for the Montana Adult Basic and Literacy Education Grant for 2012-2013.

The application for the 2012-2013 State/Federal ABLE Grant of \$41,857.00 would require a local match of \$39,476.00, which would be satisfied by the local Director's existing salary and benefits.

The Adult Basic Education and Literacy Education Grant provides GED preparation, adult basic education, job skills, and academic assistance for those wishing to enter post-secondary education in Fergus, Judith Basin, Musselshell, Petroleum, Golden Valley, and Wheatland counties. We also provide instruction for the Nexus Treatment Center and the Fergus County Jail inmates.

Thank you for your consideration of this request.



CENTRAL MONTANA EDUCATION CENTER

**Applicant Name:** Lewistown ABE Program

**Fiscal Agent** Mike Waterman, LPS Business Manager

**County(s) Served:** Fergus, Petroleum, Judith Basin, Wheatland, Golden Valley, Musselshell

**City(s) Served** Roy.

	<u>Name</u>	<u>Telephone</u>	<u>Fax</u>	<u>E-mail Address</u>
<b>Program Director:</b>	<u>Diane Oldenburg</u>	<u>406 535 5570</u>	<u>406 535 5578</u>	<u>doldenburg@lewistown.k12.mt.us</u>
<b>Additional Contact:</b>	<u></u>	<u></u>	<u></u>	<u></u>
<b>Main Address:</b>	<u>773 Airport Road - PO Box 1144, Lewistown, MT 59457</u>		<b>Website Address:</b>	<u></u>

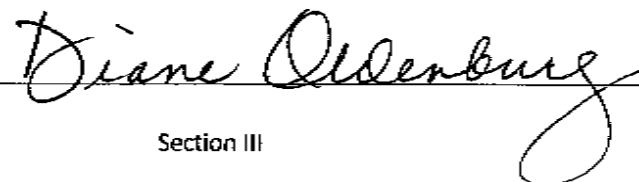
**Type of Eligible Applicant** (please place an "X" in the appropriate box):

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Local Educational Agency | <input type="checkbox"/> Community-based Organization of demonstrated effectiveness   |
| <input type="checkbox"/> Library                             | <input type="checkbox"/> Volunteer Literacy Organization of demonstrated effectiveness                                      |
| <input type="checkbox"/> Public Housing Authority            | <input type="checkbox"/> Other Nonprofit Institution with the ability to provide literacy services to adults and families   |
| <input type="checkbox"/> Higher Education Institution        | <input type="checkbox"/> Consortium of agencies, organizations, institutions, libraries, or any authorities described above |
| <input type="checkbox"/> Public or Private Nonprofit Agency  |   |

<b>Population Served</b> (Check those that apply):	<b>Projected No. of Students to be Served From this Population</b>	<b>Amount of Funding Requested to Serve this Population</b>
<input checked="" type="checkbox"/> Adult Basic & Secondary (ABE/ASE)	<u>125</u>	<u>\$41,857</u>
<input type="checkbox"/> English as a Second Language (ESL)	<u></u>	<u></u>
<input type="checkbox"/> English Language Civics (ELC)	<u></u>	<u></u>
<b>Total Number of Students</b>	<b>125</b>	<b>Total Funding Request \$41,857</b>

Will any portion of the requested funds be used to provide services to incarcerated adult learners? (Y/N):  Y

**Signature of Agency/Organization Administrator (blue/black ink):**



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

28

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

**ITEM TITLE:** APPROVE SUPERINTENDENT CONTRACT

**Requested By:** Board of Trustees   
**Prepared By:** Stan Monger   
**Date:** 05/14/2012

**SUMMARY:**

The Board, by and on behalf of the District, employs the Superintendent, and the Superintendent accepts employment as District Superintendent for the District for a term of three (3) years from July 1, 2012, to June 30, 2015. After the Superintendent's Evaluation conducted at the January 9, 2012, Board meeting, the Trustees offered this contract with the salary to be negotiated by the Superintendent and Board Chair. The two parties negotiated a 2% increase for the 2012-2013 School Year and a 3% increase for the 2013-2014 School Year. The salary for the 2014-2015 School Year will be discussed at a later date.

**SUGGESTED ACTION:** Approve Salary Increase for Superintendent Contract

**Additional Information Attached**    **Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						



**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

29

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

**ITEM TITLE:** APPROVE CLASSIFIED SALARY MATRIX

**Requested By:** Board of Trustees   
**Prepared By:** Mike Waterman   
**Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve the salary matrix for classified staff as per attachments.

**SUGGESTED ACTION:** Approve Classified Salary Matrix

**Additional Information Attached**    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

At its regular meeting on May 14, the Board will consider changes to the classified pay matrix. Administration will propose a 1% raise on base to mirror the terms of the new certified collection bargaining agreement. Additionally, we propose combining and/or eliminating several different pay classifications. The remainder of this document will detail these proposal changes and the reasons for them.

Note that in all cases, the employees in the eliminated categories will be moved to the next highest (or remaining) pay matrix. Years of service and accumulated CEUs will also transfer with the employee.

## JUSTIFICATION

The proposed changes to the classified pay matrix are not without ramifications. We acknowledge that they are costly and that they will result in certain groups of employees receiving pay increases in excess of one percent. Nonetheless, we believe these changes are justified for three reasons:

1. Consistency. Many of the positions to be combined or eliminated share similar (or identical) duties and qualifications. While past business practices may have justified the creation of these pay differentials, these differences no longer exist. As a result, the pay differences are no longer justified. We contend that employees with comparable duties and qualifications should be paid on the same matrix.
2. Procedural streamlining. Currently, many classified staff members have multiple positions on the pay matrix. In order to be paid and coded properly, employees must clock out of one position and into another when they move from one position to the next (from a classroom aide to a playground aide, for example). When they return, they must repeat the process.

These steps are cumbersome, disruptive, and unnecessary, especially given that the position distinctions are often quite arbitrary. They also create numerous time clock errors and pay discrepancies that our staff must correct.

3. Simplification. The existing pay matrices create extra and unnecessary work for our administrative staff. Creating and maintaining contracts, reconciling payroll, maintaining matrices all take time that could be spent on other, more meaningful tasks.

As you can see, these proposed changes represent a needed one-time fix to correct some longstanding problems within our pay structure.

## PROPOSED CHANGES

Following you will find the details of and cost estimates for the proposed matrix changes. *Note that the cost estimates are for salaries only:* the district will incur additional mandatory payroll costs for the increases shown. These additional costs include:

- Social security/Medicare: (7.65%)
- TRS or PERS (7.47 and 6.9%, respectively)
- Unemployment Insurance (0.35%)
- Workers' compensation insurance (0.55 or 6.78%, depending on position)

Of these benefits, only worker's compensation comes from the General Fund. The remaining benefits come from the District Retirement Fund (which pays these required employee benefits from a permissive countywide levy) and in some limited cases, grants.

