

**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
2. Pledge of Allegiance

**BOARD OF TRUSTEES**

3. Recognition—Madelyn Kirsch, State Spelling Bee Champion
4. Recognition—Fergus High School FFA
5. Recognition—Fergus High School FCCLA
6. Recognition—Fergus High School BPA
7. Presentation—Scott Dubbs, Curriculum Director
8. Report—Student Representative
9. Report—Committees of the Board
10. Discussion—2012-2013 Budgets
11. Calendar Items, Concerns, Correspondence, Etc.

**SUPERINTENDENT'S REPORT**

12. Report—Election Update
13. Report—Investment
14. Other Items

**PUBLIC PARTICIPATION**

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

**ACTION ITEMS**

**MINUTES**

16. Minutes of the March 12, 2012, Regular Board Meeting

**APPROVAL OF CLAIMS**

17. Claims

**CONSENT GROUP ITEMS**

18. Approve Additions to Substitute List for the 2011-2012 School Year

**INDIVIDUAL ITEMS**

19. Approve First Reading—Board Policy #4310—Public Complaints
20. Approve First Reading—Board Policy #4310P—Uniform Complaint Procedure
21. Approve First Reading—Board Policy #3612—District-Provided Access to Electronic Information, Services, and Networks
22. Approve First Reading—Board Policy #3612F—Student Technology Responsible Use Agreement
23. Approve First Reading—Board Policy #5460—Electronic Resources and Social Networking
24. Approve Dental Insurance Provider for the 2012-2013 School Year
25. Approve Changes to the Multi-District Agreement for Technology Services
26. Approve Pursuing Legislative Changes to the Technology Fund Levy Requirements
27. Approve Issuing Contracts for the Certified Staff
28. Approve Issuing Contracts for the Certified and Classified Administrators
29. Set High School District Number One Levy Election
30. 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**

04/11/2012

**Agenda Item No.**

3

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

**ITEM TITLE:** RECOGNITION—MADELYN KIRSCH, STATE SPELLING BEE CHAMPION

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees would like to recognize and congratulate Madelyn Kirsch for winning the Montana State Spelling Bee. Madelyn will travel to Washington DC to compete in the National Spelling Bee in May 2012.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

4

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

**ITEM TITLE:** RECOGNITION—FERGUS HIGH SCHOOL FFA

**Requested By:** Board of Trustees    **Prepared By:** Jared Long    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees would like to recognize and congratulate the Fergus High School FFA team and Advisor Jared Long for their successes at the State FFA Convention.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

5

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

**ITEM TITLE:** RECOGNITION—FERGUS HIGH SCHOOL FCCLA

**Requested By:** Board of Trustees    **Prepared By:** Karen Durbin    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees would like to recognize and congratulate Karen Durbin, FCCLA Advisor, and members of the Fergus High School FCCLA team for their success at the FCCLA State Leadership Conference.

**State Results:**

- First Place Finishers
  - Kiera Bulluck – Career Investigation
  - Taylor Miller – Recycle Redesign
  - Maida Walters – Junior Level Recycle Redesign
  - Cody Boyce and Rylee Stewart (Team Event) – Life Event Planning
- Second Place Finishers
  - Katelyn Gremaux and Gena Bass – Chapter Service Project Display
- Gold Medals
  - Calli Jo Dixon – Career Investigation
  - Taylor Scott and Jenaye Phillips – Focus on Children
  - Jasmyne Emeterio – Illustrated Talk
  - Tiffany Berberet – Job Interview
- Bronze Medal
  - Ali Gremaux and Jennifer Klingaman – Chapter Showcase Manual

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

**Agenda Item No.**

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

**ITEM TITLE:** RECOGNITION—FERGUS HIGH SCHOOL BPA

**Requested By:** Board of Trustees   
**Prepared By:** Diane Lewis   
**Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees would like to recognize and congratulate Diane Lewis, BPA Advisor, and the members of the Fergus High School BPA team for their success at the BPA Montana State Leadership Conference.

The 2012 Regional Results are attached.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

## BPA REGIONAL RESULTS 2012

CONGRATULATIONS TO THE 17 FERGUS HIGH BPA STUDENTS AT REGIONALS  
MONDAY THE 16TH. OUT OF OVER 250 STUDENTS FERGUS TOOK 60 PLACES.

THE PLACERS ARE AS FOLLOWS:

<u>FERGUS STUDENT</u>	<u>CONTEST</u>	<u>PLACE</u>
Shelby Alexander	Legal Office Procedures	7th
	Medical Office Procedures	7th
Tre` Bradley	Website Design Team	2nd
	CISCO	1st
	Computer Network Technology	6th
	Insurance Concepts	6th
Andy Butcher	Computer Network Technology	1st
	Website Design Team	2nd
	Network Administration using Microsoft	3rd
	CISCO	4th
Maddie Comes	Website Design Team	2nd
Ashley-Ann Goddard	Network Administration using Microsoft	3rd
	Administrative Support Concepts	5th
	Broadcast News Team	4th
	Website Design Team	3rd
	Video Production Team	2nd
Kaitlyn Kindzerski	Broadcast News Team	4th
	Network Administration using Microsoft	1st
	Information Technology Concepts	7th
Andrew Olson	Information Technology Concepts	4th

Kayla Olson	Payroll Accounting	10th
	Small Business Management Team	3rd
Jacob Singley	Entrepreneurship	4th
	Small Business Management Team	3rd
Cierra Sipe	Video Production Team	2nd
	Management/Marketing & Human Resources	9th
Amber Strouf	Management/Marketing & Human Resources	2nd
	Administrative Support Concepts	3rd
	Insurance Concepts	3rd
	Parli Pro Concepts	4th
	Medical Office Procedures	8th
	Financial Math & Analysis	9th
	Medical Office Procedures	1st
Cheran Waltari	Administrative Support Concepts	4th
	Administrative Support Concepts	4th
Logan Wilcox	Website Design Team	2nd
	Financial Math & Analysis	6th
	Insurance Concepts	10th
Jenna Wise	Video Production Team	2nd
	Website Design Team	3rd
	Broadcast News Team	4th
Kaylee Wise	Network Administration using Microsoft	2nd
	Computer Network Technology	3rd
	Computer Security	3rd
	Digital Media Production	4th
	CISCO	5th
	Broadcast News Team	4th
Daq Wright	Insurance Concepts	7th



	Website Design Team	3rd
Beth Wright	Administrative Support Concepts	1st
	Economic Research Project Individual	1st
	Video Production Team	2nd
	Extemporaneous Speaking	2nd
	Marketing/Management & Human Resources	3rd
	Prepared Speech	5th
	Payroll Accounting	6th
	Fundamental Accounting	2nd
	Financial Math & Analysis	3rd
	Insurance Concepts	9th

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

7

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

**ITEM TITLE:** PRESENTATION—SCOTT DUBBS, CURRICULUM DIRECTOR

**Requested By:** Board of Trustees    **Prepared By:** Scott Dubbs    **Date:** 04/11/2012

**SUMMARY:**

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

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

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*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
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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.
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**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>				
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**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 Education 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.**

<b>Montana's Benchmark End of Grade 4</b>	<b>Essential Learning Expectation</b>	<b>Curriculum Skills and Integration</b>	<b>Essential Vocabulary*</b>	<b>Resources*</b>	<b>Assessments</b>
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
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**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	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.	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.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.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.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
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**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/social-networking-sites-wikis">www.common sense media.com/social networking sites, wikis</a> , <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
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**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
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**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, Fikewall, 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

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**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	
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**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	
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**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

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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

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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

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## Technology Content Standard 2

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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

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## Technology Content Standard 3

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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:

End of Grade 4	End of Grade 8	Upon Graduation
<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

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## **Technology Content Standard 4**

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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

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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**

04/11/2012

**Agenda Item No.**

8

- 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:** 04/11/2012

**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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

9

- 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:** 04/11/2012

**SUMMARY:**

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

**SUGGESTED ACTION:** Informational Report

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

**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

10

- 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:** 04/11/2012

**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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						



## LEWISTOWN PUBLIC SCHOOLS

FY2013 Preliminary General Fund Budget Analysis

April 5, 2012

	Current Law		Veto Overturned*	
	Lewistown Elem	Fergus HS	Lewistown Elem	Fergus HS
Total Projected Expenditures	5,608,282	3,170,463	5,608,282	3,170,463
Highest Budget Without a Vote	5,557,695	3,104,973	5,595,487	3,123,209
Highest Budget With a Vote	5,557,695	3,182,624	5,595,487	3,182,624
Maximum Voted Amount	0	77,650	0	59,414
Estimated Additional Mills	0.00	5.99	0.00	4.58
Tax Increase on \$100,000 home	\$0.00	\$8.82	\$0.00	\$6.75
Tax Increase on \$200,000 home	\$0.00	\$17.64	\$0.00	\$13.49
Surplus/(Shortfall) Without a Vote	(50,587)	(65,490)	(12,795)	(47,254)
Surplus/(Shortfall) With a Vote	(50,587)	12,160	(12,795)	12,160

\* On April 4, 2012, a settlement was reached in the case of MQEC v. State. This settlement provides school districts with 2.43% inflation on the FY13 Basic and Per-ANB entitlements, as required by statute. Full inflation was not included in the "Current Law" budget limits because the 2011 legislature hinged the increases on the passage of a bill unrelated to school funding. The Governor vetoed the unrelated bill, which reduced the entitlement increases below the required levels. MQEC subsequently sued over the discrepancy, and resulting settlement restores the increases to the required inflationary levels.

