

**LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

**Fergus High School – Library  
1001 Casino Creek Drive  
Lewistown MT 59457**

**Monday, May 23, 2011**

**REGULAR BOARD MEETING**

**CALL TO ORDER (5:30 p.m.)**

1. Roll Call
2. Pledge of Allegiance

**BOARD OF TRUSTEES**

3. Presentation—Scott Dubbs, Curriculum Director
4. Report—Student Representative
5. Report—Committees of the Board
6. Discussion—Facilities
7. Discussion—General Fund Budgets
8. Calendar Items, Concerns, Correspondence, Etc.

**SUPERINTENDENT'S REPORT**

9. Other Items

**PUBLIC PARTICIPATION**

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

**ACTION ITEMS**

**MINUTES**

11. Minutes of the May 9, 2011, Regular Board Meeting
12. Minutes of the May 12, 2011, Special Board Meeting

**APPROVAL OF CLAIMS**

13. Claims

**CONSENT GROUP ITEMS**

14. Approve Additions to Substitute List for the 2010-2011 School Year

**INDIVIDUAL ITEMS**

15. Approve Personnel Report
16. Approve Extension of Grass Range Bus Route into the Lewistown School District
17. Approve Request for Extended Leave of Absence
18. Approve MHSA Membership and Related Payments
19. Approve Contracting with Fergus County Clerk and Recorder's Office to Act as Election Administrator for School Elections
20. Approve Agreement between Yellowstone Boys and Girls Ranch and the Lewistown Public Schools
21. Approve Calling for Bids for the Junior High School Elevator
22. Approve Fergus County Investment Resolution
23. Approve Changes to Lewistown Junior High School Student Handbook
24. Approve Inter Local Agreement between the Montana Digital Academy and the Lewistown Public Schools

**ADJOURNMENT**

### **PUBLIC PARTICIPATION**

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

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

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

### **CONSENT GROUP ITEMS**

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

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

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

3

☐ 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: 05/23/2011

**SUMMARY:**

Scott Dubbs, Curriculum Director, would like to present to the Board of Trustees a report on the suggested curriculum selected by the Social Studies Curriculum Committee for the 2011-2012 School Year.

**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

SOCIAL STUDIES CURRICULUM PROJECT  
2009-2011  
GRADES K-12



BOARD MEMBERS

Jeremy Bristol  
Joe Irish \*  
Lisa Pierce  
Barb Thomas \*

Jennifer Granot \*  
Becky Jackson \*  
Mary Schelle  
Monte Weeden

\* Member during project review or curricular adoption

DISTRICT ADMINISTRATION

Jason Butcher, Superintendent

Mike Waterman, Business Manager

SOCIAL STUDIES CURRICULUM TEAM MEMBERS

Sandy Armstad	Fergus High	Social Studies
Aaryn Bell	Garfield	Kindergarten
Brad Breidenbach	Fergus High	Title I Reading
Kyle Carlisle	Lewis & Clark	6th Grade
Sandy Fox **	Lewis & Clark	5th Grade
Pat Giedd	Highland Park	1st Grade
Jennifer Jensen	Garfield	4th Grade
Mary Kynett	Lewistown Junior High	8 <sup>th</sup> Grade
Greg Lucotch	Lewistown Junior High	7 <sup>th</sup> Grade
Newell Roche	Fergus High	Social Studies
Germaine Stivers	Highland Park	2nd Grade
Teresa Stokken	Garfield	3rd Grade
Beau Wright **	Fergus High	Social Studies
Jennifer Granot	Board Member	
Scott Dubbs	Curriculum Director	
John Moffatt	Former Curriculum Director	

\*\* Co-Chairperson

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*Lewistown Public Schools*  
**Social Studies 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 Core Purpose

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.

## Social Studies Curricular Goals

Lewistown Public Schools' current first graders will be the graduating class of 2022. As educators, we have the responsibility of preparing these children for the challenges of living in an ever-changing society. Their lives, like ours, will be affected by domestic and international politics, economic flux, technological developments, demographic shifts, and the stress of social change. The only prediction that can be made with certainty is that the world of the future will be characterized by continuity and change. The study of continuity and change is the overarching focus of the history-social studies curriculum. The knowledge provided by these disciplines enables students to appreciate how ideas, events, and individuals have intersected to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

As educators in the field of Social Studies, we want our students to perceive the complexity of social, economic, and political problems. We want them to have the ability to differentiate between what is important and what is unimportant. We want them to know their rights and responsibilities as American citizens. We want them to understand the meaning of the Constitution as a social contract that defines our democratic-republic government and guarantees our individual rights. We want them to understand the democratic ideals upon which this nation was conceived: freedom, liberty, justice, equality, and opportunity. We want them to respect the right of others to differ with them. We want them to take an active role as citizens and to know how to work for change in a democratic society. We want them to understand the value, the importance, and the fragility of democratic institutions. We want them to realize that only a small fraction of the world's population (now or in the past) has been fortunate enough to live under a democratic form of government, and we want them to understand the conditions that encourage democracy to prosper. We want them to develop a keen sense of ethics and citizenship. And we want them to care deeply about the quality of life in their community, their nation, and their world.

The object of the Social Studies curriculum is to define the knowledge and skills that our students need to successfully participate in the 21st Century. With a firm grounding in history and the social studies, our students should have the capacity to make wise choices and to be full participants in a rapidly changing state, nation, and world.

In addition to the knowledge that our students will acquire by studying the human past, they should gain a deep understanding of individual and social ethics. We want students to see the connection between ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs. Students should realize that tragedies and triumphs have resulted from choices made by

individuals. They should recognize that ideas and actions have real consequences – that history, in other words, is not simply the ebb and flow of impersonal forces but is shaped and changed by the ideas and actions of individuals and governments. We want our students to understand how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility and to ponder how we deal with the same issues today. By studying the humanities and examining the ideas of great thinkers, major religions, and principal philosophical traditions, our students will reflect on the various ways that people have struggled throughout time with ethical issues and will consider what the consequences are for us today.

The 13 years of study in which our children are engaged from kindergarten through grade twelve are barely time enough for the educational tasks to be accomplished. Our highly complex society needs well-educated minds and understanding hearts; it needs men and women who understand our political institutions and are prepared to assume the responsibilities of active citizenship. Our students need to understand our history, our institutions, our ideals, our values, our economy, and our relations with other nations in the world because we live in an interdependent world and function in a global economy. Specifically, we want our students to learn about the cultures, societies, and economic systems that prevail in other parts of the world and to recognize the political cultural barriers that divide people as well as the common human qualities that unite them.

We are committed to providing all students the opportunities afforded through the Social Studies.

We believe our students are best served when they:

1. Study history within a recognizable chronology.
2. Connect the study of history with government, economics, and geography.
3. Learn history by reading literature of a particular period and about a particular period.
4. Focus on in-depth studies of selected events and people, rather than a superficial skimming of enormous amounts of information.
5. Experience a systematic, sequential curriculum, coordinated from kindergarten through grade 12.
6. Learn that our national identity and heritage are pluralistic and that our nation's history is the story of many people and one nation.
7. Learn about the cultural heritage and contemporary identity of American Indians, with particular emphasis on Montana Indian tribal groups and government.
8. Emphasize the importance of world history in an increasingly interdependent world.
9. Understand the individual responsibility and behavior necessary for sustaining a democratic society.
10. Study the fundamental principles embodied in the U.S. Constitution and Bill of Rights.
11. Investigate controversial issues honestly and accurately within their historical and contemporary context and learn to base judgment on reasonable evidence.
12. Study the importance of religion in human history and become knowledgeable about the world's major religions and the role of religion in the history of this nation.
13. Experience a variety of challenging, engaging, content-appropriate classroom activities.
14. Connect social studies topics to the present time, using current events.
15. Develop skills of obtaining information, judging its value, reaching reasoned conclusions based on evidence, and developing sound judgment.
16. Participate in school and community service activities.

## Technology

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.



# Social Studies Curriculum Scope and Sequence

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The course descriptions that follow provide an integrated and sequential development of the goals of this curriculum. Specific learning activities are included in these course descriptions, but they are intended to be illustrative. Imaginative teachers will create their own curricular activities to engage student participation. Specific works of literature are included in these course descriptions, but these too are meant to be illustrative.

Implementation of this integrated and correlated curriculum requires collaborative planning among grade level teachers, as well as school librarians. Teachers should draw on community resources, artifacts, a wide variety of books, computer software, DVDs, maps, and other visual materials. In addition to presenting subjects for class discussion, teachers should provide for students' active learning through experiences such as civic participation, community service, debates, role playing simulations, mock trials, collaborative and individual projects, preparation of local and oral histories, mapping activities, as well as technology applications. Current events should be connected to classroom lessons to extend students learning and understanding beyond the classroom walls to the greater world.

This curriculum attempts to bridge the barriers between the related disciplines and to enable students to see the relationships and connections that exist in real life. The measure of its success will lie not only in test scores but also in the extent to which students develop insight into the life of other times and places, as well as a heightened understanding of their own time and place. The titles of courses for kindergarten through grade twelve are as follows:

<b>Kindergarten</b>	Family, Friends, and Neighbors
<b>Grade One</b>	Neighborhoods and Communities
<b>Grade Two</b>	People and Places
<b>Grade Three</b>	Our Communities
<b>Grade Four</b>	Montana and Regions of the United States
<b>Grade Five</b>	Pre-Columbian U.S. History from Early Native Americans through the Civil War
<b>Grade Six</b>	World History: Ancient Civilizations
<b>Grade Seven</b>	Geography: Western Hemisphere, Latin America and Canada
<b>Grade Eight</b>	Montana History and American History Reconstruction (Civil War) to the Present
<b>Grade Ten</b>	World History
<b>Grade Eleven</b>	American History
<b>Grades Eleven-Twelve</b>	Psychology
<b>Grades Eleven-Twelve</b>	Economics
<b>Grade Twelve</b>	Problems of American Democracy
<b>Grade Twelve</b>	Advanced Placement Government

# Social Studies Curriculum Philosophy Statement

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Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world.

The curriculum should provide a coordinated, systematic study, drawing upon such disciplines as economics [VII], history [I,II,III], geography [III], government [V,VI,X], sociology [IV,V,VI], anthropology [I,II,III], psychology [IV,V,VI], global connections [IX], and how science and technology affect societies [VIII].

The curriculum should also reflect Montana's rich past, geographic diversity, and its distinct cultural heritages. A main goal of our curriculum is to enable students to be independent learners, empowering them to evaluate the ethics of their institutions and to question those ethics when they fail to meet democratic ideals.