Specifically, the proposed changes are:

1. Eliminate Nurse Position. The District contracts this position through the Central Montana Community Health Center, and we do not anticipate rehiring it. As a result, we propose to eliminate the position from our matrix.

**Affected employees: 0**  
**Estimated cost: \$0**

2. Eliminate Secretary I and II Positions. Although the various positions may have different duties (for example, LJHS and FHS secretaries have Student Activity accounts while Elementary secretaries are responsible for processing lunch accounts), we note no significant differences in the complexity of our secretaries' duties. Additionally, the qualifications for all of our secretary positions are identical.

By way of reference, the pay differential began years ago when Secretary III position included supervisory duties. The Secretary III position no longer supervises staff, so that distinction no longer exists. Given the lack of differences between the positions, we contend that our school secretaries should all be paid from the same matrix.

**Affected employees: 11**  
**Total estimated cost: \$26,547**  
**Elem General Fund: \$16,172**  
**HS General Fund: \$4,867**

3. Consolidate Aide Positions. Aides (a.k.a. "paraprofessionals" or simply "paras") include non-certified staff with student instruction and supervision as their primary role. The District currently has regular ed aides, special ed aides, playground aides, behavioral aides, and office aides. Each of these positions currently earn different wages.

We understand that this differential began years ago when the District was having difficulty hiring staff for part time playground positions. The decision was made to create an additional, higher-paying position in the matrix in an attempt to recruit new employees.

The District now attempts to fill our aides' schedules with various duties during the day. As a result, most of our aides switch positions (and therefore pay rates) at least once during the day—even though their fundamental roles of student supervision and assistance do not change. Given the lack of differences between the positions, we contend that our aides should all be paid from the same matrix.

**Affected employees: 38**  
**Total estimated cost: \$26,526**  
**Elem General Fund: \$19,875**  
**HS General Fund: \$3,376**

4. Eliminate Transportation I Positions. In the past, the District paid bus drivers based on the capacity of the bus they drove. We no longer make that distinction, however, and we now pay all drivers at the same rate. As a result, we propose to eliminate the unused position from our matrix.

**Affected employees: 0**

**Estimated cost: \$0**

5. Combine Duplicative Positions:
  - a. Food Service/Kitchen Aide Positions.
  - b. Combine First Cook/First Baker Positions.
  - c. Combine Second Cook/Second Baker Positions.

Each of these position combinations have the same wages and benefits, so they will simply be shown as one line on the classified pay matrix.

**Affected employees: 24**

**Estimated cost: \$0**

#### SUMMARY

The proposed changes will impact 73 employees and cost the District \$53,073 (plus benefits) annually. Despite this cost, we feel that these changes are a necessary, one-time fix to rectify several longstanding discrepancies in our classified pay structure. Please contact Mr. Butcher or myself if you have any questions or need additional information.

**LEWISTOWN PUBLIC SCHOOLS**

FY2012-13 CLASSIFIED PAY MATRIX

May 8, 2012

FY13 NEGOTIATED INCREASE: 1.00%  
 POSITIONS PROPOSED FOR ELIMINATION:

	0	1	2	3	4	5	6	7	8	9	10	11+
NURSE	13.28	13.68	14.08	14.48	14.88	14.88	14.88	14.88	14.88	14.88	14.88	14.88
NURSE+15	13.68	14.08	14.48	14.88	15.27	15.27	15.27	15.27	15.27	15.27	15.27	15.27
NURSE+30	14.08	14.48	14.88	15.27	15.67	15.67	15.67	15.67	15.67	15.67	15.67	15.67
NURSE+45	14.88	15.27	15.67	16.07	16.47	16.47	16.47	16.47	16.47	16.47	16.47	16.47
STUDY HALL SUPERVISOR	12.13	12.51	12.88	13.26	13.63	14.01	14.01	14.01	14.01	14.01	14.01	14.01
STUDY HALL SUPERVISOR+15	12.51	12.88	13.26	13.63	14.01	14.39	14.39	14.39	14.39	14.39	14.39	14.39
STUDY HALL SUPERVISOR+30	12.88	13.26	13.63	14.01	14.39	14.76	14.76	14.76	14.76	14.76	14.76	14.76
STUDY HALL SUPERVISOR+45	13.63	14.01	14.39	14.76	15.14	15.51	15.51	15.51	15.51	15.51	15.51	15.51
IMC TECH	11.42	11.75	12.09	12.42	12.75	13.08	13.41	13.41	13.41	13.41	13.41	13.41
IMC TECH+15	11.75	12.09	12.42	12.75	13.08	13.41	13.74	13.74	13.74	13.74	13.74	13.74
IMC TECH+30	12.09	12.42	12.75	13.08	13.41	13.74	14.07	14.07	14.07	14.07	14.07	14.07
IMC TECH+45	12.75	13.08	13.41	13.74	14.07	14.40	14.74	14.74	14.74	14.74	14.74	14.74
SEC IV	12.54	12.92	13.30	13.67	14.05	14.43	14.80	15.55	15.55	15.55	15.55	16.31
SEC IV+15	12.92	13.30	13.67	14.05	14.43	14.80	15.18	15.93	15.93	15.93	15.93	16.68
SEC IV+30	13.30	13.67	14.05	14.43	14.80	15.18	15.55	16.31	16.31	16.31	16.31	17.06
SEC IV+45	14.05	14.43	14.80	15.18	15.55	15.93	16.31	17.06	17.06	17.06	17.06	17.81
SEC III	11.27	11.61	11.95	12.29	12.62	12.96	13.30	13.98	13.98	13.98	13.98	14.65
SEC III+15	11.61	11.95	12.29	12.62	12.96	13.30	13.64	14.31	14.31	14.31	14.31	14.99
SEC III+30	11.95	12.29	12.62	12.96	13.30	13.64	13.98	14.65	14.65	14.65	14.65	15.33
SEC III+45	12.62	12.96	13.30	13.64	13.98	14.31	14.65	15.33	15.33	15.33	15.33	16.01
SEC II	9.76	10.02	10.28	10.55	10.81	11.07	11.34	11.86	11.86	11.86	11.86	12.39
SEC II+15	10.02	10.28	10.55	10.81	11.07	11.34	11.60	12.13	12.13	12.13	12.13	12.65
SEC II+30	10.28	10.55	10.81	11.07	11.34	11.60	11.86	12.39	12.39	12.39	12.39	12.92
SEC II+45	10.81	11.07	11.34	11.60	11.86	12.13	12.39	12.92	12.92	12.92	12.92	13.44
SEC I	8.13	8.40	8.67	8.94	9.20	9.47	9.47	9.47	9.47	9.47	9.47	9.47
MAINT VI	18.57	19.50	20.43	21.36	22.29	23.22	24.15	24.15	24.15	24.15	24.15	24.15
MAINT VI+15	19.50	20.43	21.36	22.29	23.22	24.15	25.07	25.07	25.07	25.07	25.07	25.07
MAINT VI+30	20.43	21.36	22.29	23.22	24.15	25.07	26.00	26.00	26.00	26.00	26.00	26.00
MAINT VI+45	21.36	22.29	23.22	24.15	25.07	26.00	26.93	26.93	26.93	26.93	26.93	26.93
MAINT V	16.56	16.98	17.39	17.81	18.22	18.63	19.05	19.88	19.88	19.88	19.88	20.71
MAINT V+15	16.98	17.39	17.81	18.22	18.63	19.05	19.46	20.29	20.29	20.29	20.29	21.12
MAINT V+30	17.39	17.81	18.22	18.63	19.05	19.46	19.88	20.71	20.71	20.71	20.71	21.53
MAINT V+45	18.22	18.63	19.05	19.46	19.88	20.29	20.71	21.53	21.53	21.53	21.53	22.36
MAINT IV	12.18	12.49	12.79	13.09	13.40	13.70	14.01	14.62	14.62	14.62	14.62	15.23
MAINT IV+15	12.49	12.79	13.09	13.40	13.70	14.01	14.31	14.92	14.92	14.92	14.92	15.53
MAINT IV+30	12.79	13.09	13.40	13.70	14.01	14.31	14.62	15.23	15.23	15.23	15.23	15.83
MAINT IV+45	13.40	13.70	14.01	14.31	14.62	14.92	15.23	15.83	15.83	15.83	15.83	16.44
MAINT III	11.70	11.99	12.28	12.57	12.87	13.16	13.45	14.03	14.03	14.03	14.03	14.62
MAINT III+15	11.99	12.28	12.57	12.87	13.16	13.45	13.74	14.33	14.33	14.33	14.33	14.91
MAINT III+30	12.28	12.57	12.87	13.16	13.45	13.74	14.03	14.62	14.62	14.62	14.62	15.20
MAINT III+45	12.87	13.16	13.45	13.74	14.03	14.33	14.62	15.20	15.20	15.20	15.20	15.79
MAINT II	11.40	11.69	11.97	12.26	12.54	12.83	13.11	13.68	13.68	13.68	13.68	14.25
MAINT II+15	11.69	11.97	12.26	12.54	12.83	13.11	13.40	13.97	13.97	13.97	13.97	14.54
MAINT II+30	11.97	12.26	12.54	12.83	13.11	13.40	13.68	14.25	14.25	14.25	14.25	14.82
MAINT II+45	12.54	12.83	13.11	13.40	13.68	13.97	14.25	14.82	14.82	14.82	14.82	15.39
MAINT I	8.12	8.42	8.72	9.02	9.32	9.62	9.92	9.92	9.92	9.92	9.92	9.92
MAINT I+15	8.42	8.72	9.02	9.32	9.62	9.92	9.92	9.92	9.92	9.92	9.92	9.92
MAINT I+30	8.72	9.02	9.32	9.62	9.92	9.92	9.92	9.92	9.92	9.92	9.92	9.92
MAINT I+45	9.32	9.62	9.92	10.22	10.52	10.82	11.12	11.82	11.82	11.82	11.82	12.52
AIDE III	9.65	9.89	10.13	10.37	10.61	10.61	10.61	10.61	10.61	10.61	10.61	10.61
AIDE III+15	9.89	10.13	10.37	10.61	10.85	10.85	10.85	10.85	10.85	10.85	10.85	10.85
AIDE III+30	10.13	10.37	10.61	10.85	11.09	11.09	11.09	11.09	11.09	11.09	11.09	11.09
AIDE III+45	10.61	10.85	11.09	11.33	11.57	11.57	11.57	11.57	11.57	11.57	11.57	11.57
BEHAVIORAL AIDE III	9.64	9.88	10.12	10.37	10.61	10.85	11.09	11.09	11.09	11.09	11.09	11.09
BEHAVIORAL AIDE III+15	10.36	10.60	10.84	11.08	11.32	11.56	11.80	11.80	11.80	11.80	11.80	11.80
BEHAVIORAL AIDE III+30	10.66	10.91	11.15	11.39	11.63	11.87	12.11	12.11	12.11	12.11	12.11	12.11
BEHAVIORAL AIDE III+45	11.28	11.52	11.76	12.01	12.25	12.49	12.73	12.73	12.73	12.73	12.73	12.73
BEHAVIORAL AIDE III+CERT	11.90	12.14	12.38	12.62	12.86	13.10	13.35	13.35	13.35	13.35	13.35	13.35
AIDE II	9.00	9.29	9.58	9.86	10.15	10.44	10.73	10.73	10.73	10.73	10.73	10.73
AIDE II+15	9.29	9.58	9.86	10.15	10.44	10.73	11.01	11.01	11.01	11.01	11.01	11.01
AIDE II+30	9.58	9.86	10.15	10.44	10.73	11.01	11.30	11.30	11.30	11.30	11.30	11.30
AIDE II+45	10.15	10.44	10.73	11.01	11.30	11.59	11.88	11.88	11.88	11.88	11.88	11.88
AIDE II+CERT	10.73	11.01	11.30	11.59	11.88	12.17	12.45	12.45	12.45	12.45	12.45	12.45
AIDE I	8.12	8.38	8.64	8.90	9.16	9.42	9.68	9.68	9.68	9.68	9.68	9.68
AIDE I+15	8.38	8.64	8.90	9.16	9.42	9.68	9.94	9.94	9.94	9.94	9.94	9.94
AIDE I+30	8.64	8.90	9.16	9.42	9.68	9.94	10.20	10.20	10.20	10.20	10.20	10.20
AIDE I+45	9.16	9.42	9.68	9.94	10.20	10.46	10.72	10.72	10.72	10.72	10.72	10.72
AIDE I+CERT	9.68	9.94	10.20	10.46	10.72	10.98	11.24	11.24	11.24	11.24	11.24	11.24
FIRST COOK	10.42	10.73	11.03	11.33	11.63	11.93	12.24	12.84	12.84	12.84	12.84	12.84
FIRST COOK+15	10.73	11.03	11.33	11.63	11.93	12.24	12.54	13.14	13.14	13.14	13.14	13.14
FIRST COOK+30	11.03	11.33	11.63	11.93	12.24	12.54	12.84	13.45	13.45	13.45	13.45	13.45
FIRST COOK+45	11.63	11.93	12.24	12.54	12.84	13.14	13.45	14.05	14.05	14.05	14.05	14.05
FIRST BAKER	10.42	10.73	11.03	11.33	11.63	11.93	12.24	12.84	12.84	12.84	12.84	12.84
FIRST BAKER+15	10.73	11.03	11.33	11.63	11.93	12.24	12.54	13.14	13.14	13.14	13.14	13.14
FIRST BAKER+30	11.03	11.33	11.63	11.93	12.24	12.54	12.84	13.45	13.45	13.45	13.45	13.45
FIRST BAKER+45	11.63	11.93	12.24	12.54	12.84	13.14	13.45	14.05	14.05	14.05	14.05	14.05



**LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

30

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

**ITEM TITLE:** APPROVE ISSUING CONTRACTS FOR THE CLASSIFIED STAFF

**Requested By:** Board of Trustees   
**Prepared By:** Jason Butcher   
**Date:** 05/14/2012

**SUMMARY:**

The Board of Trustees needs to approve issuing contracts for the Classified Staff for the 2012-2013 School Year as listed on the attachment.