# LEWISTOWN PUBLIC SCHOOLS

Budget Shortfall Reconciliation

April 5, 2012

	Lewistown Elementary	Fergus High School	Total K-12
Projected General Fund Shortfall March 12, 2012 (Current Law, Highest Budget Without a Vote)	(45,517)	(74,884)	(120,401)
<u>Changes since March 12, 2012 (date notified):</u>			
MQEC Ruling (4/4/12)	37,792	18,236	56,028
Add 1.0 FTE Title I Paraprofessional at Highland Park (3/26/12)	(21,537)	0	(21,537)
Add 1.0 FTE Special Ed Paraprofessional at Lewis & Clark (Existing position previously omitted in error)	(18,816)	0	(18,816)
Eliminate 1.0 FTE Math/Foreign Language Teaching Position	31,213	15,374	46,587
Other Adjustments/Updates (ongoing)	4,069	(5,980)	(1,911)
<hr/>			
Current Surplus/(Shortfall) - Highest Budget Without a Vote	<u>(\$12,795)</u>	<u>(\$47,254)</u>	<u>(\$60,050)</u>
<u>Other possible 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
Request tax increase	0	59,414	59,414

**LEWISTOWN PUBLIC SCHOOLS**

FY13 Elementary General Fund Budget

April 5, 2012

Location	Function	Salaries/Benefits	Supplies	Purchased Property Services	Other	Other Purchased Services	Contracted Services	Grand Total	
<b>Highland Park</b>	School Foods	6,240						6,240	
	Operations/Maintenance	36,053		59,200		1,500		96,753	
	Building Administration	69,294	1,120		2,500			72,914	
	Instruction/Student Support	939,244	39,166	2,000				980,410	
<b>Highland Park Total</b>		<b>1,050,831</b>	<b>40,286</b>	<b>61,200</b>	<b>2,500</b>	<b>1,500</b>		<b>1,156,317</b>	
<b>Lewis &amp; Clark</b>	School Foods	6,068						6,068	
	Operations/Maintenance	37,541		47,700		1,500		86,741	
	Building Administration	116,434	1,500		2,905	2,010		122,849	
	Instruction/Student Support	777,737	19,355	1,100	370	250		798,812	
<b>Lewis &amp; Clark Total</b>		<b>937,781</b>	<b>20,855</b>	<b>48,800</b>	<b>3,275</b>	<b>3,760</b>		<b>1,014,471</b>	
<b>Garfield</b>	School Foods	3,102						3,102	
	Operations/Maintenance	37,052		49,500		1,250		87,802	
	Building Administration	83,541	735		2,500			86,776	
	Instruction/Student Support	840,882	44,931	1,400		535		887,748	
<b>Garfield Total</b>		<b>964,577</b>	<b>45,666</b>	<b>50,900</b>	<b>2,500</b>	<b>1,785</b>		<b>1,065,428</b>	
<b>Junior High</b>	Instruction/Student Support	763,828	41,005	3,700		1,880	870	811,283	
	School Foods	8,436						8,436	
	Extracurriculars	44,863						44,863	
	Transportation					9,000		9,000	
	Building Administration	119,938	1,500	1,000	2,500	1,500		126,438	
	Operations/Maintenance	86,068		77,500		2,000		165,568	
<b>Junior High Total</b>		<b>1,023,133</b>	<b>42,505</b>	<b>82,200</b>	<b>2,500</b>	<b>14,380</b>	<b>870</b>	<b>1,165,588</b>	
<b>Lincoln</b>	District Administration	323,617	11,520	6,850	3,194	9,460	23,940	378,581	
	Operations/Maintenance	64,890		37,200		2,000		104,090	
	School Foods	14,631						14,631	
	Instruction/Student Support		1,000		440	1,500		2,940	
<b>Lincoln Total</b>		<b>403,138</b>	<b>12,520</b>	<b>44,050</b>	<b>3,634</b>	<b>12,960</b>	<b>23,940</b>	<b>500,242</b>	
<b>Undistributed</b>	Instruction/Student Support	206,553	112,230	350	10,000	8,400	38,867	376,400	
	Operations/Maintenance	74,946	46,900	28,290	600	26,660	10,200	187,596	
	District Administration	3,438	6,500		7,300	12,000	3,267	32,505	
	School Foods					600		600	
	Building Administration	3,512			405	2,160		6,077	
	Transportation	10,000						10,000	
	Extracurriculars	1,976						1,976	
	Other	9,083				82,000		91,083	
	<b>Undistributed Total</b>		<b>309,507</b>	<b>165,630</b>	<b>28,640</b>	<b>100,305</b>	<b>49,820</b>	<b>52,334</b>	<b>706,236</b>
	<b>Grand Total</b>		<b>4,688,967</b>	<b>327,462</b>	<b>315,790</b>	<b>114,714</b>	<b>84,205</b>	<b>77,144</b>	<b>5,608,282</b>

**LEWISTOWN PUBLIC SCHOOLS**

FY13 High School General Fund Budget  
 April 5, 2012

Location	Function	Salaries/Benefits	Purchased Property Services	Supplies	Other Purchased Services	Contracted Services	Other	Grand Total
Lincoln	District Administration	185,672	3,425	5,820	4,790	9,220	1,597	210,524
	Operations/Maintenance	31,961	18,600		1,000			51,561
	Instruction/Student Support			500	750		222	1,472
<b>Lincoln Total</b>		<b>217,633</b>	<b>22,025</b>	<b>6,320</b>	<b>6,540</b>	<b>9,220</b>	<b>1,819</b>	<b>263,557</b>
Undistributed	Instruction/Student Support	79,573		85,000	3,000	8,500		176,073
	District Administration	1,693		3,200	6,740	4,683	3,400	19,716
	Operations/Maintenance	59,628	61,500	54,600	14,500	2,000	200	192,428
	Transportation	10,000						10,000
	Other	4,337					9,500	13,837
<b>Undistributed Total</b>		<b>155,230</b>	<b>61,500</b>	<b>142,800</b>	<b>24,240</b>	<b>15,183</b>	<b>13,100</b>	<b>412,053</b>
Fergus High	Instruction/Student Support	1,462,072	8,600	100,160	13,445	41,533	1,150	1,626,960
	Building Administration	297,868		5,000	4,600	750	5,924	314,142
	Extracurriculars	141,931			2,000			143,931
	Transportation				75,000			75,000
	Operations/Maintenance	107,320	223,500		4,000			334,820
<b>Fergus High Total</b>		<b>2,009,191</b>	<b>232,100</b>	<b>105,160</b>	<b>99,045</b>	<b>42,283</b>	<b>7,074</b>	<b>2,494,853</b>
<b>Grand Total</b>		<b>2,382,054</b>	<b>315,625</b>	<b>254,280</b>	<b>129,825</b>	<b>66,686</b>	<b>21,993</b>	<b>3,170,463</b>

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

11

- 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:** 04/11/2012

**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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

12

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

**ITEM TITLE:** REPORT—ELECTION UPDATE

**Requested By:** Superintendent    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

Mike Waterman, Business Manager/District Clerk, will report on the election calendar and procedures for 2012.

Attached are the Terms of Office Listing and the 2012 School Election Calendar.

Board members terms of office that are due to expire in 2012 include: Mary Schelle and Monte Weeden. These are both three year terms.