*[ROMAN NUMERALS] – Represent the thematic strands of the National Council for the Social Studies (NCSS):*

- I      Culture - *The study of culture and cultural diversity.*
- II     Time, Continuity, and Change - *The study of the past and its legacy.*
- III    People, Places, and Environments - *The study of people, places, and environments.*
- IV    Individual Development and Identity - *The study of individual development and identity.*
- V     Individuals, Groups, and Institutions - *The study of interactions among individuals, groups, and institutions.*
- VI    Power, Authority, and Governance - *The study of how people create, interact with, and change structures of power, authority and governance.*
- VII   Production, Distribution and Consumption - *The study of the production, distribution, and consumption of goods and services.*
- VIII Science, Technology, and Society - *The study of relationships among science, technology, and society.*
- IX    Global Connections - *The study of global connections and interdependence.*
- X     Civic Ideals and Practices - *Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.*

**Lewistown Public Schools**  
**Social Studies Curriculum**  
**Kindergarten Standards - Family, Friends, and Neighbors**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority, and governance.
- VII Production, Distribution, and Consumption - The study of the economics and commerce relating to production, distribution, and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme (s)	Montana Standard Number(s)	Objective	Essential Learnings
III, IV, V III, V, VI, VII, X IV, V IV, V	1, 2, 3 4 6 6	<p><b><i>TLWD an understanding of Families and Individuals</i></b></p> <ul style="list-style-type: none"> <li>- recognize the role of self and others in family, school, and community</li> <li>- match descriptions of work people do and the names of related jobs (school, local community, historical)</li> <li>- identify how families and individuals are alike and different</li> <li>- identify and describe ways families, groups, tribes, and communities influence a person's daily life and personal choices</li> </ul> <p><b><i>TLWD an understanding of Being a Responsible Citizen</i></b></p> <ul style="list-style-type: none"> <li>- practice the steps of the inquiry process with teacher support (identify a problem, gather information, identify a solution)</li> <li>- practice basic group decision making (playground, classroom rules, etc.)</li> <li>- demonstrate how and when to use 911 and other resources for emergency situations</li> <li>- tell full name, address, telephone number and/or parent/guardian name</li> <li>- demonstrate emergency procedures</li> </ul>	
VI, X VI, X VI IV VI	1 1 2 2 2		

VI	2	- demonstrate earthquake, fire drill, lockdown, tornado procedures
VIII, X	3, 5	- demonstrate responsibility for the school environment
VIII, X	5	- discuss and participate in recycling activities
VI, X	4	- recognize national, state, and Montana tribal flags
VI, X	2	- demonstrate appropriate behavior during classroom and school activities (MBI)
<b><i>TLWD an understanding of Changes Over Time</i></b>		
II	4	- discuss current events
II	4	- discuss concept of past, present, and future
II	4	- identify that Native Americans were the first people to live in America
II	4	- discuss explorers who journeyed to America
<b><i>TLWD an understanding of Real Life Geography</i></b>		
III, IX	3	- explain that a globe is a model of the earth and a representation of all or part of the earth
III, IX	3	- identify directions: north, south, east, west
III	3	- create a simple map (classroom, bedroom, playground) with paper/pencil and/or concrete materials
III	3	- create a view from above showing the position of objects such as desks or tables (classroom, bedroom)
III	4	- recognize communication / environmental symbols
III	3	- describe ways in which people interact with physical environment
III,VIII	3	- identify forests, plains, mountains, and oceans and common characteristics of each
III,VIII	3	- identify and distinguish seasons
<b><i>TLWD an understanding of Economics</i></b>		
VII	5	- differentiate between wants and needs (food, clothing, shelter, etc.)
<b><i>TLWD an understanding of Cultural Diversity</i></b>		
I	6	- discuss oral traditions in a variety of cultures
I	6	- identify cultural diversity within the community
I	6	- recognize that there is diversity in languages
I	4, 6	- develop an awareness of national holidays and the people connected with them
<b><i>TLWD an understanding of Technology at Home and School</i></b>		
VIII	1, 3	- identify modes of transportation
VIII	1	- identify technology (computers, etc.) at home and school

***The abbreviation TLWD stands for "The Learner Will Demonstrate..."***

**Lewistown Public Schools**  
**Social Studies Curriculum**  
**1st Grade Standards - Neighborhoods and Communities**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Student demonstrate and understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learnings
IV, V	4	<b><i>TLWD an understanding of Neighborhoods:</i></b> Identify the physical and social needs of family, school, and community life.	
	4	Identify personal biographical data.	
I, III	6	<b><i>TLWD an understanding of Holidays:</i></b> Identify days of the week, seasons, holidays, and use related time concepts.	
	6	<b><i>TLWD an understanding of Native American Culture:</i></b> Identify Native Americans' role in history.	
I, II, III, IV, V	6	Compare families in different cultures.	
	6	<b><i>TLWD an understanding of Responsible Citizen:</i></b>	

VI, X	1,2	Identify roles in family, school, neighborhoods, and communities.
III, V, VI	2	Identify need for rules at home, school, and community. (Social Skills/MBI).
X	2	Identify national symbols (flag, Pledge of Allegiance) while developing a sense of citizenship.
		<b><i>TLWD an understanding of Change Over Time:</i></b>
II	4	Identify changes in family and community from past to present.
		<b><i>TLWD an understanding of Real Life Geography:</i></b>
III	3	Tell how climate and surroundings affect the way people dress and live.
III	3	Assemble simple maps of classroom and school.
III	3	Recognize features on globes.
III, IX	3	Identify and discuss how to care for natural resources.
		<b><i>TLWD an understanding of Economy:</i></b>
VII	5	Recognize money and other forms of economic exchange to purchase goods and services.
VII	5	Identify needs and wants. Describe the requirements of various jobs.
		<b><i>TLWD an understanding of World Connections:</i></b>
IX	6	Integrate global connections with geography and cultural diversity.
		<b><i>TLWD an understanding of Technology In Neighborhoods and Communities:</i></b>
VIII	1,4	Identify how transportation and technology are used in neighborhoods and communities.

***The abbreviation TLWD stands for "The Learner Will Demonstrate..."***

**Lewistown Public Schools**  
**Social Studies Curriculum**  
**2nd Grade Standards - People and Places**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Student demonstrate and understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learnings
		<b><i>TLWD an understanding of Communities:</i></b>	
IV, V	4	Recognize diversity in neighborhoods and communities.	
IV, V	4	Understand and identify reasons for the diversity of communities and cultures.	
IV, V	4	Compare similarities and differences among families in different communities.	
		<b><i>TLWD an understanding of Cultural Celebrations and Icons Around the World:</i></b>	
I	6	Identify contributions of historical figures.	
I	6	Identify patriotic songs, symbols, and mottoes.	
I	6	Identify flags as national symbols around the world.	
I	6	Explain the significance of national celebrations, such as Thanksgiving and Independence Day.	
I	6	Compare the lives and contributions of various Native American groups	
I	6	Discuss traditions in a variety of cultures within a community	
		<b><i>TLWD an understanding of Responsible Citizens and their Government:</i></b>	
VI, X	2	Identify ways people can work together in the classroom and community by obeying rules and laws.	
VI, X	2	Explain how rules can be made and changed by voting.	
VI, X	2	Identify people who model good citizenship.	
VI, X	2	Use MBI model such as problem solving process.	

VI, X	2	Identify characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good.
VI, X	2	Identify the functions of government.
VI, X	2	Compare roles of public officials.
VI, X	2	Identify ways that public officials are elected.
<b><i>TLWD an understanding of Change Over Time:</i></b>		
II	4	Identify and recognize that historically significant peoples and ideas influence our world today.
II	4	Identify and explain the significance of various community, state, and national landmarks.
II	4	Identify traditions and celebrations that have changed over time.
<b><i>TLWD an understanding of People and Geography:</i></b>		
III	3	Understand how physical characteristics of places and regions affect people's activities and settlement patterns.
III	3	Use a compass rose to locate objects and determine directions on a map.
III	3	Locate features on map/globe.
III	3	Identify state and national symbols.
III	3	Identify how people in Montana interact with their environment.
<b><i>TLWD an understanding of Economy and Environment</i></b>		
VII	5	Recognize the role of a producer and consumer.
VII	5	Learn how people depend on the physical environment and its resources to meet their needs.
VII	5	Identify ways to conserve and replenish natural resources.
VII	5	Recognize that money has a role in everyday life, including buying and selling goods and services.
VII	5	Identify people who provide services to our community.
<b><i>TLWD an understanding of World Connections:</i></b>		
IX	6	Integrate global connections with geography and cultural diversity.
IX	6	Use the media to gather information about current events, ie. Weekly Reader, National Geographic, local and state newspapers
<b><i>TLWD an understanding of Technology in the World:</i></b>		
VIII	1,4	Understanding the significance of the inventions or creations of people in technology.
VIII	1,4	Describe how science, society, and technology have changed and affected life: such as transportation, communication, tools, work, medicine, education, and learning.

***The abbreviation TLWD stands for "The Learner Will Demonstrate..."***



**Lewistown Public Schools**  
**Social Studies Curriculum**  
**3rd Grade Standards - Our Communities**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learnings
IV, V	4	<i><b>TLWD an understanding of Peoples Roles in Communities</b></i>	
		Identify their role in school and in communities (U.S., world, rural, suburban, urban).	
I	6	<i><b>TLWD an understanding of Real and Fictional Heroes</b></i>	
		Identify how real and fictional heroes have shaped the culture of communities, including Native Americans.	
VI, X	2	<i><b>TLWD an understanding of Examples of Good Citizens (MBI)</b></i>	
		Identify state and national leaders and understand the role they play in government.	
II	4	<i><b>TLWD an understanding of a Communities Change Over Time</b></i>	
		Identify changes in local communities and how individuals influence changes over time.	
III	3	<i><b>TLWD an understanding of People and Geography</b></i>	
		Identify how people in communities change the environment to meet their needs.	

	3	Identify and use the different types of maps and globes.  <i>TLWD an understanding of the Economy of a Community</i>	
VII	5	Identify how communities are economically interdependent.  <i>TLWD an understanding of World Connections</i>	
IX	6	Integrate global connections with geography and cultural diversity (world communities).  <i>TLWD an understanding of Uses of Technology</i>	
VIII	1,4	Identify technological changes within a community.	

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Social Studies Curriculum

4th Grade Standards - Montana and Regions of the United States



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learnings
I,II,III,IV,IX I, III, V,VII, IX, X I, III, IV,IX, X III, V, VII,VIII I, III, IX,X	1,3 1,3,5,6 1,3,6 1,2,3,5 1,3,6	<p><b><i>TLWD an understanding of the regions of the United States by:</i></b></p> <p>1. Identifying the characteristics of major regions of the United States politically, geographically, physically, and climatically.</p> <p>2. Analyzing the factors leading to migration patterns throughout the regions.</p> <p>3. Identifying and explaining cultural effects on a region (cultural - national holidays) understanding and tolerance.</p> <p>4. Identifying ways in which regions are connected to each other - transportation routes, current events, and community connections.</p> <p>5. Analyzing why people view and relate to regions and issues in different ways.</p> <p><b><i>TLWD an understanding of the concept of economics by:</i></b></p> <p>1. Explaining regional economic interdependence (industries, major grain belts, forests).</p> <p>2. Analyzing issues related to economic trends, job opportunities - (population trends).</p> <p><b><i>TLWD an understanding of geography by:</i></b></p> <p>1. Understanding how geography can affect communities/people in the past, present, and future.</p> <p><b><i>TLWD an understanding of technology in relation to the regions of the United States by:</i></b></p>	
VII, IX III, VII, IX	1,3,5 1,3,5		
II, III, IX, X	1,3,4,5		

III, IX VIII	1,3 1,4	1. Interpreting maps and other sources of data. 2. Using reference materials and/or technology to locate, gather, evaluate and compile information for reports.  <i>TLWD an understanding of human impacts by:</i>
V II, III, VI, IX	1,5 1,3,5	1. Citing examples of human impacts on the environment. 2. Identifying and discussing different forms of communication and transportation - showing how they developed, spread, and changed.  <i>TLWD an understanding of Montana geography by:</i>
III III, VII III	1,3 1,3 1,3	1. Locating and describing the major physical features of Montana (rivers, lakes, mountains, and landmarks) on a Montana map. 2. Observing and describing the physical characteristics of Montana's landforms and how glaciers and volcanic activities affected the formation of the land. 3. Locating and identifying cities, reservations, highways, historical markers, and counties on a Montana highway map.  <i>TLWD an understanding of important Montana symbols by:</i>
III, IX I, II, III, V	1,4 1,4	1. Identifying the state symbols and their origins and meanings. 2. Recognizing that state symbols, landmarks, and monuments reflect our Montana heritage.  <i>TLWD an understanding of Montana Native Americans by:</i>
I, III, IX	3,4,6	1. Comparing and contrasting the customs, contributions, migrations, and living areas of Montana Native American tribes and chiefs.  <i>TLWD an understanding of the Lewis &amp; Clark expedition by:</i>
I, II, IV II, III	1,3,4 3	1. Understanding the role of the Lewis & Clark expedition in the development of Montana and appreciating the value of diaries, letters, and journals as historical sources. 2. Identifying and tracing Lewis & Clark's route on a United States/Montana map.  <i>TLWD an understanding of fur trappers, mountain men, and missionaries by:</i>
I, II, III, IX, X	1,4,5	1. Understanding the role of these people in establishing the first settlements in Montana.  <i>TLWD an understanding of Montana homesteaders by:</i>
I, II, III, V	1,3,4,5	1. Understanding the settlement of Montana and identifying reasons for early settlers' hardships and successes.  <i>TLWD an understanding of Montana mining by:</i>
VII, IX	1,4,5	1. Describing the important role of gold, silver and copper. 2. Identifying how mining booms affected the settlement and growth of Montana.  <i>TLWD an understanding of Montana railroad and steamboat growth by:</i>
II, VII	1,3,4,5	1. Understanding and describing the significant role of the steamboat and railroad in the growth of Montana.  <i>TLWD an understanding of early Montana justice by:</i>
II, V, X II, VI, IX, X	1,2,4 1,2,4,5	1. Understanding the development of Montana from territorial region to statehood in terms of judicial principles (vigilantes, justice, etc.). 2. Describing the process by which Montana became a territory and later a state.  <i>TLWD an understanding of Montana's resources by:</i>

VII, VIII, IX	1,3,4,5	1. Identifying and locating Montana's natural resources, major crops, products, and industries. 2. Determining the role of Montana's resources in the agricultural and industrial growth of the state.  <i><b>TLWD an understanding of significant individuals/events in Montana's history by:</b></i>
III, IV, V, IX, X	2,4	1. Researching selected groups of individuals who made outstanding contributions to Montana's history and culture.
I, II, III, IV, V, VI, VII, VIII, IX, X	1,4	2. Researching, listing, and creating a timeline depicting the major events in Montana history beginning in 1800.
???	4,6	3. Recognizing the contributions of the Metis Indians to the settlement and development of Central Montana.  <i><b>TLWD an understanding of the importance of art in Montana by:</b></i>
I, II, III, IX	1,4,6	1. Recognizing the importance of art as expressions of preserving culture (Charlie Russell, Native American art, etc.).