**SUGGESTED ACTION:** Approve Issuing Contracts for the Classified Staff

**Additional Information Attached**   
**Estimated cost/fund source** \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

First	Last	Location	Location 2	Location 3	Assignment	Assignment 2	Assignment 3	Hours	Hours 2	Hours 3	Days	Days 2
RICHARD DEAN	ASHLEY	CO			DELIVERY VAN DRIVER			6.00			181	
ROBERTA	ATCHISON	CO			PAYROLL			8.00			260	
RANDY	BARBER	CO			MAINTENANCE			8.00			260	
REBECCA	BASZCZUK	BB			BUS DRIVER			5.00			179	
PAT	BENES	HP			PARAPROFESSIONAL			6.50			180	
JOEL	BENNETT	FH			HEAD CUSTODIAN			8.00			260	
JENIFER	BLAZICEVICH	JH			PARAPROFESSIONAL			7.50			180	
CONNIE	BOWEN	FH			PARAPROFESSIONAL			7.00			180	
JENNI	BRISTOL	GA			SCHOOL SECRETARY			8.00			220	
FRANK	BURNS	BB			BUS DRIVER			3.50			179	
JAMES	BUSSEY	GA			CUSTODIAN			8.00			260	
SANDRA	CHAMBERLAIN	CO			ADMINISTRATIVE SECRETARY			8.00			260	
TRACY	CONNER	LC			PARAPROFESSIONAL			7.50			180	
GRETCHEN	CONRAD	LC			PARAPROFESSIONAL			7.50			180	
ANDREA	DARRINGTON	HP	GA		PARAPROFESSIONAL			7.00	3.50		70	74
JODY	D'AUTREMONT	LC			SCHOOL SECRETARY			8.00			220	
JOAN	D'HOOGHE	BB			SP ED BUS AIDE			5.00			179	
GARY	DISTAD	BB			MECHANIC			8.00			260	
HEIDI	DOWNING-BUTCHER	CK	GA		SECOND BAKER	FOOD SERVER		4.50	1.50		187	181
KRISTEN	FINUCANE	LC			FOOD SERVER			3.00			181	
DALE	FISK	CO			GROUNDSKEEPER/MAINT			8.00			260	
REGINA	FOLDA	GA	CK		FOOD SERVER	PM KITCHEN AIDE		3.00	3.00		181	181
LAURIE	FOWLER	CK			SECOND COOK			7.00			187	
JUDY	FRY	HP			PARAPROFESSIONAL			7.00			180	
KRIS	GAPAY	LC	TBA		PARAPROFESSIONAL			7.00			180	
DAVID	GATES	LC			CUSTODIAN			8.00			260	
JERRY	GIEDD	HP			CUSTODIAN			8.00			260	
CHRISTINE	GOBBLE	CO			RECEIVING/AP CLERK			4.00			260	
SHERRY	HANLEY	GA			PARAPROFESSIONAL			7.00			180	
KAREN	HANSON	FH	CK		FOOD SERVER/CASHIER	PM KITCHEN AIDE		3.00	3.00		181	181
TIFFANY	HEMSATH	FH			PARAPROFESSIONAL			8.00			180	
MANDIE	HUTCHINS	GA	GA		PARAPROFESSIONAL	OFFICE		6.00	1.50		180	
KATHY	IRWIN	GA			PARAPROFESSIONAL			7.50			180	
DEBRA	JOHNSON	FH			FOOD SERVER/CASHIER			4.00			181	
STEVE	KELLY	JH			HEAD CUSTODIAN			8.00			260	
MICHAEL	KILBY	FH			CUSTODIAN			8.00			260	



First	Last	Location	Location 2	Location 3	Assignment	Assignment 2	Assignment 3	Hours	Hours 2	Hours 3	Days	Days 2
GARY	KNOX	JH			CUSTODIAN			8.00			260	
DAN	KONERT	CO			MAINTENANCE			8.00			260	
TERRY	LANKUTIS	FH			RECORDS/TECH SUPPORT			7.00			260	
JOANN	LANTZER	JH			ACCOMPANIST			3.00			180	
LEE	LANTZER	BB			BUS DRIVER			2.00			179	
TODD	LARK	CO			TECH SUPPORT SPECIALIST			8.00			260	
JONETTE	LELEK	HP			FOOD SERVER			3.00			181	
WAYNE	LELEK	BB			BUS DRIVER			6.00			179	
JEAN	LITTLE	FH			FOOD SERVER/CASHIER			4.00			181	
JAN	MANE	JH	CK		FOOD SERVER/CASHIER	PM KITCHEN AIDE		3.50	3.00		181	
KIM	MARTIN	CK			FIRST BAKER			7.00			187	
SHERRY	MARTIN	CO			PURCHASING CLERK			8.00			260	
NANCY	MATTHEIS	CO			IMC TECHNICIAN			8.00			209	
SHANNON	MAXWELL	GA			PARAPROFESSIONAL			3.50			180	
NORINE	MCKINNEY	LC			PARAPROFESSIONAL			7.50			180	
DARCY	MCLENDON	HP			PARAPROFESSIONAL			6.50			180	
BETTE	MCPHERSON	HP			PARAPROFESSIONAL			8.00			180	
JEANETTE	MILLER	BB			SWEEPER			4.00			179	
MARY	MILLER	LC			PARAPROFESSIONAL			7.25			181	180
ROBIN	MOLINE	FH			SCHOOL SECRETARY			8.00			260	
TED	MURRAY	BB			BUS DRIVER			4.75			179	
LISA	NETTE-RAU	GA			PARAPROFESSIONAL			7.50			180	
EILEEN	NEWMAN	CK			KITCHEN AIDE			2.50			181	
FLEETA	O'DELL	HP	HP	HP	PARAPROFESSIONAL	SUB CALL-IN/OFFICE	FOOD SERVER	1.50	2.50	3.00	180	
DONNA	PAULSON	CK			SECOND COOK			7.00			187	
JAMES	PEARSON	BB			BUS DRIVER			5.50			179	
RON	PEEVEY	CMEC			CONSTR ACADEMY COORD			8.00			190	
WENDY	PFAU	FH			ACTIVITIES SECRETARY			5.00			195	
BARB	PHILLIPS	CMEC			COMM EDUC SECRETARY			7.00			260	
LLOYD	PRATHER	CO	CO		CUSTODIAN	CUSTODIAN		4.00	8.00		179	81
LYNNE	PRINDLE	HP			PARAPROFESSIONAL			7.00			180	
DARLA	QUINLAN	HP	HP		PARAPROFESSIONAL	SUB CALL-IN		7.00	0.75		180	
CHRISTINE	RENCH	HP			FOOD SERVER			1.50			181	
REBEKAH	RHOADES	HP			SCHOOL SECRETARY			8.00			220	
LINDSEY	RICKL	GA	CK	GA	FOOD SERVER	PM KITCHEN AIDE	PARAPROFESSIONAL	3.00	3.00	1.00	181	180
JEAN	ROGAN	FH			RESOURCE JOB COACH	EAGLE RENAISSANCE		7.00	1.00		180	