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD MEMBERS TERMS OF OFFICE**

As currently exists, Board members terms of office are as follows:

	<b>Expire 2012</b>	<b>Expire 2013</b>	<b>Expire 2014</b>
<b>SCHOOL DISTRICT #1</b>	Mary Schelle Monte Weeden	Jeremy Bristol Lisa Pierce	Joe Irish Stan Monger Barb Thomas

**School District #1 Two (2) - Three (3) Year Terms:**

\_\_\_\_\_ 3 year term (to expire in 2015)  
\_\_\_\_\_ 3 year term (to expire in 2015)

**Petitions Filed for Nomination of School Board Trustee:**

Tom Balek  
Monte Weeden

**MAY 8, 2012**  
**SCHOOL ELECTION CALENDAR**

<p style="text-align: center;">December 25, 2011 through March 29, 2012</p>	<p><b>Trustee candidates file for election.</b> Nomination petition and Oath of Candidacy must be filed with election administrator. No person signing a petition may sign more nomination petitions than there are trustee positions open. <b>NO CANDIDATE MAY APPEAR ON THE BALLOT UNLESS HE OR SHE MEETS THIS DEADLINE.</b></p> <p>Candidates from county high school districts with enrollments of 2,000 or more or first-class districts in counties with populations of 15,000 or more must file a form C-1-A, and if desired, a form C-3 with the district clerk and Montana Commissioner of Political Practices within 5 days of filing for office. (<a href="#">13-10-201(6)</a>, <a href="#">13-37-201</a>, <a href="#">20-3-305</a> and <a href="#">20-3-344</a>, MCA) [No earlier than 135 days, or no later than 40 days before election.]</p> <p><b>Any candidate that has already filed for election, but wishes to withdraw their name, may do so not less than 38 days before the school election by sending a statement of withdrawal to the election administrator.</b> (<a href="#">13-10-325</a>, MCA as amended by HB327 (2011 session) effective 4/22/2011)</p>
<p style="text-align: center;">End of January</p>	<p>Contact the Montana Commissioner of Political Practices (MCP) office at (406) 444-2942 if you are in  (1) a first-class district located in a county with populations of 15,000 or more,  <b>OR</b>  (2) a county high school district with an enrollment of 2,000 or more and did NOT receive a notice and a packet of information from the MCP.  (<a href="#">13-37-206</a>, MCA )</p>
<p style="text-align: center;">**Updated in 2009** (SB 276) Changes</p>	<p><b>County election administrator mails address confirmation forms to electors who have requested absentee ballots for subsequent elections.</b> The county election administrator will mail the address confirmation forms in January. You still must contact your county election administrator for the permanent absentee ballot list.</p>
<p style="text-align: center;">February 23, 2012</p>	<p><b>First day elector can request an absentee ballot.</b> Voters who wish to vote absentee may request an absentee ballot in writing or in person starting at this date until noon the day before the election. Remember to include the following on the application for absentee ballot:</p> <ul style="list-style-type: none"> <li>● A section on the form allowing the voter to become part of the permanent absentee list</li> </ul> <p>(<a href="#">13-13-211</a> and <a href="#">13-13-214</a>, MCA) [75 days before election]</p>
<p style="text-align: center;">March 29, 2012</p>	<p><b>Trustees call for an election.</b> At least 40 days before the election, the trustees must pass a resolution stating: 1) the date of the election; 2) the purpose of the election; 3) the polling site(s) (if changed from previous school election); and 4) the time the polls will open, if before noon. The trustees do NOT have to set levy amounts at this time; however, they must be set in time for the clerk to certify the ballot. The resolution must be delivered to the county election administrator at least 35 days before the election, but it need NOT be posted. The trustees must also appoint three election judges per precinct. The resolution should appear in the board minutes. An election may also be called by the county superintendent, county commissioners, board of public education or the trustees of a community college. <a href="#">20-20-401</a>, <a href="#">20-20-201</a>, and <a href="#">20-20-203</a>, MCA</p>



<p>March 31, 2012</p>	<p><b>Last day trustee candidates can withdraw from the election.</b> Any candidate that has already filed for election, but wishes to withdraw their name, may do so not less than 38 days before the school election by sending a statement of withdrawal to the election administrator. (<a href="#">13-10-325</a>, MCA as amended by HB327 (2011 session) effective 4/22/2011)</p>
<p>April 3, 2012</p>	<p><b>Last day to file resolutions for school election with county election administrator.</b> (<a href="#">20-20-201(2)</a>, MCA) [no later than 35 days before election]</p>
<p>April 8, 2012 (Next Business Day is April 9, 2012)</p>	<p><b>Voter registration closes.</b> A voter must register by this deadline to vote in the school election. County election administrator prepares registration list. It is not necessary to publish any notice of closing of voter registration. (<a href="#">20-20-311</a> and <a href="#">20-20-312</a>, MCA) [30 days before election]</p>
<p>April 8 – April 18, 2012</p>	<p><b>Notice of election is posted.</b> The election notice must be published in a newspaper of general circulation in the district AND posted in at least three public places in the district, provided that in incorporated cities and towns at least one notice must be posted in each ward or precinct. Radio or television notice may supplement the notice. The notice must include 1) the date and polling places of the election, 2) polling place hours, 3) each proposition to be considered by the electorate, 4) the number of trustee positions, if any, subject to election and the length of the terms for those positions and 5) where and how absentee ballots may be obtained. (<a href="#">20-20-204</a>, MCA) [not less than 20 days or more than 30 days before election]</p>
<p>April 12, 2012 (By 5 p.m.)</p>	<p><b>Deadline for write-in candidate for a trustee position on a school board to file declaration of intent.</b> (<a href="#">13-10-211(3)</a>, MCA) [not less than 26 days before the election]</p>
<p>April 12, 2012 (After 5 p.m.)</p>	<p><b>Election by Acclamation and Cancellation of Election - Notice.</b> If the number of candidates filing a nomination petition or filing a declaration of intent to be a write-in candidate is equal to or less than the number of open trustee positions to be elected, the trustees cancel the trustee election. They must then give notice that a trustee election will not be held.</p> <p><b>A trustee election held in single-member or trustee nominating district is considered a separate trustee election for declaring the election by acclamation.</b> (<a href="#">20-3-313</a>, MCA as amended by HB327 (2011 session) effective 4/22/2011.)</p>
<p>By April 13, 2012</p>	<p><b>Election administrator certifies ballot.</b> The election administrator prepares the final ballot form, listing all candidates and propositions to be voted upon. The ballot must then be delivered to the election administrator, if other than the clerk. See School Election Handbook for more information. <b>Trustees must pass a resolution stating exact levy amounts by this date in order for the clerk to certify the ballot.</b> This resolution must include the durational limit, if any, on the levy.</p> <p>[not less than 25 days before election] <a href="#">13-12-201</a>, <a href="#">20-20-401</a>, and <a href="#">15-10-425</a>, MCA</p> <p><b>Statement of withdrawal must be received before the ballot is certified by the election administrator. Otherwise, the candidate's name must appear on the ballot.</b></p>
<p>April 18, 2012</p>	<p><b>Absentee ballots available.</b> The election administrator prepares ballots for absentee voters. Remember to enclose four things in the absentee package.</p> <ul style="list-style-type: none"> <li>● The ballot</li> <li>● Instructions for voting and returning the ballot</li> <li>● A secrecy envelope, free of any marks that would identify the voter</li> <li>● A self-addressed, return envelope with affirmation printed on the back of the envelope</li> </ul> <p>(<a href="#">20-20-401</a>, MCA) [at least 20 days prior to election]</p>
<p>April 26-May 28, 2012</p>	<p>Candidates who marked Box "C" on their form C-1-A must file form C-5 with the district clerk and Montana Commission of Political Practices. (<a href="#">13-37-226(4)</a>, MCA) [12 days before and 20 days after the school election]</p>