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**Lewistown Public Schools**  
**Social Studies Curriculum**  
**5th Grade Standards - Pre-Columbian U.S. History from**  
**Early Native Americans through the Civil War**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Student demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme (s)	Montana Standard Number(s)	Objective	Essential Learning
		<b><i>TLWD an understanding of INDIANS OF NORTH AMERICA</i></b>	
I, II, IX	1,3,4,6	Identify and describe migration to the Americas.	
I, III, VI	1,3,4,6	Identify, locate and describe major North American groups before the Europeans. - Eastern Woodland, Southwest Plains and Northwest Indians.	
II, III, VI	1,2,3,5,6	Evaluate influence of motivation, trade routes, and European interaction with the Indians of North America.	
		<b><i>TLWD an understanding of SETTLEMENT OF COLONIES</i></b>	
I, II, III,V, VI	1,2,3,4,5,6	Describe the way of life for Europeans after settling in America.	
I, II, III, V, VI	3,4,5,6	Identify causes of European migration to the New World.	
I, II, III, V,VI, VII	3,5,6	Compare New England Middle and Southern Colonies.	
I, II, III,VI, VIII	4	Compare colonial life to today's way of life.	
		<b><i>TLWD an understanding of AMERICAN REVOLUTION</i></b>	
II, III, V, VI, VII, IX, X	3,4,5	Identify the causes and effects of the American Revolution.	

II, III, IV, VI, IX	2,3,4,5	Describe people and events associated with the Revolutionary War period.
VI, IX	2,4	Describe people and events associated with writing the Declaration of Independence, the Constitution, and establishing new government.  <i><b>TLWD an understanding of WESTWARD MOVEMENT</b></i>
I, II, III, IV, V, VI, VII, VIII, IX	2,3,4,5,6	Describe the people, events and challenges associated with Westward Expansion: - Louisiana Purchase - Lewis & Clark - mountain men, fur traders, and pioneers - 49ers - War of 1812  <i><b>TLWD an understanding of INDUSTRIAL REVOLUTION</b></i>
I, II, III, IV, V, VI, VII,	2,3,4,5,6	Identify the causes and effects of the Industrial Revolution.  <i><b>TLWD an understanding of the CIVIL WAR PERIOD</b></i>
I, II, III, IV, V, VI, VIII, X	2,3,4,5,6	Describe people and events associated with the Civil War.
I, II, III, IV, V, VI, VII, VIII, IX	4,5,6	Assess how the Civil War impacted the daily life of people.
I, II, III, IV, V, VI, VII, VIII, IX	4,5,6	Compare the way of life of African-Americans before, during, and after the Civil War.  <i><b>TLWD an understanding of GEOGRAPHY, MAP SKILLS, AND CURRENT EVENTS</b></i>
I, II, III, IV, V, VI, VII, VIII	2,3,4,5,6	Evaluate current events for awareness of local, state, national and international issues.
IX	3	Interpret maps and other sources of data.
VIII, IX	1	Use reference materials and/or technology to locate, gather, evaluate and compile information for reports.

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## Social Studies Curriculum

### 6th Grade Standards - Ancient World History



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

#### National Social Studies Standard Themes:

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

#### Montana Content Standards for Social Studies:

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme (s)	Montana Standard Number(s)	Objective	Essential Learning
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p><i>TLWD an understanding of current events by:</i></p> <p>Creating an awareness of local, state, national and international issues (speak to peers,evaluate world significance,synthesize knowledge of issues).</p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,3,4,5,6	<p><i>TLWD an understanding of cultural heritage by:</i></p> <p>Studying environments, influences, and diversity of the peoples in Europe, North Africa and Asia.</p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,3,4,5,6	<p><i>TLWD an understanding of ancient people by:</i></p> <p>Identifying the famous historical people and events that influenced the political development of Europe, North Africa and Asia.</p> <p><i>TLWD an understanding of world geography by:</i></p>	



I, II, III,VII, VIII	1,3,4,6	<p>Identify the geographic locations and environmental features of the specific areas of study within Europe, Asia and North Africa using:</p> <ol style="list-style-type: none"> <li>1. map scale</li> <li>2. map directions</li> <li>3. computing distances</li> <li>4. interpret map symbols</li> <li>5. map types</li> <li>6. natural resources</li> <li>7. technology</li> </ol> <p><b><i>TLWD an understanding of ancient technologies and their affect on history by:</i></b></p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p>Demonstrating the use of technology to become aware of economic development influenced by trade, government, cultural pattern, and resources.</p> <p><b><i>TLWD an understanding of ancient people by:</i></b></p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p>Identifying the historical and developmental content of the Ancient Civilizations of Egypt, Greece, Rome, India, China, Near East, Middle Age Europe and Early American civilizations.</p> <p><b><i>TLWD an understanding of ancient civilizations by:</i></b></p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p>Explaining how the government of the Ancient civilizations were organized, established laws, selected leaders, dealt with justice, delivered influences in our democratic culture and applied to culture diversities.</p> <p><b><i>TLWD an understanding of ancient political systmes by:</i></b></p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p>Identifying, comparing and contrasting historical and current examples of political systems and evaluating them.</p> <ol style="list-style-type: none"> <li>1. dictatorship</li> <li>2. democracy</li> <li>3. socialism</li> <li>4. monarchy</li> </ol> <p><b><i>TLWD an understanding of Democratic beliefs by:</i></b></p>	
I, II, III, IV,V, VI, VII,VIII, IX, X	1,2,3,4,5,6	<p>Identifing Democratic beliefs and values as demonstrated by:</p> <ol style="list-style-type: none"> <li>1. learning examples of governments respecting and protecting individual freedoms as it relates to (i.e. the record of various governments in which individual rights are respected.</li> <li>2. understanding individual human rights (i.e. societies in which individual human rights are not respected).</li> <li>3. describe the right to justice as it related to various tpes of judicial systems (historical and current)</li> </ol>	

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**Lewistown Public Schools**  
**Social Studies Curriculum**  
**7th Grade Standards - Western Hemisphere**  
**& Latin American Geography**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme (s)	Montana Standard Number(s)	Objective	Essential Learnings
		<i><b>TLWD an understanding of Latin America within the Western Hemisphere</b></i>	
III	3	A. Define the political region of Latin America and the Western Hemisphere.	
II, III, V	2, 4, 6	B. Identify and characterize the populations of various Latin American countries and Canada	
III	3	C. Identify how the many resources benefit the countries of Central America, South America and Mexico.	
II, III, IV	1, 3	D. Compare how the environments, and geographic locations affect the way of life in, Mexico, Central America and South America.	
II, X	2, 6	E. Compare the governments of Canada, Mexico, Central America and South America with our own.	
II, X	3	F. Use various geographic tools and themes of geography to look at Latin America and Canada.	

III	3	G. Define the political regions of Mexico, Central America and South America	
		<i>TLWD an understanding of Canada within the Western Hemisphere</i>	
I,VI	2,6	A. Identify and characterize the population of Canada.	
III	3	B. Describe the geography of Canada by identifying the physical features, climate, and environments	
III	3	C. Identify how its many resources have benefited Canada.	
II,III,IV	1,3	D. Compare how the resources and geographic locations affect the way of life in Canada.	
II, X	2,6	E. Identify how the government of Canada is organized.	
II, X	2,6	F. Compare the government of Canada with our own.	
	1	G. Develop basic writing, thinking and reading skills.	

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**Lewistown Public Schools**  
**Social Studies Curriculum**  
**8th Grade Standards - Montana & American History**  
**Reconstruction (Civil War) to the Present**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Student demonstrate and understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learning
III, VI, IX IV III, V, IX	1,2,3,5,6 3 2	<p><b><i>TLWD an understanding of Current Events in our World by:</i></b></p> <ul style="list-style-type: none"> <li>a. research and prepare a report on an event happening in the world</li> <li>b. prepare a visual aid to support their report</li> <li>c. present current event to classmates</li> </ul>	
I, III, VI	1,3,4,5,6	<p><b><i>TLWD an understanding of Indian tribes by:</i></b></p> <ul style="list-style-type: none"> <li>a. identifying the tribes of Montana - past and present reservations.</li> <li>b. exploring the past life styles of the Plains Indians.</li> <li>c. understanding the components of the Sun Dance ritual.</li> </ul>	
II	1,3,4	<p><b><i>TLWD an understanding of Montana Land and water features by:</i></b></p> <ul style="list-style-type: none"> <li>a. naming and locating, by use of maps, the major land and water features of our state.</li> <li>b. identifying the regions, counties and drainage areas.</li> </ul>	
VI, VIII, IX	1,3,4,5	<p><b><i>TLWD an understanding of Montana Natural Resources by:</i></b></p> <ul style="list-style-type: none"> <li>a. learning about Montana's natural resources and how the territory was settled.</li> <li>b. seeing the impact on our present economy.</li> </ul>	
		<b><i>TLWD an understanding of Montana History by learning:</i></b>	

I,II,III,V, VII,IX, X	1,2,3,4,5,6	<p>a. early exploration of Montana.</p> <p>b. fur trade - reasons for the rise and decline of fur trade.</p> <p>c. mining - identify major gold, silver and copper mining areas of the past.</p> <p>d. ranchers and farmers - how each industry developed.</p> <p>e. famous Montanans - C.M. Russell, Jeanette Rankin, and others (past to present).</p> <p>f. Metis history/culture</p> <p>TLWD an understanding of Montana Statehood by:</p>
VI	4,5,6	<p>a. learning the sequence of events which led Montana from territory to statehood.</p> <p><b><i>TLWD an understanding of the Civil War, Reconstruction &amp; the Frontier from 1860-1890:</i></b></p>
I,II,III,V	1,2,3,4,6	<p>a. Cultural Heritage</p> <ul style="list-style-type: none"> <li>- social causes: abolitionist movement</li> <li>- racism and discrimination before and after the Civil War</li> <li>- roles of African Americans. women</li> <li>- Jim Crow laws, poll taxes</li> <li>- Plains Indian life style, Dawes Act</li> <li>- cowboy life</li> </ul>
IV, X	1,3	<p>b. Geography</p> <ul style="list-style-type: none"> <li>- regional differences North to South, East to West</li> <li>- war destruction - rebuild south</li> <li>- African American migration</li> <li>- transcontinental railroad</li> <li>- reservations</li> <li>- mining frontier</li> </ul>
VI, VII, VIII, IX	1,2,3,5,6	<p>c. Economics</p> <ul style="list-style-type: none"> <li>- plantation vs. industry</li> <li>- effects during and after the Civil War</li> <li>- share cropping and tenant farming</li> <li>- agricultural developments</li> <li>- Homestead Act, Morrill Act, USDA</li> <li>- cattle boom to bust and farming</li> <li>- gold and silver discoveries</li> </ul>
IV, V, VII	1,2,4,5	<p>d. Historical</p> <ul style="list-style-type: none"> <li>- political, economical and social causes of the Civil War</li> <li>- strength and weakness, military actions</li> <li>- effects and end of reconstruction</li> <li>- Indian wars</li> <li>- settlement of Great Plains</li> </ul>
VIII, IX, X	2,3,6	<p>e. Government</p> <ul style="list-style-type: none"> <li>- popular sovereignty - Lincoln/Douglas debate</li> <li>- beginning Republican party</li> <li>- compromises (Missouri 1850)</li> <li>- Dred-Scott Decision</li> <li>- Southern State vs. Northern State</li> </ul> <p><b><i>TLWD an understanding of the Industrial Age, Gilded Age &amp; Progressive Era: United States Becomes a World Power</i></b></p>
	5,6	<ul style="list-style-type: none"> <li>- inventions and scientific discoveries</li> <li>- influences of industrialization and urbanization</li> <li>- progressive education</li> <li>- sports influence</li> <li>- temperance movement, child labor, women's suffrage</li> <li>- yellow journalism</li> </ul>
IV, VI	3,5,6	<p>b. Geography</p>