First	Last	Location	Location 2	Location 3	Assignment	Assignment 2	Assignment 3	Hours	Hours 2	Hours 3	Days	Days 2
CHRISTY	ROGERS	JH			SCHOOL SECRETARY			8.00			220	
SUSAN	RUTLEDGE	FH			PARAPROFESSIONAL			7.00			180	
BETTY	SANDERS	FH			PARAPROFESSIONAL			7.00			180	
BARB	SAUBY	JH			PARAPROFESSIONAL			7.50			180	
KATHLEEN	SCHAEFFER	BB			BUS DRIVER/TRAINER			8.00			225	
KC	SCHNITZMEIER	LC			PARAPROFESSIONAL			7.00			180	
SHAWN	SCHUCHARD	FH			CUSTODIAN			8.00			260	
SHERRI	SEBEK	JH			FOOD SERVER/CASHIER			3.50			181	
LINDA	SEDERHOLM	LC			PARAPROFESSIONAL			7.00			73	
SUE	STANDLEY	GA			PARAPROFESSIONAL			7.00			180	
MELINDA	THAYNE	LC	CK		FOOD SERVER	PM KITCHEN AIDE		3.00	3.00		181	
SHARON	TINDALL	FH			STUDY HALL			7.00			180	
PAUL	TUCEK	BB			MECHANIC			8.00			260	
DEBORAH	WALKER	BB			SWEEPER			8.00			260	
DARLEEN	WATT	HP			PARAPROFESSIONAL			7.00			180	
KIM	WIEGERT	JH			PARAPROFESSIONAL			7.50			180	
DEBRA	WILLIAMS	CK			FIRST COOK			7.00			187	
DENISE	WILLIAMS	JH			FOOD SERVER/CASHIER			2.75			181	
LYNNE	WISE-KLIPPENES	CO			TECH SUPPORT SPECIALIST			8.00			260	
FRED	WOOD	BB			BUS DRIVER			5.00			179	
ANGELA	WOOLETT	FH			ATTENDANCE SECRETARY			8.00			183	

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

05/14/2012

**Agenda Item No.**

31

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

**ITEM TITLE:** APPROVE PERSONNEL REPORT

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/14/2012

**SUMMARY:**

Attached is the Personnel Report for your review.

**SUGGESTED ACTION:** Approve All Items

**Additional Information Attached**    Estimated cost/fund source \_\_\_\_\_

**NOTES:**

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Balek						
Bristol						
Irish						
Monger						
Pierce						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** May 14, 2012

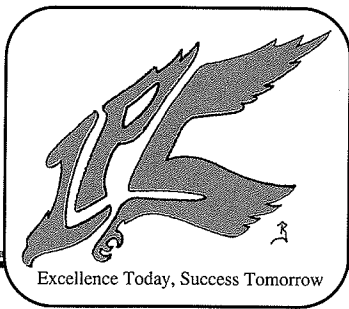
<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>COMMENTS</i>
<b>CECRLE, Brittney</b>	Special Education Teacher	Lewistown Junior High School	Accept letter of resignation	June 30, 2012	See attached letter.
<b>KAMP, Derree</b>	Library Aide, Resource Aide, and Study Hall	Lewistown Junior High School	Accept letter of resignation	June 30, 2012	See attached letter.
<b>KYNETT, Mary</b>	Elementary Teacher	Lewis & Clark Elementary	Accept letter of resignation	April 16, 2012	See attached letter.
<b>WRIGHT, Beau</b>	Social Studies Teacher	Fergus High School	Accept letter of resignation	June 30, 2012	See attached letter.
<b>DONALDSON, Matthew</b>	Math Teacher	Lewistown Junior High School	Approve appointment on schedule—BA Step 4 (Actual Step 0)	May 14, 2012	See attached hiring recommendation.
<b>HENDERSON, Troy</b>	Special Education Teacher	Lewistown Junior High School	Approve appointment on schedule—MA 1 Step 9	May 14, 2012	See attached hiring recommendation.
<b>MURPHY, Jill</b>	Special Education Teacher	Garfield Elementary	Approve appointment on schedule—BA Step 4 (Actual Step 0)	May 14, 2012	See attached hiring recommendation.
<b>PETTIT, Elizabeth</b>	Social Studies Teacher	Lewistown Junior High School	Approve appointment on schedule—MA Step 4 (Actual)	May 14, 2012	See attached hiring recommendation.
<b>ARMSTRONG, Chad</b>	Summer Session Driver Education Instructor	School District #1	Approve appointment for 108 hours at \$20.00 per hour for a total of \$2,160.00 for behind-the-wheel instruction	June 2 – July 3, 2012	See attached memo.

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** May 14, 2012

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>COMMENTS</i>
<b>RUTLEDGE, Robert</b>	Summer Session Driver Education Instructor	School District #1	Approve appointment for 140 hours at \$20.00 per hour for a total of \$2,800.00 for classroom instruction	June 3 – July 1, 2011	See attached memo.
<b>ZIESKE, Butch</b>	Summer Session Driver Education Instructor	School District #1	Approve appointment for 144 hours at \$20.00 per hour for a total of \$2,880.00 for behind-the-wheel instruction	June 2 – July 3, 2012	See attached memo.
<b>FRIESEN, Jeff</b>	Summer Computer Maintenance	School District #1	Approve appointment on schedule— MAINT 2 Step 5 for up to 10 hours per week for 10 weeks not to exceed 100 hours	May 14, 2012	See attached memo.
<b>TINDALL, Shari</b>	Summer Computer Maintenance	School District #1	Approve appointment on schedule— MAINT 2 Step 7 for up to 30 hours per week for 10 weeks not to exceed 300 hours	May 14, 2012	See attached memo.
<b>JENSEN, John</b>	Technology Support Specialist	School District #1	Approve appointment on schedule—	May 14, 2012	See attached memo.
<b>RECOMMENDATIONS FOR EXTENDED SCHOOL YEAR (ESY) STAFF</b>	Special Education Summer School Teachers/Aides	School District #1	Approve appointment on schedule as per attached recommendation	May 14, 2012	See attached memo.