April 28, 2012 (Next Business Day is April 30, 2012)	<b>Last day to notify election judges of appointment.</b> ( <a href="#">20-20-203</a> , MCA) [not less than 10 days before election]
February 23 until noon May 8, 2012	<b>Deadline for absentee requests.</b> Absentee ballots may be requested 75 days before the election but no later than noon the day before the election.  *If the voter has a health emergency between 5 p.m. the Friday before the election (May 4) and noon on the election day (May 8), an emergency request for an absentee ballot may be made by noon on the election day (May 8.) ( <a href="#">13-13-211</a> , MCA)
May 7, 2012 (By 5 p.m.)	<b>Absolute last day for write in candidates to file a declaration of intent</b> ( <a href="#">13-10-211</a> , MCA) A declaration of intent may be filed after the deadline and until 5 pm the day before the election only if a candidate for the office that the write in candidate is seeking: dies or is charged with a felony offense.
May 7, 2012	<b>Deliver certified copy of the lists of registered electors</b> for each polling place to the district by election administrator before the election day. District then delivers list(s) to election judges prior to opening of polls. ( <a href="#">20-20-313</a> , MCA)
May 8, 2012	<b>Notify election judges of the names of write-in candidates</b>
May 8, 2012	<b>ELECTION DAY.</b> ( <a href="#">20-20-105</a> , MCA) The election administrator must prepare polling places, print ballots, ensure election judges are present and conduct a fair and unbiased election. ( <a href="#">Title 13, Chapter 13</a> , and <a href="#">20-20-203</a> , <a href="#">20-20-401</a> , and <a href="#">20-20-411</a> , MCA)
April 26-May 28, 2012	Candidates who marked Box "C" on their form C-1-A must file form C-5 with the district clerk and Montana Commissioned of Political Practices. ( <a href="#">13-37-226 (4)</a> , MCA) [12 days before and 20 days after the school election]
Following receipt of the tally sheets from all polls <b>AND By May 23, 2012</b> (Next regular or special board meeting following the election)	<b>Trustees canvass votes, issue certificates of election and publish results.</b> The canvassed results shall be published immediately in a newspaper that will give notice to the largest number of people in the district. ( <a href="#">20-20-415</a> and <a href="#">416</a> , MCA) [within 15 days after the election]
Within 15 days after receipt of certificate of election. ( <a href="#">20-20-416</a> , MCA)	<b>Candidate completes oath of office and files</b> with the County Superintendent. Newly elected trustees may not be seated until the oath is filed. ( <a href="#">20-3-307</a> , <a href="#">20-1-202</a> , <a href="#">1-6-101</a> , MCA)
May 23, 2012	<b>Deadline for trustees to hold organizational meeting.</b> ( <a href="#">20-3-321</a> , MCA) [not later than 15 days after the election] as amended by HB327 (2011 session) effective 4/22/2011.)
June 1, 2012	<b>Deadline for trustees to request county election administrator to conduct school election for next year.</b> ( <a href="#">20-20-417</a> , MCA)
<b>Additional References:</b>	
Sample forms can be found at this address. <a href="http://www.opi.mt.gov/Finance&amp;Grants/schoolfinance/Index.html#p7GPc1_7">http://www.opi.mt.gov/Finance&amp;Grants/schoolfinance/Index.html#p7GPc1_7</a>	
<a href="#">1-1-307</a> , MCA. Postponement of day appointed for an action when it falls on a holiday or Saturday. Whenever any act of a secular nature, other than a work of necessity or mercy, is appointed by law or contract to be performed upon a particular day, which day falls upon a holiday or a Saturday, such act may be performed upon the next business day with the same effect as if it had been performed upon the day appointed.	
<a href="#">20-3-205</a> , MCA. The county superintendent has general supervision of the schools of the county within the limitations prescribed by this title and shall perform the following duties or acts: (2) administer and file the oaths of members of the boards of trustees of the districts in the county in accordance with the provisions of <a href="#">20-3-307</a> , MCA.	
<a href="#">1-5-416</a> , MCA. A notary public shall: take depositions and affidavits, if the notary is knowledgeable of the applicable legal requirements, and administer oaths and affirmations in all matters incident to the duties of the notary public's office or to be used before any court, judge, officer, or board in this state.	
(MASBO takes special care in preparation of the annual election calendar however, if you find a mistake or oversight, please notify the MASBO office so corrections can be noted in future newsletters and in future calendars. Thank You.)	

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

13

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

**ITEM TITLE:** REPORT—INVESTMENT

**Requested By:** Superintendent    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

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

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

**SUGGESTED ACTION:** Informational

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

**NOTES:**

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

Lewistown School District No. One

Investment Distribution Detail Report

Fiscal Year: 2011-2012

Criteria: From Control#: 37 To: 38

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

Sort By Acct

Print Internal Accounts Only

Type: Interest Posting Date: 3/31/2012 Amount Distributed: \$727.32 Control#: 37  
 Posting Description: Interest Distribution 2/29/2012 Entry#: 449

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
101.00.000.0000.101.000	\$669,952.59	29	.1786686	\$129.95	\$669,952.59		\$0.00	Yes
110.00.000.0000.101.000	\$668,286.54	29	.1782243	\$129.63	\$668,286.54		\$0.00	Yes
111.00.000.0000.101.000	\$813,856.70	29	.2170462	\$157.87	\$813,856.70		\$0.00	Yes
112.00.000.0000.101.000	\$114,613.17	29	.0305660	\$22.23	\$114,613.17		\$0.00	Yes
113.00.000.0000.101.000	\$0.00	29	.0000000	\$0.00	\$0.00		\$0.00	Yes
114.00.000.0000.101.000	\$501,832.17	29	.1338328	\$97.34	\$501,832.17		\$0.00	Yes
120.00.000.0000.101.000	\$10,642.83	29	.0028383	\$2.06	\$10,642.83		\$0.00	Yes
121.00.000.0000.101.000	\$51,821.79	29	.0138203	\$10.05	\$51,821.79		\$0.00	Yes
124.00.000.0000.101.000	\$86,057.60	29	.0229506	\$16.69	\$86,057.60		\$0.00	Yes
128.00.000.0000.101.000	\$47,090.68	29	.0125585	\$9.13	\$47,090.68		\$0.00	Yes
129.00.000.0000.101.000	\$102,081.34	29	.0272239	\$19.80	\$102,081.34		\$0.00	Yes
150.00.000.0000.101.000	\$197,005.12	29	.0525390	\$38.21	\$197,005.12		\$0.00	Yes
160.00.000.0000.101.000	\$9,218.11	29	.0024584	\$1.79	\$9,218.11		\$0.00	Yes
161.00.000.0000.101.000	\$477,234.49	29	.1272729	\$92.57	\$477,234.49		\$0.00	Yes
Control# 37 Total:	\$3,749,693.13		.9999998	\$727.32	\$3,749,693.13		\$0.00	

Balance Calculations based on Prior Month Ending Balances as of 2/29/2012

Type: HS Interest Posting Date: 3/31/2012 Amount Distributed: \$470.39 Control#: 38  
 Posting Description: Interest Distribution 2/29/2012 Entry#: 450

Account Number	Final Cash	Days	Percent	Amount	Original Cash	Redirect	Redirect Amount	Internal?
201.00.000.0000.101.000	\$461,579.82	29	.1673759	\$78.73	\$461,579.82		\$0.00	Yes
210.00.000.0000.101.000	\$409,587.20	29	.1485226	\$69.86	\$409,587.20		\$0.00	Yes
211.00.000.0000.101.000	\$207,933.24	29	.0753998	\$35.47	\$207,933.24		\$0.00	Yes
213.00.000.0000.101.000	\$0.00	29	.0000000	\$0.00	\$0.00		\$0.00	Yes
214.00.000.0000.101.000	\$240,281.56	29	.0871298	\$40.99	\$240,281.56		\$0.00	Yes
217.00.000.0000.101.000	\$26,159.19	29	.0094857	\$4.46	\$26,159.19		\$0.00	Yes

Lewistown School District No. One

Investment Distribution Detail Report

Fiscal Year: 2011-2012

Criteria: From Control#: 37 To: 38

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

Sort By Acct

Print Internal Accounts Only

218.00.000.0000.101.000	\$14,482.23	29	.0052515	\$2.47	\$14,482.23	\$0.00	Yes
220.00.000.0000.101.000	\$10,825.44	29	.0039255	\$1.85	\$10,825.44	\$0.00	Yes
221.00.000.0000.101.000	\$25,402.82	29	.0092114	\$4.33	\$25,402.82	\$0.00	Yes
224.00.000.0000.101.000	\$164,079.62	29	.0594978	\$27.99	\$164,079.62	\$0.00	Yes
228.00.000.0000.101.000	\$116,942.43	29	.0424051	\$19.95	\$116,942.43	\$0.00	Yes
229.00.000.0000.101.000	\$112,330.85	29	.0407329	\$19.16	\$112,330.85	\$0.00	Yes
260.00.000.0000.101.000	\$67,877.54	29	.0246134	\$11.58	\$67,877.54	\$0.00	Yes
261.00.000.0000.101.000	\$660,636.20	29	.2395568	\$112.67	\$660,636.20	\$0.00	Yes
281.00.000.0000.101.000	\$91,965.26	29	.0333480	\$15.69	\$91,965.26	\$0.00	Yes
282.00.000.0000.101.000	\$147,660.58	29	.0535440	\$25.19	\$147,660.58	\$0.00	Yes
Control# 38 Total:	\$2,757,743.98		1.0000002	\$470.39	\$2,757,743.98	\$0.00	