VI, VII, VIII, IX	1,2,4,5,6	<ul style="list-style-type: none"> <li>- urban migration, ties of industry, raw material and products</li> <li>- natural resources</li> <li>- expansion in the Pacific, Asia and Central America</li> </ul>
		c. Economics <ul style="list-style-type: none"> <li>- industrialization, factories</li> <li>- Social Darwinism, laissez-faire</li> <li>- gold and silver issue, Depression of 1893</li> <li>- federal regulation of business</li> <li>- Federal Reserve Act</li> <li>- affects of expansionism</li> </ul>
IV, V, VII	1,2,3,4,5,6	d. Historical <ul style="list-style-type: none"> <li>- effects of political and social reform</li> <li>- industrialization, rise of big business, immigration</li> <li>- gilded age</li> <li>- rise of organized labor, Progressive Movement</li> <li>- imperialism, enforcing Monroe Doctrine</li> <li>- cause/effect of Spanish American War</li> </ul>
VIII, IX, X	1,2,3,4,5	e. Government <ul style="list-style-type: none"> <li>- political corruption and machines</li> <li>- Civil Service system</li> <li>- Farmers Alliances</li> <li>- Populist Party, Progressive Party</li> <li>- Square Deal, Big Stick diplomacy, dollar diplomacy, moral diplomacy</li> <li>- Roosevelt Corollary, Open Door Policy</li> </ul>
<i>TLWD an understanding of World War I, Post War Era &amp; The Great Depression (1910 - 1940):</i>		
I, II, III, V	1,4,5,6	a. Cultural <ul style="list-style-type: none"> <li>- propaganda - nationalism</li> <li>- scopes trial, supression of free speech</li> <li>- nativism, racism, Ku Klux Klan</li> <li>- impact: automobile, electricity, radio, movies, jazz</li> <li>- "The Lost Generation", Harlem Renaissance, prohibition</li> </ul>
IV, X	1,2,3,5,6	b. Geography <ul style="list-style-type: none"> <li>- battle fronts of WW I, division of Europe and Near East</li> <li>- immigration quotas to United States</li> <li>- dust bowl, migration west,</li> </ul>
VI, VII,VIII, IX	1,2,3,4,5	c. Economics <ul style="list-style-type: none"> <li>- effects of war on trade and business, gov- ernment role in raising money for war</li> <li>- credit buying, stock market, hard times for farmers and women in the workforce</li> <li>- bank crisis, government relief programs, New Deal, economic downward spiral</li> </ul>
IV, V, VII	1,2,4,5,6	d. Historical <ul style="list-style-type: none"> <li>- cause and effect of WW I</li> <li>- cause and effect of post war unrest</li> <li>- Red Scare, Dawes Plan</li> <li>- cause and effect of business boom</li> <li>- cause and effect of the Great Depression, Hoover's approach to end depression</li> <li>- first 100 days of New Deal, Second New Deal</li> </ul>
VIII, IX, X	2,4,5	e. Government <ul style="list-style-type: none"> <li>- expansion of government role, draft. Treaty Versailles, League of Nations</li> <li>- Kellog-Briard Pact, Good Neighbor Policy</li> <li>- anti-union feeling, political corruption, Bonus Army</li> <li>- Social Security Act</li> <li>- FDR and Supreme Court</li> </ul>
<i>TLWD an understanding of WW II and Post War Era</i>		
I, II, III, V	1,2,4,5,6	a. Cultural

		<ul style="list-style-type: none"> <li>- racism in armed forces</li> <li>- internment of Japanese-Americans</li> <li>- Holocaust</li> <li>- debate over use of atomic bombs</li> <li>- Nuremberg trials</li> <li>- Arab nationalism, view of evils of communism, McCarthyism</li> </ul>	
IV, X	1,3,4,5,6	b. Geography <ul style="list-style-type: none"> <li>- Japan, Italy and Germany expansionism</li> <li>- Allied and Axis troop movements</li> <li>- island hopping in Pacific</li> <li>- redivision of Europe after WWII</li> <li>- cold war and its issues</li> </ul>	
VI, VII,	1,2,4,5	c. Economics <ul style="list-style-type: none"> <li>- American investment in Latin America</li> <li>- cash and carry, Lend-Lease Act</li> <li>- conversion of industry to wartime production</li> <li>- government controls, rationing</li> <li>- Marshall Plan</li> <li>- impact of automation</li> </ul>	
IV, V, VII	1,2,3,4,6	d. Historical <ul style="list-style-type: none"> <li>- mobilization for war, causes and major events of WW II</li> <li>- causes of Cold War and arms race</li> <li>- Korean War</li> <li>- U.S. foreign policies in Europe, Middle East, Indochina</li> <li>- Six Day War, U-7 incident</li> <li>- life of Americans in 1950's</li> </ul>	
VIII, IX, X	1,2,4,5,6	e. Government <ul style="list-style-type: none"> <li>- cause of totalitarianism</li> <li>- end of isolationism</li> <li>- facism, nazism, anti-Semitism</li> <li>- United Nations, Truman Doctrine, Eisenhower Doctrine, NATO</li> <li>- communist revolution in Cuba</li> </ul>	
		<i>TLWD an understanding of the Vietnam War (1945-1973)</i>	
I, II, III, V	1,2,4,6	a. Cultural <ul style="list-style-type: none"> <li>- misunderstandings between Americans and Vietnamese</li> <li>- racism toward Vietnam soldiers</li> <li>- war protestors, Kent State</li> <li>- "tour of duty", what it was like for American soldiers</li> <li>- veterans return to civilian life</li> </ul>	
IV, X	3,4,6	b. Geography <ul style="list-style-type: none"> <li>- impact of terrain and climate</li> <li>- environmental impact of napalm and agent orange</li> </ul>	
VI, VII, VIII, IX	1,2,3,5	c. Economics <ul style="list-style-type: none"> <li>- problems with communist regime</li> <li>- American economic interest in French Indochina</li> </ul>	
IV, V, VII	1,2,4,6	d. Historical <ul style="list-style-type: none"> <li>- cause and effect of war - domino effect</li> <li>- America's failed military strategies</li> <li>- strategic hamlets</li> <li>- rolling thunder, escalation</li> <li>- pacification, search and destroy</li> </ul>	
VIII, IX, X	1,2,4,5,6	e. Government <ul style="list-style-type: none"> <li>- Gulf of Tonkin Resolution</li> <li>- War Power Act</li> <li>- Vietnamization "Peace with Honor"</li> </ul>	

<i><b>TLWD an understanding of the New Frontier (1960 - 1968):</b></i>		
I,II,III,V	1,2,4,6	a. Cultural <ul style="list-style-type: none"> <li>- religion as a campaign issue, school - prayer, environmental concerns</li> <li>- Peace Corps - volunteerism</li> <li>- social concerns, civil disobedience</li> <li>- racism, segregation</li> </ul>
IV, X	1,3,5	b. Geography <ul style="list-style-type: none"> <li>- growth of suburbs, decline of population in cities</li> <li>- migration of African Americans</li> </ul>
VI, VII, VIII, IX	1,3,4,5,6	c. Economics <ul style="list-style-type: none"> <li>- Alliance for Progress</li> <li>- increased deficit spending</li> <li>- War on Poverty</li> <li>- Economic Opportunity Act</li> <li>- boycotts and sit-ins</li> <li>- cycle of poverty</li> </ul>
IV,V,VII	1,3,4,6	d. Historical <ul style="list-style-type: none"> <li>- domestic policies of Kennedy and Johnson (New Frontier and Great Society)</li> <li>- Cold War tensions, Bay of Pigs, Berlin Crisis, Urban Missile Crisis</li> <li>- Civil Rights movements, women's movement, AIM</li> </ul>
VIII, IX, X	1,2,4,5,6	e. Government <ul style="list-style-type: none"> <li>- role of federal government</li> <li>- Brown vs. Board of Education</li> <li>- Civil Rights Act 1964</li> <li>- Voting Rights Act 1965</li> </ul>
<i><b>TLWD an understanding of Nixon-Ford-Carter years (1968-1980)</b></i>		
I,II,III,V	1,2,4,6	a. Cultural <ul style="list-style-type: none"> <li>- Americans move towards "equality for all"</li> <li>- "The Me decade"</li> <li>- ethnic pride movement</li> <li>- Carter's human rights policy</li> </ul>
IV, X	3,5	b. Geography <ul style="list-style-type: none"> <li>- environmental concerns</li> <li>- EPA</li> </ul>
VI, VII, VIII, IX	1,2,5	c. Economics <ul style="list-style-type: none"> <li>- equal pay for equal work</li> <li>- stagflation, wage freeze</li> <li>- open trade with China</li> <li>- energy crisis</li> </ul>
IV,V,VII	1,2,4,6	d. Historical <ul style="list-style-type: none"> <li>- October War</li> <li>- Watergate scandal</li> <li>- Camp David Accords</li> <li>- Iran Hostage Crisis</li> </ul>
VIII, IX, X	1,2,4	e. Government <ul style="list-style-type: none"> <li>- affirmative action</li> <li>- Roe vs. Wade</li> </ul>
<i><b>TLWD an understanding of Reagan-Bush to Present (1980 to present)</b></i>		
I,II,III,V	1,2,4,6	a. Cultural <ul style="list-style-type: none"> <li>- yuppies, Public Health and Safety Issue</li> <li>- conservatism and its effects</li> <li>- religious right</li> </ul>



IV, X	1,3,5,6	<ul style="list-style-type: none"> <li>- Muslum beliefs</li> </ul> b. Geography <ul style="list-style-type: none"> <li>- relaxed environmental regulations</li> <li>- non renewable resources, toxic waste</li> <li>- shifting population, global warming</li> <li>- Middle East knowledge and landforms</li> </ul>	
VI, VII, VIII, IX	1,2,4,5,6	c. Economics <ul style="list-style-type: none"> <li>- Reaganomics, deregulation</li> <li>- supply-side economics</li> <li>- savings and loan crisis</li> <li>- increase gap between rich and poor</li> <li>- urban poverty, trade deficit</li> <li>- NAFTA, oil embargo</li> <li>- Arabian influence</li> </ul>	
IV, V, VII	1,2,3,4,5,6	d. Historical <ul style="list-style-type: none"> <li>- break up of USSR</li> <li>- German unification</li> <li>- Persian Gulf War - Desert Storm</li> <li>- Clinton scandal</li> <li>- Osama Bin Laden: Taliban</li> <li>- War on Terrorism - September 11, 2001</li> <li>- War on Iraq - Sadam Hussein</li> </ul>	
VIII, IX, X	1,2,4,5,6	e. Government <ul style="list-style-type: none"> <li>- minorities making strides in politics</li> <li>- appointment to Supreme Court</li> <li>- US government involvement in Haiti, Korea, Samalia, Bosnia, Iraq</li> </ul>	

*The abbreviation TLWD stands for "The Learner Will Demonstrate..."*

*Lewistown Public Schools*  
**Social Studies Curriculum**  
**World History Standards**



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**National Social Studies Standard Themes:**