# LEWISTOWN PUBLIC SCHOOLS

SCHOOL DISTRICT NUMBER ONE

215 7TH AVENUE SOUTH • LEWISTOWN, MONTANA 59457

PHONE: (406) 535-8777 • FAX: (406) 535-7292

Brittney Cecrle  
5221 Pioneer Road  
Moccasin, MT 59462

April 20, 2012

Dear Mr. Jason Butcher and the Lewistown School District,

It is with my deepest regret that I write to inform you of my resignation from my position as the seventh grade resource teacher at the Junior High School. I've accepted a position at Hobson Elementary School, due to its proximity to my home.

I want to express how much I've enjoyed teaching in Lewistown. I couldn't have asked for a better assignment for my first year. I've learned so much from my fellow teachers, my principal, and the school district as a whole. This experience has shaped the kind of educator I want to be.

I emphasize how much I wish staying in your district was the best option for my future family. I feel so fortunate to have had the opportunity to call myself an "eagle".

Thank you for a wonderful year,

Brittney M. Cecrle

April 23, 2012

Jason Butcher, Superintendent  
Lewistown Public Schools  
Lewistown, MT 59457

Dear Mr. Butcher,

I am submitting my official Letter of Resignation to be effective following the 2012 school year.

After working for the Lewistown schools for 12 years, it time for me to move on. I truly enjoyed my job for 10 years and looked forward to coming to work every day. The staff members were supportive, fun and appreciative. Everyone worked hard at their jobs and stepped in when someone needed help. This still occurs but with fewer and fewer veteran staff it is not the same.

I find that I am more frustrated and stressed on a daily basis and I do not "love" coming to work any longer. This saddens me and I wish there were some solutions to the problems at the Junior High. Since I do not see that happening, I feel it is time to resign.

Thank you for giving me the opportunity to work with some wonderful staff and students.

Sincerely,



Derree Kamp

April 16th, 2012

Dear School Board Members and Superintendent Jason Butcher,

It is with extreme sadness that I must submit my letter of resignation for the 2012-2013 school year.

I am extremely grateful for the year medical leave you allowed me to take for the school year 2011-2012, but am deeply disappointed to report that my son has not improved from his illness of chronic headaches. I strongly feel that I must be a mother first and stay home with him next year.

I will continue to support our school district and hope that one day I can return as an educator in District #1.

Thank you again for your support during this difficult time in my families lives.

Mary Kynett



April 24, 2012

Beau K. Wright

207 Fluorite Drive

Lewistown, Montana 59457

Superintendent Jason Butcher

215 7th Avenue South

Lewistown, MT 59457

Dear Mr. Butcher,

I resign my position as Social Studies Teacher at Fergus High School located in Lewistown Public Schools effective at the end of the 2011-2012 contract.

It has been one of my greatest pleasures serving the community of Lewistown as a government teacher. I leave with a heavy heart but buoyed by the memories and friends I have made here.

Sincerely,

Beau K. Wright

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**HIRING RECOMMENDATION**

The selection committee has reviewed the candidate's application and related data. On the basis of their review they recommend:

Matthew Donaldson

For:

Job Title

Math Teacher

Classification

BA

Step

Step 4 (Actual Step 0)

Work location

Lewistown Junior High School

Date to begin work

Fall 2012

Days per yr/Hrs per day

187 days per year

SELECTION COMMITTEE:

Tim Majerus

Katherine Spraggins

RECOMMENDATION APPROVED

RECOMMENDATION NOT APPROVED

\_\_\_\_\_  
Superintendent of Schools

If approved, the Superintendent will recommend to the Trustees at their regular meeting on May 14, 2012.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**HIRING RECOMMENDATION**

The selection committee has reviewed the candidate's application and related data. On the basis of their review they recommend:

Troy Henderson

For:

Job Title Special Education Teacher

Classification MA 1

Step Step 9

Work location Lewistown Junior High School

Date to begin work Fall 2012

Days per yr/Hrs per day 187 days per year

SELECTION COMMITTEE: Tim Majerus

Chris Rice

RECOMMENDATION APPROVED

RECOMMENDATION NOT APPROVED

\_\_\_\_\_  
Superintendent of Schools

If approved, the Superintendent will recommend to the Trustees at their regular meeting on May 14, 2012.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**HIRING RECOMMENDATION**

The selection committee has reviewed the candidate's application and related data. On the basis of their review they recommend:

Jill Murphy

For:

Job Title Elementary Special Education Teacher

Classification BA

Step Step 4 (Actual Step 0)

Work location Garfield Elementary School

Date to begin work Fall 2012

Days per yr/Hrs per day 187 days per year

SELECTION COMMITTEE: Brittney Cecrle

Matt Lewis

Tim Majerus

Tara Murnion

Barb Thomas

RECOMMENDATION APPROVED

RECOMMENDATION NOT APPROVED

\_\_\_\_\_  
Superintendent of Schools

If approved, the Superintendent will recommend to the Trustees at their regular meeting on May 14, 2012.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**HIRING RECOMMENDATION**

The selection committee has reviewed the candidate's application and related data. On the basis of their review they recommend:

Elizabeth Pettit

For:

Job Title

Social Studies Teacher

Classification

MA

Step

Step 4 (Actual)

Work location

Lewistown Junior High School

Date to begin work

Fall 2012

Days per yr/Hrs per day

187 days per year

SELECTION COMMITTEE:

Tim Majerus

Kim Miller

Katherine Spraggins

Monte Weeden

Parent – Sherry Irish

RECOMMENDATION APPROVED

RECOMMENDATION NOT APPROVED

\_\_\_\_\_  
Superintendent of Schools

If approved, the Superintendent will recommend to the Trustees at their regular meeting on May 14, 2012.

# Memorandum

**To:** Jason Butcher, Superintendent  
**From:** Diane Oldenburg, Driver Education Director  
**Date:** April 9, 2012  
**Re:** Summer Driver Education

I am requesting the Board of Trustees approval to hire Robert Rutledge, Chad Armstrong and Butch Zieske to instruct the Driver Education summer sessions for 2012. They have each received the appropriate Traffic Education Endorsement from the Office of Public Instruction to teach Driver Education.