Balance Calculations based on Prior Month Ending Balances as of 2/29/2012

End of Report

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

14

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

**ITEM TITLE:** OTHER ITEMS

**Requested By:** Superintendent    **Prepared By:** Superintendent    **Date:** 04/11/2012

**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.

- ❖ Northwest Evaluations
- ❖ Accreditation
- ❖ Staffing
- ❖ New Board Member Orientation
- ❖ Parent/Teacher Conferences
- ❖ May 2012 Board Meeting—Monday, May 14, 2012—5:30 p.m.
- ❖ Second Grade Music Program—Thursday, April 12, 2012—7:00 p.m.—FCPA
- ❖ FHS SkillsUSA—State Conference—April 16-18, 2012
- ❖ District 8 Music Festival—April 20-21, 2012—Lewistown
- ❖ FHS FFA—Envirothon—April 23-34, 2012—Lewistown
- ❖ BPA National Leadership Conference—April 25-29, 2012—Chicago, IL
- ❖ Missoula Children's Theatre Performance—FCPA
- ❖ State Solo & Ensemble Festival—May 4-5, 2012—Billings
- ❖ PTO Meeting—Monday, May 7, 2012—7:00 p.m.—LJHS
- ❖ Eagle Booster Meeting—Monday, May 7, 2012—7:00 p.m.—Yogo
- ❖ Lewis & Clark Band and Choir Concert—Tuesday, May 8, 2012—7:00 p.m.—FCPA
- ❖ FFA State Forestry CDE—Tuesday, May 8, 2012—Ronan
- ❖ LJHS Band Concert—Thursday, May 10, 2012—7:00 p.m.—LJHS Auditorium

**SUGGESTED ACTION:** Informational

**Additional Information Attached**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

15

- 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:** 04/11/2012

**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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

16

- 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:** 04/11/2012

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the March 12, 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						



**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**LEWISTOWN JUNIOR HIGH SCHOOL – FACS ROOM  
914 West Main Street  
Lewistown MT 59457**

**MONDAY, March 12, 2012**

**BOARD ROUNDTABLE DISCUSSION – JUNIOR HIGH STAFF**

**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, Joe Irish, Mary Schelle, Lisa Pierce, Monte Weeden, Barb Thomas  
TRUSTEES ABSENT:  
Jeremy Bristol  
STAFF PRESENT:  
Superintendent Jason Butcher, Business Manager/District Clerk Mike Waterman, Sandi Chamberlain, Andrea Payne, Scott Dubbs, Tim Majerus, Michelle Trafton, Denise Nelson, Sandy Fox, Mary Kepler, Margee Smith  
OTHERS PRESENT:  
Joe Zahler-KXLO/KLCM Radio; Doreen Heintz-Lewistown News-Argus, Wayne Chilcoat, Megan Blake, Steve McCoy, Rick Wright, Chris Rice, Jennifer Rindal, Rachel Stansberry, Kathy Oros and other interested parties.
2. PLEDGE OF ALLEGIANCE  
The group recited the Pledge of Allegiance.

**BOARD OF TRUSTEES**

3. PRESENTATION—CENTRAL MONTANA LEARNING RESOURCE CENTER COOPERATIVE  
Wayne Chilcoat, Special Education Director, and staff members from the Central Montana Learning Resource Center Cooperative (CMLRCC) presented to the Board of Trustees an overview of the services that the Coop provides.
4. PRESENTATION—SCOTT DUBBS, COMMON CORE STANDARDS  
Scott Dubbs, Curriculum Director, presented to the Board of Trustees information regarding the Common Core State Standards. The State of Montana has adopted the new Common Core State Standards and this change will impact Lewistown's curriculum. Mr. Dubbs will bring additional information to the Board.
5. REPORT—STUDENT REPRESENTATIVE  
Maddie Comes, student representative to the Board, was unable to attend the Board meeting.
6. REPORT—COMMITTEES OF THE BOARD  
Insurance committee met on Thursday, March 8, to discuss the health and dental insurance options for the 2012-2013 School Year. The Airport Board requested a meeting to discuss the School Board's plans relative to the bus barn. The Buildings and Grounds Committee proposed a meeting date of Monday, March 19.

7. DISCUSSION—SELF-INSURED DENTAL PLAN  
The Insurance Committee presented information to the Board of Trustees regarding the possibility of a self-insured dental plan. The Board directed the Insurance Committee to pursue a self-insured dental plan and bring a recommendation to the April Board meeting.
8. 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.
9. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.  
No items were discussed.

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

10. 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.
11. REPORT—INVESTMENT  
Interest earned and distributed for February 2012, was reported with \$1,779.20 in the elementary funds and \$1,170.77 in the high school funds for a total of \$2,949.97.
12. OTHER ITEMS  
Superintendent Jason Butcher updated the Board on the staffing issues regarding retirements, resignations, and transfer requests. The schools have begun administering the Criterion-Reference Testing. The date for the Roundtable and Board meeting scheduled for April 9, 2012, was discussed and will be moved to April 11, 2012. The LEA roundtable will begin at 6: 00 p.m. and the Board meeting will begin at 7:00 p.m. The Board also reviewed dates for upcoming District events.

#### **PUBLIC PARTICIPATION**

13. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD  
Rachel Stansberry acknowledged Mr. Friesen, Mr. Wright, Mr. Guyer, and the other teachers at Fergus High School for their contributions to the excellent education that her children received.

#### **ACTION ITEMS**

##### **MINUTES**

14. MINUTES OF THE FEBRUARY 13, 2012, REGULAR BOARD MEETING – approved unanimously (Irish/Weeden).
15. MINUTES OF THE FEBRUARY 27, 2012, SPECIAL BOARD MEETING – approved unanimously (Thomas/Pierce).

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

16. CLAIMS – the claims referenced in the 2011-2012 Bill Schedule and submitted through March 8, 2012, were approved unanimously (Schelle/Weeden). Finance Committee members for January-March 2012 are Trustees Monger, Bristol, Pierce, and Schelle. The new Finance Committee members for April-June 2012 are Trustees Monger, Bristol, Pierce, Thomas.

##### **CONSENT GROUP ITEMS**

17. APPROVE ADDITIONS TO SUBSTITUTE LIST FOR THE 2011-2012 SCHOOL YEAR was approved unanimously– Substitute Teacher/Aide List—Danielle Phillips; Substitute Custodian List—Kenneth Berlinger (Thomas/Irish).

## **INDIVIDUAL ITEMS**

18. APPROVE TRUSTEE RESOLUTION CALLING FOR AN ELECTION – approved unanimously (Weeden/Pierce). Trustees Thomas and Pierce mentioned that they preferred not to run a levy election to demonstrate to the public that the District is trying to make ends meet without additional taxes. Trustee Schelle noted that the District needs support to maintain quality programs in our buildings. Trustee Irish noted that his informal surveys indicated that the public likely would not support a levy. Trustee Weeden would support a levy, and mentioned that the ongoing District cuts would be affecting the education our students receive. Trustee Monger felt the public should be afforded the opportunity to support the District financially. Trustee Pierce mentioned the LEA survey indicated the teachers were willing to absorb cuts should they become necessary.
19. DECISION AND RATIFICATION OF THE 2012-2014 COLLECTIVE BARGAINING AGREEMENT – approved unanimously (Thomas/Pierce).
20. APPROVE CERTIFICATION FOR INDIRECT COST RATES FOR FY 2012-2013 – approved unanimously (Irish/Thomas).
21. SECOND READING—BOARD POLICY #5328—FAMILY MEDICAL LEAVE – approved unanimously (Pierce/Weeden).
22. APPROVE HEALTH INSURANCE PROVIDER FOR THE 2012-2013 SCHOOL YEAR – approved unanimously (Pierce/Schelle).
23. APPROVE MULTIDISTRICT AGREEMENT FOR TECHNOLOGY SERVICES – approved unanimously (Irish/Weeden).
24. APPROVE PERSONNEL REPORT – approved unanimously (Irish/Schelle).

## **ADJOURNMENT**

The meeting was adjourned at 8:37 p.m. The next Board meeting will be held at 7:00 p.m. on Wednesday, April 11, 2012, at the Lincoln Board Room (Pierce – unanimous).

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

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

**“EXHIBIT A”**

**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** March 12, 2012

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>COMMENTS</i>
<b>HODIK, Maggie</b>	Special Education Teacher	Garfield Elementary School	Approve letter of resignation	June 30, 2012	See attached letter.
<b>DANIELS, Terri</b>	English Teacher	Lewistown Junior High School	Approve letter of resignation	June 30, 2012	See attached letter.
<b>CECRLE, Gary</b>	Head Girls Basketball Coach	Fergus High School	Approve letter of resignation	March 12, 2012	See attached letter.
<b>JENSEN, John</b>	Activity Bus Driver	School District #1	Approve appointment on schedule at \$16.81 per hour for driving time and \$10.00 per hour wait time (2 hours per day minimum) on an as needed basis	March 12, 2012	John Jensen was previously approved as a substitute by the Board and will now be added to the rotation list for activity trips.
<b>GUYER, Justin</b>	Assistant Tennis Coach	Fergus High School	Approve appointment on schedule—(0.085)	March 12, 2012	See attached memo.
<b>KUNTZELMAN, Rich O’HALLORAN, Brandon Jazz Band Students Jazz Choir Students</b>	Jazz Band Director Jazz Choir Director	Fergus High School	Approve out-of-state travel to attend the Northwest Jazz Festival in Powell, Wyoming	March 28-30, 2012	See attached letter.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

17

- 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:** 04/11/2012

**SUMMARY:**

Approve claims paid through April 5, 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

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

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

18

<u>Agenda Items</u>	<u>Additional Information</u>
<p>18. Approve Additions to the Substitute List for the 2011-2012 School Year</p>	

**SUGGESTED ACTION:** Approve All Items

**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

18

- 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:** 04/11/2012

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**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 Teacher/Aide List:

Claudia Brown  
Dannielle Kinkelaar

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

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

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**NOTES:**

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

19

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

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

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #4310—Public Complaints.