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

**Montana Content Standards for Social Studies:**

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Student demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objectives	Essential Learning
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p><b><i>TLWD an understanding of local to international events by:</i></b></p> <p>1. discussing, evaluating, and analyzing current events.</p> <p>Example: getting news articles, summarizing them, writing a reaction and presenting it in class.</p> <p><b><i>TLWD an understanding of map skills and the geography of areas studied by:</i></b></p> <p>1. using, interpreting, and synthesizing geographic information on maps and globes.</p> <p>Example: Doing maps for each area studied, using map terminology.  Example: Studying the themes of geography and how they interact with the study of history</p> <p>2. understanding the effects on the history of each area studied.</p> <p>Example: Beginning each area with a discussion of its geography and how it has affected the area.</p>	

I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	3. understanding the interaction between environment and people.
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	4. learning how the political and geographic world has changed over time.
		<b><i>TLWD an understanding of how prehistory and history are studied by:</i></b>
II,VIII,IX	1,4,5	1. learning and being able to differentiate between the scientists and historians. Example: reading, learning the tools used and the scientists' names.
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	2. learning about primary and secondary sources and the techniques and tools used by historians and scientists.
		<b><i>TLWD an understanding of the prehistoric period by:</i></b>
I,II,III,IV,V, VII, VIII,IX	1,3,4,5,6	1. analyzing prehistoric cultures & peoples. Example: Read and discuss lifestyles in the Stone Ages.
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	2. comparing and contrasting the Old and New Stone Ages.
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	3. analyzing the processes that brought about the rise of agrarian societies and the importance of the Neolithic Revolution.
		<b><i>TLWD an understanding of the rise of civilization by:</i></b>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	1. studying the major ancient river valley civilizations; analyzing their cultures, governments, and geography. Example: Study each civilization,compare/contrast them, do maps on each,and class discussion.
		<b><i>TLWD an understanding of the major belief systems of the world by:</i></b>
I, II, III, IV, V, VI, IX	1,3,4,6	1. examining and analyzing the belief systems of each of the cultures studied. Example: reading, discussing, comparing the religions, analyzing their effects on each culture and on the world.
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	2. studyng in-depth the 7 major world religions and their effects on the world then and now. (Hinduism, Buddhism, Judaism, Confucianism, Taoism, Christianity & Islam) Example: reading, discussing, looking at pictures, etc. of the major dieties, beliefs, founders, rituals, and place in modern world of each of the religions.
		<b><i>TLWD an understanding of ancient empires by:</i></b>
I, II, III, IV, V, VI, VII, IX, X	1,2,3,4,5,6	1. studying and investigating the development, locations, major events and important people of some ancient empires in Africa, China, India & the Mediterranean area and their contributions to today's world. Example: doing maps, analyzing the political and economic systems, comparing and contrasting these empires.
		<b><i>TLWD an understanding of the Classical Civilizations of the Mediterranean World by:</i></b>
I,II,III,IV,V,VI, VII,VIII,IX,X	1,2,3,4,5,6	1. studying the Classical Greek & Roman civilizations. Example: doing maps, reading, analyzing the political, economic, and cultural aspects of Greece and Rome
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	2. comparing & contrasting these civilizations
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	3. evaluating the effects of these civilizations on our modern world.

I,II,III,IV,V,VI, VII,VIII,IX,X	1,2,3,4,5,6	<p><b><i>TLWD an understanding of some early and Classical African cultures by:</i></b></p> <p>1. investigating some of the diverse cultures to arise in Africa from 2000 BC - 1500 AD. Example: doing maps, reading, discussing some of the major African cultures and the effects of the African geography on those cultures.</p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>2. comparing &amp; contrasting the main aspects of these cultures.</p>
		<p><b><i>TLWD an understanding of the early Medieval European and Byzantine cultures by:</i></b></p>
I,II,III,IV,V,VI, VII,VIII,IX,X	1,2,3,4,5,6	<p>1. investigating the significant events, people, economic and political systems of the early Middle Ages in Europe, Byzantium and Russia. Example: doing maps, reading, discussing, looking at art and pictures of these cultures.</p>
V,VI,VII	1,2,3	<p>2. emphasizing the importance of feudalism, comparing European to Japanese feudalism</p>
I,II,IV,V, VI,IX	1,4,6	<p>3. emphasizing the importance of religion in this time period.</p>
		<p><b><i>TLWD an understanding of the Medieval world in Asia by:</i></b></p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>1. studying and analyzing Medieval cultures in India, China, Japan, Korea, and Southeast Asia. Example: doing maps, reading, discussing each of these cultures in the Medieval time period.</p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>2. emphasizing the importance of the Mongols on the world at this time.  Example: Studying the rise of the Mongols, doing a map of the Mongol Empire, and analyzing the impact of the Mongols on the world in the 1200's.</p>
		<p><b><i>TLWD an understanding of the late Middle Ages in Europe by:</i></b></p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>1. studying the High Middle Ages in Europe, the Crusades, the rise of cities and nations, and the end of feudalism. Example: In-depth discussion of the Crusades and their effect on Europe and on the relations between Europeans and Muslims up to today.</p>
		<p><b><i>TLWD an understanding of cultures in the Americas by:</i></b></p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>1. investigating the development &amp; achievements of the cultures of some of the peoples of North America, from 30,000 BC to the 1500's AD. Example: Studying, doing maps, reading, and looking at pictures of some of the major North American Indian tribes and their ways of life.</p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>2. investigating the development, culture and achievements of the major MesoAmerican and South American people such as the Olmecs, Mayas, Aztecs and Incas. Example: Doing maps, comparing/contrasting cultures, emphasizing their accomplishments and unique ways of life.</p>
		<p><b><i>TLWD an understanding of the European Renaissance and Reformation by:</i></b></p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>1. analyzing the importance of the Renaissance &amp; Reformation in Europe; the causes and effects of these movements, important events and people, and effects on the world today. Example: Studying these events, doing maps, giving special emphasis to the art of the Renaissance, and to the important people of these time periods.</p>
		<p><b><i>TLWD an understanding of the events and impact of the Age of Exploration by:</i></b></p>

I,II,III,IV,V, VII, VIII,IX	1,3,4,5,6	<p>1. studying the major explorers, their expeditions, and the effects of Exploration on the world then and now.</p> <p><b><i>TLWD an understanding of European history in the 17th-19th Centuries by:</i></b></p>
I,II,III,IV,V, VI, VII,VIII,IX,X	1,2,3,4,5,6	<p>1. investigating, evaluating, analyzing, and comparing/contrasting the nation-states arising in Europe after the Middle Ages: their political systems, economic systems, religions, wars fought, etc. Example: Doing maps, reading, discussing the nations in Europe during the Age of Absolutism to the French Revolution.</p>
II,III,IV,V, VII, VIII,IX	1,2,4,5,6	<p>2. studying the Absolute Monarchs of this period, and the effect of Absolutism on history.</p> <p><b><i>TLWD an understanding of the worlds of the Middle East and Asia during the 16th-19th Centuries by:</i></b></p>
I-X	1,2,3,4,5,6	<p>1. studying some of the cultures of the Muslim world in this time period; including the Ottomans, the Safavids, and the Moguls in India.</p> <p><b><i>TLWD an understanding of the Age of Revolution by:</i></b></p>
I-X	1,2,3,4,5,6	<p>1. analyzing the causes, main events and people, and effects of the Revolutions of the 17th-19th Centuries. Example: Reading about and discussing the causes, people, and events of the Scientific Revolution &amp; Enlightenment; discussing their effects on today. Example: Reading about and discussing the causes, main events and important people, and effects of the American &amp; French Revolutions. Example: Reading about and discussing the causes, main events, lifestyles, and effects of the Industrial Revolution.</p> <p><b><i>TLWD an understanding of WWI by:</i></b></p>
I,II,III,IV,V,VI VII,VIII,IX	1,2,3,4,6	<p>1. analyzing the causes, studying the main events and important people, and analyzing the effects of WWI from a world perspective. Example: Doing maps, reading, discussing, watching films, taking notes on the main causes of WWI, including; nationalism, imperialism, militarism and alliances; the main events, battles and people; and the results of the war on the world.</p> <p><b><i>TLWD an understanding of the years between WWI &amp; WWII by:</i></b></p>
I,II,III,IV,V,VI, VII,VIII,IX	1,2,3,4,5,6	<p>1. analyzing the causes, main events &amp; people, and results of the Russian Revolution; studying the 1930's around the world - main events &amp; results of these events.</p> <p><b><i>TLWD an understanding of WWII by:</i></b></p>
I,II,III,IV,V, VII, VIII,IX	1,2,3,4,5,6	<p>1. analyzing the causes, main events &amp; important people, and results of WWII and the Holocaust. Example: Doing maps of the 2 theatres of WWII; discussing the causes, events, people, and major battles; watching films; taking notes; and talking about the impact of the war on the world Example: Learning about the background of anti-Semitism, watching films, reading first-hand accounts, and doing various short projects about the Holocaust.</p>

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- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learning
I, III IX III, VI VI	2, 3 1, 6 6 2	<p><b><i>TLWD an understanding of the concept of Building the Colonies by:</i></b></p> <ul style="list-style-type: none"> <li>a. recognizing the European Settlement in the New World (1450-1624).</li> <li>b. appraising the British Colonies in North America (1620-1750).</li> <li>c. labeling the growth of British Territory and power (1750-1763).</li> <li>d. computing the democratic ideas in Colonial America.</li> </ul> <p><b><i>TLWD an understanding of the concept of Winning Independence by:</i></b></p> <ul style="list-style-type: none"> <li>a. appraising America's move toward independence (1763-1775).</li> <li>b. analyzing America's winning a war for independence (1775-1783).</li> <li>c. re-examining the creating of a Confederation of States (1783-1789).</li> <li>d. re-examining the creation of a Federal Union (1787-1789).</li> </ul> <p><b><i>TLWD an understanding of the concept of Building the Nation by:</i></b></p> <ul style="list-style-type: none"> <li>a. analyzing the strong start for the nation (1789-1801).</li> <li>b. identifying the nation's growing size and posterity (1801-1817).</li> <li>c. recognizing the prosperity and respect for the United Nation (1817-1825).</li> <li>d. appraising the nation's growing democratic strength (1825-1845).</li> </ul> <p><b><i>TLWD an understanding of the concept of The Rise of Sectionalism by:</i></b></p> <ul style="list-style-type: none"> <li>a. analyzing the building of New Industries in the northern states.</li> <li>b. telling of the creation of a cotton economy in the southern states.</li> <li>c. describing the expansion of the nation's boundaries to the Pacific.</li> </ul>	