Approximate dates of employment and approximate contract amounts:

Chad Armstrong	June 2-July 3, 2012	\$2,160.00 (BTW only-108 hours)
Robert Rutledge	June 2-July 3, 2012	\$2,800.00 (Classroom-140 hours)
Butch Zieske	June 2-July 3, 2012	\$2,880.00 (BTW only-144 hours)

The rate of pay will be \$20.00 per hour for classroom time and behind-the-wheel (BTW) driving time. Thank you for your consideration.

# Memorandum

**To:** Jason Butcher, Superintendent  
**From:** Pat Weichel, Technology Supervisor  
**Date:** May 3, 2012  
**Re:** Contracts

I would like to make the following hiring recommendation for Summer Computer Maintenance:

Jeff Friesen	MAINT II Step 5	Up to 10 hours per week for 10 weeks
Shari Tindall	MAINT II Step 7	Up to 30 hours per week for 10 weeks

I would also like to make the following hiring recommendation for an additional Technology Support Specialist:

John Jensen	TECH Step 0	Up to 8 hours per day for 81 days (Summer Months)
	TECH Step 0	Up to 4 hours per day for 179 days (During School Months)
Bus Driver	TRANS Step 0	Up to 4 hours per day for 179 days

The extra summer help can be funded out of the balance in the Cooperative Fund (as per conversations with Mike Waterman). The need for the additional Technology Support Specialist is driven by our two new clients: Central MT Head Start (Lewistown, Harlowton, and Roundup) and the Denton Schools.

Thank you,

Pat Weichel

---

# Central Montana Learning Resource Center Cooperative

215 SEVENTH AVENUE SOUTH, LEWISTOWN, MONTANA 59457  
OFFICE (406) 535-9012 FAX (406) 535-7455

## M E M O

---

DT: May 10, 2012

TO: Lewistown Board of Trustees, Jason Butcher, Sandi Chamberlain

FR: Wayne Chilcoat

RE: Extended School Year (ESY)

### Recommendations for Special Education Extended School Year (ESY)

**Name:** Susan Ashley  
**Position:** ESY Teacher  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$17.50/hr.  
**Number of hours:** up to 125 hours  
**Budget:** General

**Name:** Leslie Long  
**Position:** ESY Teacher  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$17.50/hr.  
**Number of hours:** up to 125  
**Budget:** General

**Name:** Judy Fry  
**Position:** ESY aide  
**Population to be served:** ESY Pre-school students (12 noon-3pm)  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100  
**Budget:** General



**Name:** Gayle Foster  
**Current Position:** ESY aide  
**Population to be served:** ESY Talen McCulloch (8am-11:30), afternoons as needed  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100  
**Budget:** General

**Name:** Tiffany Hemsath  
**Current Position:** ESY aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade & Jr. High students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100  
**Budget:** General

**Name:** Jenifer Blazicevich  
**Current Position:** ESY aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade & Jr. High students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100  
**Budget:** General

**Name:** Connie Bowen  
**Current Position:** ESY aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 110  
**Budget:** General

**Name:** Kim Wiegert  
**Current Position:** ESY aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade & Jr. High students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General

**Name:** Kris Gapay  
**Position:** ESY aide (8am-11:30)  
**Population to be served:** ESY CARE students  
**Dates:** June 11 to June 29th  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100  
**Budget:** General

THE BOARD OF TRUSTEES OF LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**2010-2015 GOALS AND STRATEGIC OBJECTIVES**

Lewistown Public Schools, as entrusted by the Lewistown Community, provides children with an accountable, high quality, rigorous education in a safe, nurturing environment; developing the full potential of each child and preparing them for lifelong success in their personal lives and careers, wherever they may be in the world.

**Goal Area 1: Measurable Student Achievement**

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools has developed an outstanding educational program that ensures that every student achieves the highest academic performance possible and has multiple opportunities to actively participate in both co-curricular and extra-curricular activities offered by our District. We use a multitude of measures to gauge student performance based on district-created progress goals. We adequately prepare students for their career/job choices and life choices. Our staff is highly supporting and enthusiastic about our differentiated approach to instruction.*

**Strategic Objectives:**

1. Response to Intervention (RTI) is embraced and consistently implemented by staff in every building in the district and is used to monitor and improve student achievement.
2. The District is consistent in each building in developing and implementing both curricula as well as intervention programs to insure student achievement and success.
3. The District has evaluated the high school graduation requirements and its processes for allowing deviation from the requirements for both college bound and vocation bound students.
4. The District is consistent at all levels in developing and implementing differentiated instruction techniques.

**Goal Area 2: Facilities**

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools continues to strive for a state-of-the-art facilities program that meets the needs of our students and staff on a long-term basis. We have prioritized our facility needs and have a plan in place for resources necessary to achieve our facilities program. Our facilities program is fully supported by our community. In planning for our facilities, we have adequately addressed the issue of technology and incorporated that in to our facilities plan.*

**Strategic Objectives:**

1. Develop a comprehensive plan to address the District's building and facilities needs to insure our physical plant can effectively and efficiently address the needs of our students, staff and community for the next 20 years.
2. Secure community support and funding necessary to implement the comprehensive facilities plan.
3. Use gifting and fund-raising via the Central Montana Foundation to assure long-term funding for critical needs in our buildings and grounds.

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

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools has created an environment of collaboration and transparency with families of students and with our community as a whole. Families of students are actively involved in their children's education. The community is highly engaged in helping provide the best education possible for our children. As a result of our community's and family's commitment to public education, we have established a collaborative approach to solving public education issues that includes our local legislators.*

**Strategic Objectives:**

1. Develop, implement and maintain a consistent, district-wide effort to involve parents and interested community members in our schools.
2. Implement an accepted and used communication system so that information can be shared quickly and effectively with parents and interested community members and to allow easy and effective communication from parents and interested community members with the Board, administration and district staff.
3. Implement a program whereby those parents and community members interested and willing to advocate for public schools with the legislature and state agencies are empowered to do so.

**Goal Area 4: Technology**

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools has developed a technology plan that incorporates regular upgrades of both hardware and software and training of staff on existing and new programs. We have successfully incorporated technology into our facilities and all aspects of our educational program in a methodical and effective manner that prepares our students for the real world. We have systems in place to ensure the safety of our students and compliance with District standards.*

**Strategic Objectives:**

1. Keep technology infrastructure current and sound (routers, switchers, servers, internet service and work stations). Continue to prevent problems and keep technology accessible (security, filtering, preventative updates).
2. Have implemented steps to leverage social networking and other technology to support better teaching and learning by expanding student-to-student and student-to-faculty connections for collaborating beyond the classroom.
3. Provide staff development to ensure that technology standards are implemented in classrooms district wide.
4. Develop and implement efforts to develop a consistent approach/philosophy by our staff to the use of technology in the classroom as an effective and proven learning tool.
5. Determine how the district should help educate parents about the ways their children use technology (in and out of school, for good and bad reasons).