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

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

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

**NOTES:**

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



# FIRST 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**

04/11/2012

**Agenda Item No.**

20

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

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

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #4310P—Uniform Complaint Procedure.

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

**SUGGESTED ACTION:** Approve First Reading 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

# FIRST 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:

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

21

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

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

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #3612—District-Provided Access to Electronic Information, Services, and Networks.

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 “First Reading”.

**SUGGESTED ACTION:** Approve First Reading 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

# FIRST 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

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#### 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**

04/11/2012

**Agenda Item No.**

22

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

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

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #3612F—Student Technology Responsible Use Agreement.

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 “First Reading”.

**SUGGESTED ACTION:** Approve First Reading 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

# FIRST 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**

04/11/2012

**Agenda Item No.**

23

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

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

**Requested By:** Board of Trustees    **Prepared By:** Pat Weichel    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the first reading of Board Policy #5460—Electronic Resources and Social Networking.

This is a new policy.

**SUGGESTED ACTION:** Approve First Reading 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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						

# FIRST 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**

04/11/2012

**Agenda Item No.**

24

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

**ITEM TITLE:** APPROVE RECOMMENDATION TO ADOPT A SELF-INSURED DENTAL PLAN

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the recommendation from the Insurance Committee to adopt a Self-Insured Dental Plan for the 2012-2013 Plan Year. Information regarding this recommendation is attached for your review.

**SUGGESTED ACTION:** Approve Self-Insured Dental Plan for the 2012-2013 Plan Year to be Administered by Boulder Administrative Services

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

**NOTES:**

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

As discussed at the March Board meeting, the Insurance Committee recommends the District adopt a self-insured dental plan for the 2012-2013 plan year. Under the proposal, the District would hold the premium amounts on deposit, and use those funds to pay claims. A third-party administrator, Boulder Administrative Services (“BAS”), would be hired to manage the plan. BAS is recommended by MSHWP.

The benefits of this structure include a relatively easy-to-understand benefits and universal acceptance with dental providers. The downside of this structure is the risk: the district would be liable for all claims—even if the claims exceed the amount available from our premium payments. To mitigate the risk, the Insurance Committee proposes:

1. Using a roughly \$38,000 deposit that the District currently maintains to pay additional claims, if necessary. This deposit came from a self-insurance fund that the District had in the past, and must be used to pay employee benefit costs in accordance with 20-3-330 (2), MCA.
2. Purchasing an Aggregate Stop Loss Plan. This plan would pay 100% of our claims in excess of \$151,998 for a \$4 per-employee, per month premium. This \$4 per month cost would be added to the dental premium and paid by the District, the employee, or a combination, depending on each employee’s classification (certified, classified, or administrator). The District’s estimated cost of this plan is \$3,600.

It should be noted that our MSHWP advisors do not believe the Aggregate Stop Loss plan is necessary. They feel the self-insured dental plan is priced appropriately and the risk to the District is minimal—especially given that we have a sizeable deposit available to cover any overages. The Aggregate Stop Loss plan is admittedly conservative, but the Insurance Committee believes that ensuring the safety of the District’s assets is worth the cost of the plan.

Please contact me if you have any questions.

Mike



# Dental Proposal For Lewistown School District #1

Boulder Administration Services proposes to provide the administration services, COBRA administration and all documents and forms for a self-funded dental benefit for the employees of Lewistown School District #1.

## Plan # 3

### Dental Benefits

#### Plan #3

The benefits would be:

First \$150 paid at 100%

Next \$150 paid at 80%

Next \$1960 paid at 50%

Maximum annual benefit \$1250

Orthodontia is included for children up to age 19 with a \$1000 Lifetime Maximum

#### Costs:

Employee	\$36.50
Employee & Spouse	\$63.00
Employee & Child(ren)	\$73.50
Family	\$108.00

#### Setup Fees

Plan Document \$200

Option 1 - \$2.50 per employee includes printing of booklet and ID cards, bulk mailing of ID cards and booklets to employer, setting up bank account

Option 2 - \$3.50 per employee provides all items in option 1 except booklets and ID cards are mailed directly to the employee's home address.

Please note that COBRA administration for this benefit plan is included in the price. COBRA administration includes all notifications, collection of premiums and tracking of all time periods.

Preparation date: January 30, 2012

Proposal is valid for 90 days following preparation date



Stop Loss Insurance for Prescription Group Benefit Plans

**Stop Loss Proposal**

Date: **March 29, 2012**  
 Exp. Date: **June 1, 2012**  
 Underwriter: **Renny Thomas**

**Producer**

Name: Bruce Wagner  
 Company: Boulder Administration Services, Inc.  
 Address: P.O. Box 1046  
 City: Boulder  
 State: MT Zip: 59632  
 Telephone: (406) 225-3699  
 Email: bruce@boulderadmin.com

**Employer**

Name: Lewistown School District  
 Address: 215 7th Ave., South  
 City: Lewistown  
 State: MT Zip: 59632  
 SIC: \_\_\_\_\_

Proposed Effective Date: July 1, 2012

**Administrative Allowance:**

Plan #3	Plan #4
10.00%	10.00%

Benefit: DR/DA Dental  
 Contract Type: 12/15  
 Carrier: Pan American Life Ins. Co.

**Minimum Employer Contribution**

Employee 95% Dependent 70%

**Minimum Employee Participation**

Employee 95% Dependent 60%

**Plan Design - Plan #3**

**Dental:**

100% of First \$150.00  
\$0.00 Deductible/Individual/Plan Year  
80% of Next \$150.00  
50% of Next \$1,960.00  
 Max. Benefit: \$1,250.00 /Individual/Plan Year

**Orthodontia:**

Child  YES  NO  
 Adult  YES  NO  
 Included in Plan  YES  NO  
 Separate Maximum  YES  NO  
 (see max below)  
\$1,000.00 /Maximum Benefit/Lifetime

**Aggregate Coverage**  
 See Appendix A for Exclusions and Limitations

**Monthly Attachment Factors:**

- Employee Only
- Employee + One
- Employee + Family

Minimum/Annual Aggregate Attachment Point  
 Maximum Annual Benefit Amount

No. of Employees	Option A
63	41.00
54	86.00
43	126.50
	<b>151,998.00</b>
	<b>100,000.00</b>

**Aggregate Premium:**

Premium (PEPM)  
 Estimated Annual Premium  
 Minimum Annual Premium  
 Periodic Premium - Three Installments

160	4.00
	7,680.00
	7,500.00
	2,500.00



## Appendix A Expenses Not Covered

Producer Name: Bruce Wagner  
Producer Company: Boulder Administration Services, Inc.  
Employer Name: Lewistown School District

### **Exclusions and Limitations**

No benefits will be paid for expenses incurred:

1. for charges in excess of those considered reasonable and customary;
2. for cosmetic procedures;
3. for implants;
4. for oral hygiene instructions, and for:
  - a. completion of a claim form,
  - b. acid etch,
  - c. broken appointments, or
  - d. prescription or take-home fluoride;
5. for services not completed by the end of the month in which coverage terminates;
6. for procedures that are begun, but not completed;
7. for services and treatment provided without charge, or for which there would be no charge in the absence of dental coverage;
8. for services in connection with war or any act of war, whether declared or undeclared, or undeclared, or condition contracted or accident occurring while on full-time active duty in the armed forces of any country or combination of countries;
9. for care or treatment of a condition for which one is entitled to or eligible for benefits under any Worker's Compensation Act or similar law;
10. that are applied toward satisfaction of a Deductible, if any;
11. that are generally considered by the dental profession as experimental or investigational;
12. for the treatment of cleft palate and anodontia;
13. for services or supplies payable under any medical expense plan;
14. for orthodontia, unless specifically included;
15. prior to the date the eligible person is covered under the Plan;
16. for the diagnosis or treatment of TMJ;
17. for hospital services;
18. following the 65<sup>th</sup> birthday;
19. for any unmarried child over the age 26 years.

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

25

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

**ITEM TITLE:** APPROVE CHANGES TO THE MULTIDISTRICT AGREEMENT FOR TECHNOLOGY SERVICES

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve the changes to the MultiDistrict Agreement for Technology Services that was approved at the March 12, 2012, Board meeting. Denton Elementary and Denton High School will be added to receive technology services according to the terms of this agreement.