III,V,VIII	5,6	d. analyzing the stirring of the American people with ideas of reform.
		TLWD an understanding of the concept of The Nation Torn Apart by:
V,VI	2,4	a. explaining the time of Crisis and Compromise (1845-1861).
V,VI	2,3,5	b. describing the nation divided by war (1861-1865).
		<b><i>TLWD an understanding of the concept of rebuilding the Nation by:</i></b>
V,VI,VII	2,4	a. writing about the restoration of the South to the Union (1865-1900).
V,VI,X	2,3	b. judging the severe trials for democracy (1865-1897).
I,II,III,VI	2,3,4	c. telling of the conquering of the “last frontier” (1865-1900).
		<b><i>TLWD an understanding of the concept of Industrialism by:</i></b>
III,IV,V,VIII	5,6	a. recognizing the business pioneers and the growth of American Industry.
III,IV,VI	2	b. analyzing the revolt of American farmers against big business practices.
III,V,X	1,6	c. stating the struggle of American workers to organize.
I,III,V,VIII,X	1,4	d. appraising changing ways of life in the Industrial Age.
		<b><i>TLWD an understanding of the concept of Reform, WWI, and America as a World Leader by:</i></b>
V,VI,X	4	a. compiling facts pertaining to the reforms under the Square Deal and the New Freedom (1897-1920).
I,V,VII,X	1,4	b. explaining the big change in the American way of life.
VI,VII,IX	2,4	c. labeling the American expansion overseas (1898-1914).
VI,VII,IX	2,4	d. labeling the American expansion in the Caribbean (1914-1920).
		<b><i>TLWD an understanding of the concept of The Twenties by:</i></b>
I,V,VII,X	5	a. differentiating the United States prosperity to economic collapse (1920-1932).
VI,IX	4	b. assessing America’s rejection of world leadership (1920-1932).
III	4	c. computing the accelerated pace of living in the “Golden 20’s.”
		<b><i>TLWD an understanding of the concept of The New Deal and WWII by:</i></b>
V,VI	2,4	a. analyzing America’s undertaking of a great experiment (1932-1936).
V,VI	2,4	b. appraising the great experiment on trial (1936-1940).
VI,IX	2	c. recognizing America moving from isolation into war (1932-1941).
I,II,VI,VII,VIII,IX	2	d. interpreting the role of America in WWII (1941-1945).
		<b><i>TLWD an understanding of the concept of Challenge of the New Era by:</i></b>
III,IV,VI,VII,VIII	4,6	a. identifying problems on the domestic front (1945-Present).
VI,VII,IX	1,4	b. relating to the challenges of America as a world leader (1945-1960).
VI, IX	1,4	c. re-examining the nation’s role in world affairs (1960-Present).
		<b><i>TLWD an understanding and causes of the Cold War and its effects to the United States:</i></b>
II,V,VI,IX	4,6	1. about the origins of the Cold War
II,V	1,2,6	2. the effect of he Containment policy.
I,III,V,IX	2,3,6	3. about containment in China and Korea.
I,V,	2,5,6	4. The effects of the Cold War on the domestic front.
		<b><i>TLWD an understanding of the concept of Civil Rights: Fundamental Freedom by learning:</i></b>
I,II,V,X	2,4	1. the fundamental importance of the many constitutional guarantees of Civil Rights
I,II,X	2,4	2. analyzing the landmark court decisions.
I,II,X	2,6	3. how activism broke through racial barriers.
I,X	4,6	4. how the racial pride for African Americans effect today's generation.
		<b><i>TLWD an understanding of the war in Southeast Asia:</i></b>
I,VII	3	1. evaluating why we supported South Vietnam.
I,VIII	2	2. why the war became a stalemate.

I,II,V I,V,X	2,4 4,6	3. why the American homefront became divided. 4. analyzing the chaos of 1968.	
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*The abbreviation TLWD stands for "The Learner Will Demonstrate..."*



## Social Studies Curriculum Problems of American Democracy Standards



The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### National Social Studies Standard Themes:

- I Culture - The study of culture and cultural diversity.
- II Time, Continuity, and Change - The study of the past and its legacy.
- III People, Places, and Environments - The study of people, places, and environments.
- IV Individual Development and Identity - The study of individual development and identity.
- V Individuals, Groups, and Institutions - The study of interactions among individuals, groups, and institutions.
- VI Power, Authority, and Governance - The study of how people create, interact with, and change structures of power, authority and governance.
- VII Production, Distribution and Consumption - The study of the economics and commerce relating to production, distribution and consumption of goods and services.
- VIII Science, Technology, and Society - The study of relationships among science, technology, and society.
- IX Global Connections - The study of global connections and interdependence.
- X Civic Ideals and Practices - Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

### Montana Content Standards for Social Studies:

- 1 Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
- 2 Students analyze how people create and change structures of power, authority and governance to understand the operation of government and to demonstrate civic responsibility.
- 3 Students apply geographic knowledge and skills (e.g., location, place, human/environmental interactions, movement and regions).
- 4 Students demonstrate understanding of the effects of time, continuity and change on historical and future perspectives and relationships.
- 5 Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange and consumption.
- 6 Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

National Standard Theme(s)	Montana Standard Number(s)	Objective	Essential Learning
VI, IX I, III, VI, X I, V, VI, X VII	1,2 1,2 2 5	<p><b><i>TLWD an understanding of the concept of modern political and economic systems by learning:</i></b></p> <p>1. the basic nature of the state and government in the modern world. 2. the major forms of government in the world today. 3. American Democracy. 4. the basic features of the major economic systems in the world today.</p> <p><b><i>TLWD an understanding of the concept of the origins of the American governmental system by learning:</i></b></p> <p>1. the historical and theoretical origins of the American governmental system. 2. the development of that system through the colonial period to the coming of independence. 3. the governmental arrangements set up by the first state constitutions and by the Articles of Confederation. 4. the events and the processes involved in the creation and the adoption of the Constitution of the United States.</p> <p><b><i>TLWD an understanding of the concept of the basic principles of the Constitution and the Constitutional change and development by learning:</i></b></p> <p>1. the basic principles of the American constitutional system. 2. the essential meaning of those principles in both their historical and current settings.</p>	
I, II, IV, V, VI, X I, II, III, X VI VI, X	2,4 2,4,6 2 2		
VI, X I, II	2 4,6		

VI	2	3. the processes of constitutional change and development by formal and informal amendment.  <i>TLWD an understanding of the concept of participation in the political process by learning:</i>
V, VI	1,2	1. the nature of political parties.
I, III, V, X	2	2. the functions parties perform in American politics.
II, VI, X	5	3. the American two-party system, its history, and the reasons for its existence and retention.
IV, X	2,6	4. the nature and roll of minor parties in American politics.
V, VI	2,6	5. the organizational structure and composition of the two major parties.  <i>TLWD an understanding of the concept of voters and voter behavior by learning about:</i>
II, IV, X	6	1. the historical development of the right to vote in the United States.
IV, X	6	2. the present-day shape of the right to vote.
IV, X	2	3. the recent federal voting rights statutes.
I, X	2,6	4. voter turnout and non-voting in American elections.
I, V, VI	5,6	5. the complex factors affecting the behavior of the American voter.  <i>TLWD an understanding of the mechanics and functions of the electoral process by learning about:</i>
IV, X	2	1. the critical roll of the electoral process and its two basic stages in democratic government.
I, V	2	2. the evolution and the present-day shape of the nominating and the election process in American Politics.
VII	5	3. the place of money and its regulation in American politics.  <i>TLWD an understanding of the concept of public opinion and pressure groups by learning about:</i>
V, X	2,6	1. the public opinion and its role in American politics.
I, V	2	2. the means by which opinions are expressed and may be measured.
I, III	2,6	3. the public opinion polls and the scientific polling process.
V, X	2,5,6	4. pressure groups: their role in politics how they differ from political parties bases upon which they are formed varied tactics used by them  <i>TLWD an understanding of the concept of the Congress by learning:</i>
VI	2	1. the place and role of Congress in the American governmental system.
VI, X	2	2. the structure of Congress: its bicameral character its terms and sessions
VI, X	2	3. the structure of the House of Representatives: its size and composition the election, terms, and qualifications of its members
VI, X	2	4. the structure of the Senate: its size and composition the election, terms, and qualifications of its members  <i>TLWD an understanding of the Concept of Congress in action by Learning:</i>
V, VI	2	1. the formal and the party organizational structure in both houses of Congress.
V, VI	2,5,6	2. the committee system in Congress and the different types of committees to be found in both houses.
VI	2	3. the overall shape and the several steps of the legislative process in both houses of Congress.  <i>TLWD an understanding of the concept of procedural function of lawmaking by learning:</i>

VI, X	2	1. actively participating in a mock congress experiential learning program that features formal debate and,
X	2	researching and writing a fictitious bill drawing on a contemporary issue tracing the introduction, committee action, and progress of their bills testifying and debating bills in a congressional committee setting
<b><i>TLWD an understanding of the concept of the Presidency by learning about:</i></b>		
IV, VI	4,6	1. the Presidency as the most important and powerful office known to history.
V, X	2,4	2. the several different and interrelated roles of the Presidency.
V, VI	2	3. the constitutional shape of the office in terms of qualifications, tenure, and compensation.
VI	2	4. the presidential succession in terms both of vacancy and of disability.
V	2,6	5. the role and the significance of the Vice President.
X	2	6. the process of presidential nomination and election.
X	2	7. the principle defects in the electoral college system and the major proposals for change.
<b><i>TLWD an understanding of the concept of the Federal Court by learning about:</i></b>		
I, V, X	2	1. the basic role of the judiciary in the governmental process.
I, VI, X	2	2. the structure of the federal judiciary, the jurisdiction of the several different federal courts, and the role of the Supreme Court as the nation's highest court.
I, X	2,6	3. judicial review and its extraordinary significance in the American governmental system.
VI, X	2	4. the process by which federal judges are selected.
<b><i>TLWD an understanding of the concept of the state legislature by learning:</i></b>		
I, V, VI, X	2	1. why the legislature is "the powerhouse of state government."
VI, X	2	2. why all but one of the fifty state legislatures are bicameral.
VI	2	3. the structure, organization, and powers of the state legislatures.
VI	2	4. the legislative process at the state level.
IV, V, X	2,6	5. the process of direct legislation: the initiative & referendum
<b><i>TLWD an understanding of the concept of the Governor and state administration by learning:</i></b>		
I, III, VI	2,4	1. the origins and the development of the office of the governor.
VI, X	2	2. the shape of the office today, in terms of formal and informal qualifications, selection, tenure, compensation, and succession.
V, VI	2	3. the scope and content of gubernatorial powers and the nature of the executive power in state government.
VI	2	4. the other executive offices and their basic functions in Montana.
<b><i>TLWD an understanding of the concept of the state court system by learning:</i></b>		
I, VI, X	2	1. the essential purpose and functions of State Courts.
VI	2	2. the overall organization of the several state court systems with reference to Montana's judiciary.
VI	2	3. the jurisdiction of the many different state courts.
VI, X	2	4. the various methods by which judges are selected among the states.
VI	2	5. the distinctions between the duties of the grand jury and the petit jury.
V, X	2	6. participation in a mock trial.
<b><i>TLWD an understanding of the concept of governing the communities by learning:</i></b>		
I, VI, X	2,6	1. the role of local government in the United States.
I, III, VI, IX	1,3	2. how the nation's 3,041 counties vary in terms of geographic size, population, governmental framework, and the basic functions.
I, III, X	2,6	3. how towns and townships function as units of government and how they differ.
V, VI	2	4. the types of city charters and the three major forms of city government in this country.
I, X	2,6	5. the problems of urban and suburban sprawl and various responses to them.

		<b><i>TLWD an understanding of the concept of financing State and Local Governments by learning:</i></b>
I, VII	5	1. the huge amounts of money involved in state and local government finance today
VII	5	2. the major sources of state and local government income
VII	5	3. the budget-making process and patterns of state and local government spending
		<b><i>TLWD an understanding of the concept of Civil Rights: Fundamental Freedom by learning:</i></b>
IV, V, VI, X	2,4	1. the fundamental importance of the many constitutional guarantees of Civil Rights
I, IV, V	2	2. the essential meaning of the first and fourteenth Amendments' guarantees of religious freedom, freedom of speech, freedom of the press, freedom of assembly and petition
		<b><i>TLWD an understanding of the concept of Civil Rights: Equal Justice Under Law by learning:</i></b>
I, IV, V, X	2	1. about due process of law and its pivotal place in the American system of Civil Rights
I, IV, X	2	2. the many constitutional guaranteed rights to freedom and security of the person
I, IV, X	2	3. the many constitutionally guaranteed rights to freedom and security of the person
I, VI, X	2	4. the many constitutionally guaranteed rights to equality under the law
		<b><i>TLWD an understanding of the concept of Women and the Law by learning:</i></b>
I, VI, X	2,4	1. the laws relating to sexual discrimination and sexual equality, and sexual harassment
I, VI, X	2,6	2. the Equal Rights Amendment, its social impact and legal meaning
I, VI, X	2	3. the impact of Title IX upon school districts in Montana
		<b><i>TLWD an understanding of the concept of Systems that Make a Democratic Society Work by learning:</i></b>
I, VII, X	5	1. the common good as it relates to i.e. the extent that economic systems form the common good etc.
I, VII, X	5,6	2. compassion and sympathy as it relates i.e. to how systems demonstrate compassion and sympathy for the poor and destitute
		<b><i>TLWD an understanding of the concept of Citizenship in Modern Society: Facing Issues and Problems by learning about:</i></b>
I, IV, X	2,6	1. the common good as it relates to i.e. whether or not problems are solved through the rational process or on the basis of vested interest
I, X	2	2. the right to security as it relates to i.e. value conflicts surrounding national security - should we rely on more guns or on more and better education
I, IV, X	2,6	3. the right to justice as it relates to i.e. why proportionately more minority that majority offenders are convicted by the courts