**Goal Area 5: Highly Qualified Staff**

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools has developed a recruitment and retention program to ensure that the District hires and retains high quality, effective personnel. Our teachers and other staff have been provided professional development opportunities that directly correlate to the high academic standards set by the District. Our teachers and other staff have embraced the use of technology into all aspects of our educational programs. The staff shares the vision of the Board in providing differentiated educational programs in order to meet the needs of our students and in achieving the District's high academic standards.*

**Strategic Objectives:**

1. Implement a consistent, rigorous and fair assessment and evaluation process for staff that is understood and supported by administrators and staff.
2. Professional development is tailored to meet the needs of teachers, administrators, and staff. They are part of the planning and assessment of these opportunities.

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

**Statement of Intended Outcome, 2010-2015:** *Lewistown Public Schools has secured adequate, sustainable funding from the State and has developed a process to prioritize the financial resources that we have according to the educational goals set by the District. We have secured funding sources that are not earmarked for specific causes and have the discretion to determine where funds are needed in order to achieve our high standards and our goals. Through our community engagement initiative, our community understands our budgeting process, they support our schools and they understand our needs and the strategic direction of our District.*

### **Strategic Objectives:**

1. 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.
2. Seek ways to better involve staff in budget development.
3. 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 (2013).
4. 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.
5. Conclude, prior to June 30, 2015, a review of the Strategic Plan's 1-5 year goals and objectives and insure they still represent appropriate and realistic milestones on our way to our 20-year vision.

## School District #1 Mission Statement:

*Excellence Today, Success Tomorrow*

### Core Values of the Lewistown Public Schools:

1. **High Standards:** Lewistown Public Schools upholds high standards and expectations for the Board, staff and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered:** The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices:** Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability:** Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration and the Board.
5. **Community Support:** Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools and we strive to earn and maintain that trust.
6. **Communication:** Lewistown Public Schools values effective and open communication with parents, students, staff, trustees and the community.

**BOARD OF TRUSTEES**

Stan Monger, Board Chair  
Tom Balek  
Jeremy Bristol  
Joe Irish  
Lisa Pierce  
Barbara Thomas  
Monte Weeden

**LEWISTOWN PUBLIC SCHOOLS**  
**2011-2012 SCHOOL CALENDAR**

**A. Pupil Instruction**

<b>First Semester</b>	<b>90 Days</b>	<b>Second Semester</b>	<b>89 Days</b>
<b>FIRST QUARTER</b>		<b>THIRD QUARTER</b>	
	<b>DAYS</b>		<b>DAYS</b>
First Week	Aug 24 -- Aug 26 3	First Week	Jan 23 -- Jan 27 5
Second Week	Aug 29 -- Sept 2 5	Second Week	Jan 30 -- Feb 3 5
Third Week	Sept 6 -- Sept 9 4	Third Week	Feb 6 -- Feb 10 5
Fourth Week	Sept 12 -- Sept 16 5	Fourth Week	Feb 13 -- Feb 17 5
Fifth Week	Sept 19 -- Sept 23 5	Fifth Week	Feb 20 -- Feb 23 4
Sixth Week	Sept 26 -- Sept 30 5	Sixth Week	Feb 28 -- Mar 2 4
Seventh Week	Oct 3 -- Oct 7 5	Seventh Week	Mar 5 -- Mar 9 5
Eighth Week	Oct 10 -- Oct 14 5	Eighth Week	Mar 12 -- Mar 16 5
Ninth Week	Oct 17 -- Oct 19 3	Ninth Week	Mar 19 -- Mar 23 5
Tenth Week	Oct 24 -- Oct 28 5		<b>43</b>
	<b>45</b>		

<b>SECOND QUARTER</b>		<b>FOURTH QUARTER</b>	
	<b>DAYS</b>		<b>DAYS</b>
First Week	Oct 31 -- Nov 2 3	First Week	Mar 26 -- Mar 30 5
Second Week	Nov 7 -- Nov 11 5	Second Week	Apr 2 -- Apr 4 3
Third Week	Nov 14 -- Nov 18 5	Third Week	Apr 10 -- Apr 13 4
Fourth Week	Nov 21 -- Nov 22 2	Fourth Week	Apr 16 -- Apr 20 5
Fifth Week	Nov 28 -- Dec 2 5	Fifth Week	Apr 23 -- Apr 27 5
Sixth Week	Dec 5 -- Dec 9 5	Sixth Week	Apr 30 -- May 4 5
Seventh Week	Dec 12 -- Dec 16 5	Seventh Week	May 7 -- May 11 5
Eighth Week	Dec 19 -- Dec 20 2	Eighth Week	May 14 -- May 18 5
Ninth Week	Jan 3 -- Jan 6 4	Ninth Week	May 21 -- May 25 5
Tenth Week	Jan 9 -- Jan 13 5	Tenth Week	May 29 -- Jun 1 4
Eleventh Week	Jan 17 -- Jan 20 4		<b>46</b>
	<b>45</b>		

**B. Pupil Instruction Related Days (No School for Students)**

August 22	All Staff Orientation/PIR	1.0
August 23	PIR	1.0
October 20-21	Staff Development Days - Teachers Convention	2.0
November 2-3	Parent Teacher Conferences <b>(Evening Only on 2nd, All Day on 3rd)</b>	1.5
January 16	PIR	1.0
February 27	PIR	1.0
April 7	Parent Teacher Conference Evening <u>ONLY</u> (Regular School Day for Students)	0.5
		<b>8.0</b>

2011-2012 Regular Board Meetings		
July	25	5:30 p.m.
Aug	8	5:30 p.m.
Aug**	23	7:00 p.m.
Sept	12	7:00 p.m.
Sept	26	7:00 p.m.
Oct	10	7:00 p.m.
Oct	24	7:00 p.m.
Nov	14	7:00 p.m.
Dec	12	7:00 p.m.
Jan	9	7:00 p.m.
Feb	13	7:00 p.m.
Mar	12	7:00 p.m.
Apr	9	7:00 p.m.
May	14	7:00 p.m.
June	11	5:30 p.m.

**C. Holidays (Dates Inclusive)**

September 5	Labor Day
October 20-21	Fall Vacation (Teachers -- Convention)
November 3	Parent Teacher Conferences ( <b>Vacation Day for Students</b> )
November 4	Vacation Day
November 23-25	Thanksgiving Vacation
December 21 - January 2	Christmas Vacation
January 16	PIR ( <b>Vacation Day for Students</b> )
February 24	Vacation Day
February 27	PIR ( <b>Vacation Day for Students</b> )
April 5-9	Spring Break
May 28	Memorial Day