**SUGGESTED ACTION:** Approve adding Denton Elementary and Denton High School to the MultiDistrict Agreement for Technology Services

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

**NOTES:**

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

## MULTIDISTRICT AGREEMENT

This Multidistrict Agreement (hereinafter "Agreement") is entered into this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_ by and between Lewistown Elementary, Fergus High School, **Denton Elementary, Denton High School**, Grass Range Elementary, Grass Range High School, Ayers Elementary, Roy K-12 Schools, Winifred K-12 Schools, Moore Elementary, Moore High School, Deerfield Elementary, Spring Creek Colony Elementary, King Colony Elementary, Hobson K-12 Schools, Judith Gap Elementary, Judith Gap High School, Stanford K-12 Schools, and the Central Montana Learning Resource Center Cooperative (collectively hereinafter "Districts").

WHEREAS, pursuant to section 20-3-363, MCA, the boards of trustees of any two or more school districts may enter into an Multidistrict Agreement to create a multidistrict cooperative to perform any services, activities, and undertakings of the participating districts and to provide for the joint funding and operation and maintenance of all participating districts upon the terms and conditions as may be mutually agreed to by the districts subject to the conditions of section 20-3-363, MCA;

WHEREAS, an agreement made pursuant to section 20-3-363, MCA, must be approved by the board of trustees of all participating districts by April 1 of the current fiscal year in which the agreement is executed and by April 1 in any subsequent year to which the agreement applies;

WHEREAS, all expenditures in support of the Multidistrict Agreement may be made from the interlocal cooperative fund in accordance with sections 20-9-703 and 20-9-704, MCA. Each participating district of the multidistrict cooperative may transfer funds into the interlocal cooperative fund from the general fund or any other budgeted fund of the district. Transfers to the interlocal cooperative fund from each participating school district's general fund are limited to an amount not to exceed the direct state aid in support of the respective school district's general fund. All transfers must be completed by April 1 of the current fiscal year in which the agreement is executed and by April 1 in any subsequent year to which the agreement applies;

WHEREAS, in accordance with section 20-9-703, Fergus High School shall be designated as the prime agency. All other participating Districts shall be designated as cooperating agencies;

WHEREAS, each participating District may transfer funds into the interlocal cooperative fund from the general fund or any other budgeted fund of the respective school District. Transfers to the interlocal cooperative fund from each participating school district's general fund are limited to an amount not to exceed the direct state aid in support of the respective school district's general fund;

WHEREAS, expenditures from the interlocal cooperative fund are limited to those expenditures that are permitted by law and that are within the final budget for the budgeted fund from which the transfer was made.

NOW THEREFORE, the Districts hereby agree as follows:

1. To create a multidistrict cooperative for the purpose of providing technology services for the participating Districts;
2. To create an interlocal cooperative fund for the purpose of transferring funds from the participating Districts for the purpose(s) stated herein;
3. Fergus High School is designated as the prime agency and as such shall establish a nonbudgeted interlocal cooperative fund for the purpose of the financial administration of this interlocal cooperative agreement.
4. All other participating Districts are designated as the cooperating agencies and in accordance with section 20-9-704, shall transfer its financial support under this agreement to the prime agency by district warrant.
5. Any and all amounts transferred into the interlocal cooperative fund by any participating District shall come from: (1) the respective district's general fund in an amount not to exceed the direct state aid in support of the respective school district's general fund; or (2) any other budgeted fund of a participating District.
6. Any and all amounts transferred into the interlocal cooperative fund by each participating District must be transferred before April 1, 2013.
7. Any and all amounts transferred into the interlocal cooperative fund by each participating District must be for the purpose stated herein.
8. The term of this Agreement shall be from July 1, 2012 to June 30, 2013.
9. This Agreement shall be interpreted according to and governed by the laws of the State of Montana.

As agreed on this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Fergus High School  
Prime Agency

\_\_\_\_\_  
Cooperating Agency (please print)

\_\_\_\_\_  
Board Chair, Prime Agency

\_\_\_\_\_  
Board Chair, Cooperating Agency

\_\_\_\_\_  
District Clerk, Prime Agency

\_\_\_\_\_  
District Clerk, Cooperating Agency

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

26

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

**ITEM TITLE:** APPROVE PURSUING LEGISLATIVE CHANGES TO THE TECHNOLOGY FUND LEVY REQUIREMENTS

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve pursuing legislative changes for the requirements regarding the Technology Fund Levy.

Information about the legislative changes is attached for your review.

**SUGGESTED ACTION:** Approve Pursuing Legislative Changes to the Technology Fund Levy Requirements

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

**NOTES:**

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

As you probably saw, MTSBA recently requested legislative and/or advocacy issues for their Delegate Assembly and membership's consideration. I would like MTSBA to consider a legislative change that I think would benefit Lewistown—and all Districts across the state. For MTSBA to consider such proposals, however, they need to know that the local trustees support the proposed change. To that end, I am requesting the Lewistown Board's support for this proposal.

Current law limits District's Technology Fund levies to a percentage of the original cost of their "technological equipment, including computers and computer network access". I would like to propose eliminating this requirement and giving schools unlimited funds for technology—IF voters approve it.

I have several reasons for requesting this change:

1. These days, the biggest cost of technology is the software and ongoing service contracts—not the hardware itself. My smart phone is a perfect example: we received a \$500 phone for free—if we signed up for a 2-year/\$50-per-month service contract. I would argue the District received the benefit of \$1700 worth of "technological equipment and network access"; however, depreciable asset cost (and therefore maximum levy amount for this asset) is \$0. As this trend continues/accelerates, basing levy limits on hardware costs will ultimately hamstring schools and defeat the purpose of the fund.
2. It is very burdensome—and costly—for schools to track the loosely-defined "technological equipment, including computers and computer network access". We aren't talking \$200,000 buses here. These items could be anything from \$100 monitors to \$20 web cams to \$10 computer cables. Tracking such throwaway items generates busywork—not a reliable basis for a property tax levy.
3. Many (perhaps *most*) of these purchases fall under our capitalization threshold and therefore don't legitimately qualify as depreciable assets. Furthermore, most tech equipment becomes obsolete well in advance of the current 7+ year schedule now in law.

As with any changes, there are potential drawbacks as well. The ones I could think of are as follows:

1. If it fails, we might draw attention to somewhat of a sleeping giant—auditors could be reminded of the requirement and begin checking for documentation that I suspect a lot of schools simply don't have and aren't currently being required to produce.
2. Without a levy limit, the potential for abuse increases. For that reason, we *could* consider including this levy in the district's debt limit calculation—but I would not recommend it.
3. If we do end up adding the tech levy to the debt requirement, this could reduce the amount of money schools can access for their large building requirements. An effort has been made to remove Building Reserves from the debt calculation, and adding the tech levy back into it would somewhat defeat this effort. As a result, I think this should be something we should be very deliberate about—and approach with extreme caution.

I believe the change in law would be pretty simple:

**20-9-533. Technology acquisition and depreciation fund -- limitations.**

- (1) The trustees of a district may establish a technology acquisition and depreciation fund for school district expenditures incurred and depreciation accrued for:
  - (a) the purchase, rental, repair, maintenance, and depreciation of technological equipment, including computers and computer network access; and
  - (b) associated technical training for school district personnel.
- (2) Any expenditures from the technology acquisition and depreciation fund must be made in accordance with the financial administration requirements for a budgeted fund pursuant to this title. The trustees of a district shall fund the technology acquisition and depreciation fund with:
  - (a) the state money received under 20-9-534; and
  - (b) other local, state, private, and federal funds received for the purpose of funding technology or technology-associated training.
- ~~(3) In depreciating the technological equipment of a school district, the trustees may include in the district's budget, contingent upon voter approval of a levy under subsection (6) and pursuant to the school budgeting requirements of this title, an amount each fiscal year that does not exceed 20% of the original cost of any technological equipment, including computers and computer network access, that is owned by the district. The amount budgeted may not, over time, exceed 150% of the original cost of the equipment.~~
- (43) The annual revenue requirement for each district's technology acquisition and depreciation fund determined within the limitations of this section must be reported by the county superintendent of schools to the board of county commissioners on or before the later of the first Tuesday in September or within 30 calendar days after receiving certified taxable values as the technology acquisition and depreciation fund levy requirement for that district, and a levy must be made by the county commissioners in accordance with 20-9-142.
- (54) Any expenditure of technology acquisition and depreciation fund money must be within the limitations of the district's final technology acquisition and depreciation fund budget and the school financial administration provisions of this title.
- (65) In addition to the funds received pursuant to subsection (2), the trustees of a school district may submit a proposition to the qualified electors of the district to approve an additional levy to fund the depreciation of technological equipment authorized under this section. The election must be called and conducted in the manner prescribed by this title for school elections and in the manner prescribed by 15-10-425.
- (76) The technology proposition is approved if a majority of those electors voting at the election approve the levy. Notwithstanding any other provision of law, the levy under subsection (65) is subject to 15-10-420.
- (87) The trustees of a district may not use revenue in the technology acquisition and depreciation fund to finance contributions to the teachers' retirement system, the public employees' retirement system, or the federal social security system or for unemployment compensation insurance.