***The abbreviation TLWD stands for "The Learner Will Demonstrate."***

# Social Studies Adoption Materials

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<u>Grade Level</u>	<u>Topic</u>	<u>Title</u>	<u>Publisher</u>	<u>Copyright</u>
Kindergarten	Family, Friends and Neighbors	None	NA	NA
First Grade	Neighborhoods and Communities	Scott Foresman – All Together	Pearson Education, Inc	2003
Second Grade	Communities of the World	Scott Foresman- People and Places	Pearson Education, Inc	2003
Third Grade	Our Communities	Our Communities	Harcourt School Publishers	2010
Fourth Grade	Montana History	Montana Bound	Pictoral Histories Publishing Co.	1978
Fourth Grade	Regions of the United States	Timelines - Our Country & It's Regions	Macmillan/McGraw-Hill	2009
Fifth Grade	Pre-Columbian U.S. History from Early Native Americans through Civil War	A History of US - Books 1-5	Oxford University Press	2005
Sixth Grade	World History - Ancient Civilizations	Scott Foresman - The World	Pearson Education, Inc	2008
Seventh Grade	Geography: Western Hemisphere, Latin America and Canada	Exploring Our World: Western Hemisphere	Glencoe	2010
Eighth Grade	Montana History	Montana: Stories of the Land	Montana Historical Society	2008
Eighth Grade	American History - Reconstruction (Civil War) to the Present	The American Journey - Modern History	Glencoe	2010
Tenth Grade	World History	World History Patterns of Interaction	Glencoe	2010
Eleventh Grade	American History	The Americans	McDougal Littell	2003
Twelfth Grade	Problems of American Democracy	Magruder's American Government	Prentice Hall/Pearson	2003
Twelfth Grade	Advanced Placement Government	American Government Institutions & Policies	Houghton Mifflin Harcourt	2011
Eleventh & Twelfth Grade	Psychology	Psychology: Concepts and Applications	Houghton Mifflin Harcourt	2011
Eleventh & Twelfth Grade	Economics	Economics: Concept and Choices	Houghton Mifflin Harcourt	2010

# MONTANA STANDARDS FOR SOCIAL STUDIES

*Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.*

*Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

**Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

**Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

**Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

**Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

**Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

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## Social Studies Content Standard 1

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**Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

### Rationale

*Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li><li>2. evaluate information quality (e.g., accuracy, relevance, fact or fiction).</li><li>3. use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, recycling projects, school stores).</li></ol>	<ol style="list-style-type: none"><li>1. apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li><li>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</li><li>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</li></ol>	<ol style="list-style-type: none"><li>1. analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</li><li>2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).</li><li>3. synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).</li></ol>

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## Social Studies Content Standard 2

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**Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.**

### **Rationale**

*The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. explain the purpose and various levels of government.	1. describe the purpose of government and how the powers of government are acquired, maintained and used.	1. analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
2. recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).	2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).	2. compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.
3. identify the major responsibilities of local, state, tribal and federal government.	3. identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.	3. identify representative political leaders and philosophies from selected historical and contemporary settings.
4. explain how governments provide for needs and wants of people by establishing order and security and managing conflict.	4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.	4. relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
5. identify and explain the individual's responsibilities to family, peers and the community, including the need for civility, respect for diversity and the rights of others.	5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).	5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society. 5b analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.
6. describe factors that cause conflict and contribute to cooperation among individuals and groups (e.g., playground issues, misunderstandings, listening skills, taking turns).	6. explain conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).	6. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).
7. explore the role of technology in communications, transportation, information processing or other areas as it contributes to or helps resolve problems.	7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.	7. analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.



## Social Studies Content Standard 3

**Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

### Rationale

*Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> <li>1. identify and use various representations of the Earth (e.g., maps, globes, photographs, latitude and longitude, scale).</li> <li>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders).</li> <li>3. describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).</li> <li>4. describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.</li> <li>5. use appropriate geographic resources (e.g., atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.</li> <li>6. identify and distinguish between physical system changes (e.g., seasons, climate, weather, water cycle, natural disasters) and describe the social and economic effects of these changes.</li> <li>7. describe and compare the ways in which people in different regions of the world interact with their physical environments.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze and use various representations of the Earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.</li> <li>2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna) and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.</li> <li>3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.</li> <li>4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.</li> <li>5. use appropriate geographic resources to interpret and generate information explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density).</li> <li>6. describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation).</li> <li>7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).</li> <li>2. differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).</li> <li>3. assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).</li> <li>4. analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</li> <li>5. select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</li> <li>6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).</li> <li>7. describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).</li> </ol>

## Social Studies Content Standard 4

**Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

### Rationale

*Students need to understand their historical roots and how events shape the past, present, and future of the world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Students gain historical understanding through inquiry of history by researching and interpreting historical events affecting personal, local, tribal, Montana, United States, and world history.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.</li><li>2. use a timeline to select, organize, and sequence information describing eras in history.</li><li>3. examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.</li><li>4. identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.</li><li>5. identify and illustrate how technologies have impacted the course of history (e.g., energy, transportation, communications).</li><li>6. recognize that people view and report historical events differently.</li><li>7. explain the history, culture, and current status of the American Indian tribes in Montana and the United States.</li></ol>	<ol style="list-style-type: none"><li>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eye-witnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.</li><li>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues).</li><li>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.</li><li>4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</li><li>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</li><li>6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</li><li>7. Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</li></ol>	<ol style="list-style-type: none"><li>1. select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.</li><li>2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.</li><li>3. apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.</li><li>4a analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.</li><li>4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.</li><li>5. analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.</li><li>6. investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).</li><li>7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).</li></ol>

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## Social Studies Content Standard 5

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**Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

### Rationale

*In a global economy marked by rapid technological and political change, students must learn how to be effective producers, consumers, and economic citizens.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).	1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).	1. analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.
2. identify basic economic concepts (e.g., supply and demand, price) that explain events and issues in the community.	2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.	2. use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.
3. distinguish between private goods and services (e.g., family car or local restaurant) and public goods and services (e.g., interstate highway system or U.S. Postal Service).	3. compare and contrast the difference between private and public goods and services.	3. assess the costs and benefits to society of allocating goods and services through private and public sectors.
4. describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.	4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).	4. compare and contrast how values and beliefs influence economic decisions in different economic systems.
5. explain the roles of money, banking, and savings in everyday life.	5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).	5. explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions( credit companies, banks, insurance companies).
6. identify and describe examples in which science and technology have affected economic conditions (e.g., assembly line, robotics, internet, media advertising).	6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.	6. explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).

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## Social Studies Content Standard 6

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### Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

#### Rationale

*Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures and societies. This understanding allows students to relate to people in Montana, tribes, the United States and throughout the world.*

#### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.</li><li>2. describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).</li><li>3. identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.</li><li>4. identify characteristics of American Indian tribes and other cultural groups in Montana.</li><li>5. identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandas Gandhi, Rosa Parks).</li><li>6. identify roles in group situations (e.g., student, family member, peer member).</li></ol>	<ol style="list-style-type: none"><li>1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.</li><li>2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.</li><li>3. identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.</li><li>4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.</li><li>5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.</li><li>6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).</li></ol>	<ol style="list-style-type: none"><li>1. analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.</li><li>2. analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.</li><li>3. analyze the impact of ethnic, national and global influences on specific situations or events.</li><li>4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).</li><li>5. analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.</li><li>6. analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).</li></ol>

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## Social Studies Performance Standards: A Profile of Four Levels

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**The Social Studies Performance Standards describe students' knowledge, skills and abilities in the social studies content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.**

<i><u>Advanced</u></i>	This level denotes superior performance.
<i><u>Proficient</u></i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i><u>Nearing Proficiency</u></i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i><u>Novice</u></i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### **Grade 4 Social Studies**

**Advanced** A fourth-grade student at the advanced level in Social Studies demonstrates superior performance. He/she:

- (a) consistently recognizes and follows the steps of an inquiry process to locate, evaluate, and thoughtfully use information in decision making;
- (b) clearly describes the purpose and various levels of government in our lives;
- (c) effectively practices citizenship rights and responsibilities across various communities;
- (d) consistently applies geographic knowledge to other subject areas and independently relates geographic understandings to the world around him/her in meaningful ways;
- (e) consistently locates and applies information of historical events and issues from a variety of sources to effectively explain connections between past and present;
- (f) consistently identifies basic economic principles and clearly describes their effects on individuals and communities; and
- (g) independently recognizes and clearly describes how culture influences and diversity contributes to human development, identity, and behavior.

**Proficient** A fourth-grade student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

- (a) recognizes and follows the steps of an inquiry process to locate, evaluate and use information in decision making roles;
- (b) describes the purpose and various levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) applies basic geographic knowledge to other subject areas and relates geographic understanding to the world around him/her;
- (e) locates and uses basic information of historical events to explain connections between past and present;
- (f) identifies basic economic principles and describes their general effects on individuals and communities; and
- (g) recognizes and describes how culture influences and diversity contributes to human development, identity, and behavior.

**Nearing Proficiency** A fourth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

- (a) recognizes and follows some of the steps of an inquiry process to locate and use information in decision making, but has difficulty evaluating the quality of the information;
- (b) identifies, with assistance, the purpose and some of the levels of government in our lives;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) sometimes applies geographic knowledge to other subject areas and relates obvious geographic knowledge to the world around him/her;
- (e) locates and sometimes uses basic information of historical events to explain obvious connections between past and present;
- (f) sometimes identifies basic economic principles, but incompletely describes their obvious effects on individuals and communities; and
- (g) sometimes recognizes, but has difficulty explaining, how culture influences and diversity contributes to human development, identity, and behavior.

**Novice** A fourth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

- (a) sometimes recognizes and follows some of the steps of an inquiry process to locate information, but needs much assistance to evaluate the quality of information or to use it in decision making;
- (b) seldom identifies the purpose or levels of government in our lives;
- (c) has difficulty practicing citizenship rights and responsibilities in the classroom community;
- (d) sometimes identifies geographic knowledge but often is unable to relate this knowledge to other subject areas and usually needs assistance relating geographic knowledge to the world around him/her;
- (e) locates, but seldom uses, basic information of historical events and has difficulty explaining connections between past and present;
- (f) seldom identifies economic principles but, with assistance, describes some of the effects on individuals and communities; and
- (g) seldom recognizes how culture influences and diversity contributes to human development, identity and behavior.

### **Grade 8 Social Studies**

**Advanced** An eighth-grade student at the advanced level in Social Studies demonstrates superior performance. He/she:

- (a) consistently and effectively applies an inquiry process to locate, evaluate, and use in a variety of decision making situations;
- (b) clearly describes and compares the principles and structure of power, authority, and governance;
- (c) purposefully practices citizenship rights and responsibilities across various communities;
- (d) actively explores geographic information and problems, and proposes novel, well-articulated ideas and solutions by independently applying geographic skills and tools;
- (e) consistently conducts research to draw unique parallels between historical and current events and issues;
- (f) independently recognizes fundamental economic issues and thoroughly illustrates how they interrelate and affect families, communities, cultures and nations; and
- (g) critically examines and effectively compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

**Proficient** An eighth-grade student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

- (a) applies an inquiry process to locate, evaluate, and use information in a variety of decision making scenarios;
- (b) describes and compares the principles and structure of power, authority, and governance;
- (c) practices citizenship rights and responsibilities across various communities;
- (d) effectively seeks information, solves problems, and communicates findings using geographic skills and tools;
- (e) conducts appropriate research to draw reasonable parallels between historical and current events and issues;



- (f) recognizes fundamental economic issues and meaningfully illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) examines and compares and contrasts how culture influences and diversity contributes to human development, identity, and behavior.