If you have any questions, please let me know.

Thanks!  
Mike

**LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana**

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

27

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

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

**Requested By:** Board of Trustees   
**Prepared By:** Jason Butcher   
**Date:** 04/11/2012

**SUMMARY:**

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

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

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

**NOTES:**

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



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

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

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

28

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

**ITEM TITLE:** APPROVE ISSUING CONTRACTS FOR CERTIFIED AND CLASSIFIED ADMINISTRATORS

**Requested By:** Board of Trustees   
**Prepared By:** Jason Butcher   
**Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to approve issuing contracts for the Certified and Classified Administrators for the 2011-2012 School Year as listed on the attachment.

**SUGGESTED ACTION:** Approve Issuing Contracts for the Certified and Classified Administrators

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

**NOTES:**

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

## **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%)

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

29

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

**ITEM TITLE:** SET HIGH SCHOOL DISTRICT NUMBER ONE LEVY ELECTION

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 04/11/2012

**SUMMARY:**

The Board of Trustees needs to set the High School District Number One Levy Election.

SHALL THE DISTRICT BE AUTHORIZED TO IMPOSE A PERMANENT INCREASE IN LOCAL TAXES TO SUPPORT THE GENERAL FUND IN THE AMOUNT OF \$59,414\* WHICH IS APPROXIMATELY 4.58\* MILLS FOR THE PURPOSE OF MAINTAINING AND OPERATING THE SCHOOL DISTRICT? PASSAGE OF THIS PROPOSAL WILL INCREASE THE TAXES ON A HOME WITH A MARKET VALUE OF \$100,000 BY APPROXIMATELY \$6.75\* PER YEAR AND ON A HOME WITH A MARKET VALUE OF \$200,000 BY APPROXIMATELY \$13.49\* PER YEAR.

- o FOR the additional levy
- o AGAINST the additional levy

\* Maximum amounts. The Board may elect to request any amount up to this maximum.

**SUGGESTED ACTION:** Set High School District Number One Levy Election

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

**NOTES:**

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

## FY 2012-13 General Fund Budget and Voting Limits

<b>HIGHEST BUDGET WITHOUT A VOTE (permissive)</b>	<b>HIGHEST BUDGET</b>	<b>VOTING REQUIREMENT</b>
<p>FY13 BASE            + The highest levy Over Base authorized or imposed between FY08 and FY12 + Estimated FY13 Tuition Revenue            + Non-Levy Revenues available to fund the over-BASE budget            + FY12 Excess Reserves used to fund the FY13 Over-BASE budget            + Fund Balance Reappropriated available to fund the Over-BASE budget</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• Total fund balance reappropriated to fund the BASE and Over-BASE budgets may not exceed 15% of the maximum general fund budget</li> <li>• Must adopt at least FY13 BASE budget and highest budget without a vote cannot exceed the FY13 Highest Budget.</li> </ul>	<p><u>Greater of:</u></p> <p>FY13 Maximum</p> <p>- or -</p> <p>FY12 Adopted Budget + increases resulting from individually comparing the FY13 Quality Educator, Indian Ed for All, At Risk and American Indian Achievement Gap payments to each FY12 payment received. +</p> <p>Fulltime Kindergarten Transition Amount (FY12 Average Kindergarten Enrollment /2 X (PAA-3)% X 4,955 + 20.40)</p>	<p>Any increase in Over-BASE tax dollars needed to fund the budget</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• Equals the difference between the proposed budget (up to Highest Budget) and the permissive budget (Highest Budget Without a Vote).</li> </ul>

# LEWISTOWN PUBLIC SCHOOLS

Analysis of Over-BASE Levy Authority

March 28, 2012

	FY08	FY09	FY10	FY11	FY12	FY13 Minimum (Without A Vote)
						FY13 Maximum (With A Vote)
LEWISTOWN ELEMENTARY	1,046,735	1,046,735	1,046,735	1,158,170	1,158,170	1,150,012
FERGUS HIGH SCHOOL	606,955	635,355	635,355	662,051	662,051	662,051
						739,701

**LEWISTOWN PUBLIC SCHOOLS**  
Lewistown, Montana

**BOARD AGENDA ITEM**

**Meeting Date**

04/11/2012

**Agenda Item No.**

30

- 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:** 04/11/2012

**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
Bristol						
Irish						
Monger						
Pierce						
Schelle						
Thomas						
Weeden						



**LEWISTOWN PUBLIC SCHOOLS  
LEWISTOWN, MONTANA**

**PERSONNEL REPORT FOR BOARD ACTION**

**DATE:** April 11, 2012

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>COMMENTS</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.

Denise Nelson  
108 Sapphire Drive  
Lewistown, MT 59457  
(406) 538-9701

March 22, 2012

Dear Superintendent Butcher:

I am writing this letter as notification of my decision to retire at the end of the 2011-2012 school year.

During my 19 years with Lewistown Public Schools, I feel fortunate to have had the opportunity to teach both mathematics and French at the high school and junior high. It has been my pleasure to be a part of the district, and I leave with the utmost respect for my administrators and fellow colleagues. In addition, it has been a privilege to work with Lewistown students, and I will miss my time with them in the classroom.

As my career as an educator comes to a close, I have many good memories and feel ready for what lies ahead in retirement.

Sincerely,

Denise Nelson

cc Jerry Feller

Tim Majerus

April 3, 2012

Lewistown School Board  
215 7<sup>th</sup> Ave. S  
Lewistown, MT 59457

Dear School Board Members:

This letter is to request permission for Lynne Wise-Klippenes to chaperone our two Business Professionals of American students at their National Leadership Conference in Chicago IL.

*The Business Professionals of America (BPA) Organization's mission is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic and technological skills for high school students.* The BPA National Convention will be held in Chicago, Illinois, April 25-29, 2012. Students will leave April 23 and return April 29. Fergus High School BPA students have gone through a rigorous competitive process first at a regional level and then at the state level to obtain an opportunity to compete at the National Level. Only students placing in top positions in their events qualify to contend at this convention. Competitive events are tied to the products and positions found in the business workplace; for example, designing web pages, interviewing for a job, creating video commercials, or computer troubleshooting and networking. Sessions offered include Professional Business Etiquette Luncheons, Web Design & Development-Revolutionizing 21<sup>st</sup> Century, The scope and impact of bullying, Fast Forward to Success, Empowering Diversity: Women in the Workplace, Why Certify, and Poker Face, Torch Awards, an impressive College Fair and many educational tours to businesses in the area are part of their experience.

Fergus High School has two students who earned top positions and plan to compete at the national level in their qualifying events. This opportunity offers Lewistown students a chance to vie against the top students (over 6,000 in attendance) from 28 states. It also offers them occasions to explore business from a national perspective in an area where large companies are participating in the sessions. Our students will experience firsthand contact with professionals who work in the industry of their product or event. The returning Fergus High School BPA students will bring this experience back to the region, the community and Fergus High School. The students can share experiences to help train and encourage students in our own chapter and area chapters and present workshops on a local level and at our regional conventions that can assist additional school BPA chapters. Kaylee Wise and Ashley-Ann Goddard are working very hard to raise money for their trip.

Thank you for considering this as a worthwhile, educational endeavor for these students and allowing us the opportunity to enhance our skills and business knowledge for Business Professionals of America.

Sincerely,  
*Diane Lewis*  
Diane Lewis  
BPA Advisor

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  
 Jeremy Bristol  
 Joe Irish  
 Lisa Pierce  
 Mary Schelle  
 Barbara Thomas  
 Monte Weeden

**LEWISTOWN PUBLIC SCHOOLS  
 2011-2012 SCHOOL CALENDAR**

**A. Pupil Instruction**

First Semester				90 Days	Second Semester				89 Days
FIRST QUARTER				DAYS	THIRD QUARTER				DAYS
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>					

SECOND QUARTER				DAYS	FOURTH QUARTER				DAYS
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)**

		Totals
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 (Evening Only on 2nd, All Day on 3rd)	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 (Vacation Day for Students)
November 4	Vacation Day
November 23-25	Thanksgiving Vacation
December 21 - January 2	Christmas Vacation
January 16	PIR (Vacation Day for Students)
February 24	Vacation Day
February 27	PIR (Vacation Day for Students)
April 5-9	Spring Break
May 28	Memorial Day