**Nearing Proficiency** An eighth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

- (a) applies an inquiry process to locate information for use in limited decision making scenarios, but has difficulty evaluating the information;
- (b) describes, but with difficulty, compares the principles and structure of power, authority, and governance;
- (c) with assistance practices citizenship rights and responsibilities across various communities;
- (d) gathers information related to geographic problems with assistance, but has difficulty using geographic skills and tools to communicate findings;
- (e) sometimes conducts appropriate research and, with assistance, draws parallels between historical and current events and issues;
- (f) frequently recognizes fundamental economic issues and, with assistance, illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) explains and sometimes compares how culture influences and diversity contributes to human development, identity, and behavior.

**Novice** An eighth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

- (a) sometimes applies an inquiry process to locate information for use in limited decision making scenarios, and seldom evaluates the information;
- (b) sometimes describes, but seldom compares, the principles and structure of power, authority and governance;
- (c) seldom practices citizenship rights and responsibilities;
- (d) inconsistently locates required geographic information, has difficulty relating this information to a larger geographic problem, and does not clearly understand when to apply specific geographic skills and tools to his/her work;
- (e) seldom conducts appropriate research, but with assistance, draws a few obvious parallels between historical and current events;
- (f) sometimes recognizes fundamental economic issues but seldom illustrates how they interrelate and affect families, communities, cultures, and nations; and
- (g) sometimes explains, but seldom compares, how culture influences and diversity contributes to human development, identity, and behavior.

### **Upon Graduation Social Studies**

**Advanced** A graduating student at the advanced level in Social Studies demonstrates superior performance. He/she:

- (a) independently analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and effectively applies that information to various decision making situations;
- (b) effectively analyzes and critiques the principles and structure of power, authority, and governance;
- (c) independently demonstrates civic responsibility by participating meaningfully as a citizen in the process;
- (d) makes meaningful geographic inferences in a variety of contexts and independently conducts geography-related research to develop and extensively support a position on an issue;
- (e) consistently analyzes historical patterns and conducts independent research to thoroughly and effectively develop and defend a position on an issue;
- (f) analyzes unique impacts of the application of economic principles on decision making in national and global economies;

and

(g) independently analyzes and critiques the impact of human interaction on society and purposefully evaluates the effects of cultural diversity on individuals and society.

**Proficient** A graduating student at the proficient level in Social Studies demonstrates solid academic performance. He/she:

(a) analyzes and adapts an inquiry process to locate and evaluate information from a variety of sources and applies that information to various decision making situations;

(b) analyzes and critiques the principles and structure of power, authority and governance;

(c) demonstrates civic responsibility by participating meaningfully as a citizen across various communities;

(d) makes meaningful geographic inferences and actively conducts geography-related research to develop and adequately support a position on an issue;

(e) analyzes historical patterns and conducts research to develop and adequately defend a position on an issue;

(f) analyzes various impacts of the application of economic principles on decision making in national and global economies; and

(g) analyzes and critiques the impact of human interaction on society and evaluates the effects of cultural diversity on individuals and society.

**Nearing Proficiency** A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in Social Studies. He/she:

(a) usually analyzes and adapts an inquiry process to locate information from a variety of sources, incompletely evaluates information, and with limited success, applies the information to various decision making situations;

(b) sometimes analyzes, but ineffectively critiques the principles and structure of power, authority and governance;

(c) occasionally demonstrates civic responsibility by participating as a citizen across various communities;

(d) sometimes makes meaningful geographic inferences but has difficulty conducting geography-related research to develop and support a position on an issue;

(e) identifies some historical patterns, and with assistance, conducts research to develop and partially defend a position on an issue;

(f) sometimes analyzes obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) sometimes analyzes and critiques the impact of human interaction on society and evaluates the obvious effects of cultural diversity on individuals and society.

**Novice** A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in Social Studies. He/she:

(a) inconsistently uses and seldom analyzes or adapts an inquiry process to locate information even from limited sources, evaluates information, with assistance, and rarely applies information to decision making situations;

(b) incompletely analyzes, and with difficulty, critiques the principles and structure of power, authority and governance;

(c) demonstrates limited civic responsibility;

(d) seldom makes meaningful geographic inferences and requires assistance conducting geography-related research to develop and support a position on an issue;

(e) sometimes identifies historical patterns, and with assistance, conducts research, but has difficulty developing or defending a position on an issue;

(f) analyzes, with much assistance, obvious impacts of the application of economic principles on decision making in national and global economies; and

(g) seldom analyzes the impact of human interaction on society and exhibits limited ability to evaluate the effects of cultural diversity on individuals and society.



# National Curriculum Standards for Social Studies: Executive Summary

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NATIONAL COUNCIL FOR THE SOCIAL STUDIES (NCSS) defines social studies as:

...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. <sup>1</sup>

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. By making civic competence a central aim, NCSS emphasizes the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires that citizens have the ability to use their knowledge about their community, nation, and world; to apply inquiry processes; and to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.

The curriculum standards for social studies provide a framework for professional deliberation and planning about what should occur in a social studies program in grades pre-K through 12. National Council for the Social Studies first published national curriculum standards in 1994. Since then, the social studies standards have been widely and successfully used as a framework for teachers, schools, districts, states, and other nations as a tool for curriculum alignment and development. However, much has changed in the world and in education since the original curriculum standards were published. These revised standards reflect a desire to continue and build upon the expectations established in the original standards for effective social studies in the grades from pre-K through 12. This revision incorporates current research and suggestions for improvement from many experienced practitioners.

The revised standards continue to be focused on ten themes, like the original standards. These themes are outlined in Chapter 2. They represent a way of categorizing knowledge about the human experience, and they constitute the organizing strands that should thread through a social studies program, from grades pre-K through 12, as appropriate at each level.

The ten themes are:

1

## **CULTURE**

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

2

## **TIME, CONTINUITY, AND CHANGE**

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern

world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.

3

### **PEOPLE, PLACES, AND ENVIRONMENTS**

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

4

### **INDIVIDUAL DEVELOPMENT AND IDENTITY**

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.

5

### **INDIVIDUALS , GROUPS, AND INSITITUTIONS**

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

6

### **POWER, AUTHORITY, AND GOVERNANCE**

One essential component of education for citizenship is an understanding of the historical development and contemporary forms of power, authority, and governance. Through this theme, learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and non-democratic political systems. In schools, this theme typically appears in units and courses dealing with government, history, civics, law, politics, and other social sciences.

7

### **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues. In schools, this theme typically appears in units and courses dealing with economic concepts and issues, though it is also important for the study of the economic dimension of other social studies subjects.

8

### **SCIENCE, TECHNOLOGY, AND SOCIETY**

By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact. This theme appears in a variety of social studies courses, including history, geography, economics, civics, and government.

## 9

**GLOBAL CONNECTIONS**

The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization. It typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology.

## 10

**CIVIC IDEALS AND PRACTICES**

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship. In schools, the theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

The themes are interrelated, and a school course in a social studies discipline is likely to touch on more than one theme. For example, the use of the NCSS standards might support a plan to teach about the topic of the U.S. Civil War by drawing on three different themes: Theme 2 (**TIME, CONTINUITY, AND CHANGE**); Theme 3 (**PEOPLE, PLACES, AND ENVIRONMENTS**); and Theme 10 (**CIVIC IDEALS AND PRACTICES**).

Since standards have been developed both in social studies and in many of the individual disciplines that are integral to social studies, the question arises: What is the relationship among these various sets of standards? The answer is that the social studies standards address overall curriculum design and comprehensive student learning expectations, while state standards and the national content standards for individual disciplines (e.g., history, civics and government, geography, economics, and psychology) provide a range of specific content through which student learning expectations can be accomplished. The NCSS curriculum standards offer a set of principles by which content can be selected and organized to build a viable, valid, and defensible social studies curriculum for grades from pre-K through 12. They provide the necessary framework for the implementation of content standards. In the example above, which illustrates the use of the NCSS standards to teach about the U.S. Civil War, national history standards and state standards could be used to identify specific content related to the topic of the U.S. Civil War.

The revised standards offer a sharper focus than the original standards on:

- Purposes
- Questions for Exploration
- Knowledge: what learners need to understand
- Processes: what learners will be capable of doing
- Products: how learners demonstrate understanding

Chapter 3 outlines the revised framework at the different sets of grade levels—Early Grades (pre-K through 4); Middle Grades (5-8); and High School (9-12). The chapter presents the purposes of each of the ten themes, offers key questions for exploration that are related to the theme, and identifies what learners need to understand at the different levels. Students are expected to demonstrate the skills and intellectual processes associated with each theme, and to show their understanding through specific products that the teacher will assess.

The remaining chapters present learning expectations for each set of grade levels: Early Grades (Chapter 4), Middle Grades (Chapter 5), and High School Grades (Chapter 6). The foundation of each of these three chapters is the set of purposes, questions, knowledge, processes, and products outlined in Chapter 3 for each of the ten themes. Each chapter also contains snapshots of class activities for each theme at an

appropriate grade level. These Snapshots of Practice provide educators with images of how the standards might look when enacted in classrooms. Typically, a Snapshot illustrates a particular theme and one or more learning expectations; however, the Snapshot may also touch on other related themes and learning expectations. For example, a lesson focused on the theme of **TIME, CONTINUITY, AND CHANGE** in a world history class dealing with early river valley civilizations would certainly engage the theme of **PEOPLE, PLACES, AND ENVIRONMENTS** as well as that of **TIME, CONTINUITY, AND CHANGE**. These Snapshots also suggest ways in which the learning expectations shape practice, emphasize skills and strategies, and provide examples of both ongoing and culminating assessment.

For social studies to perform its mission of promoting civic competence, students need both to learn a body of knowledge, and to be able to think flexibly and act responsibly to address civic issues in a diverse and interdependent world. The national curriculum standards for social studies represent educators' best thinking about the framework needed to educate young people for the challenges of citizenship.

**Note**

1. The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies* (Washington, D.C.: NCSS, 1994): 3.

# Indian Education for All

---

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

## ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

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

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

4

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

ITEM TITLE: REPORT—STUDENT REPRESENTATIVE

Requested By: Board of Trustees    Prepared By: Sydney Stivers    Date: 05/23/2011

**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						

## **FHS Student Report for the School Board Meeting on May 23<sup>rd</sup>.**

- **Student Council hosted the Blue Gold Breakfast and is holding their elections for next year.**
- **Key Club had a community cleanup and water balloon fight yesterday.**
- **Spanish Club has been showing movies on Friday nights as fundraisers.**
- **FCCLA national qualifiers are raising money to help pay for their trips. Their officers for the 2011-12 school year are:**

**President-Kylee Hould, Vice President- Taylor Miller,  
Secretary/Treasurer-Allie Adams, Historian-Katelyn Gremaux,  
STUCO Rep- Kyle Parry**

- **FFA held a successful banquet. They are also preparing for a busy summer of Range Days, Alumni Leadership Camp, and other student projects. The new officers are:**

**President-Amber Strouf, Vice President 1-Brook Zibell, Vice  
President 2- Jacob Singley, Secretary- Leah Wright, Treasurer- Leslie  
Burg, Reporter- Kyle Patton, Sentinel- Mark Garber, Historian-  
Kenzie Zarn, and Parliamentarian-Andy Benson**

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

**BOARD AGENDA ITEM**

**Meeting Date**

05/23/2011

**Agenda Item No.**

5

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

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

**Requested By:** Board of Trustees    **Prepared By:** Committee    **Date:** 05/23/2011

**SUMMARY:**

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

Attached is the Standing Committees of the Board for the 2010-2011 School Year. The Trustees need to sign up for committees for the 2011-2012 School Year.

**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						



**STANDING COMMITTEES OF THE BOARD**  
2010-2011 School Year

Committee	Number on Comm.	Jeremy Bristol	Jennifer Granot	Becky Jackson	Stan Monger	Lisa Pierce	Mary Schelle	Monte Weeden
Building & Grounds	3	X		X	X			
Insurance Risk Committee	2					X	X	
Transportation	3	X			X			X

**OTHER COMMITTEES WITH BOARD REPRESENTATION**  
2010-2011 School Year

Committee	Number on Comm.	Jeremy Bristol	Jennifer Granot	Becky Jackson	Stan Monger	Lisa Pierce	Mary Schelle	Monte Weeden
Activities	2						X	X
Curriculum Committees: Social Studies	1		X					
Health Insurance Program	2					X	X	
Vocational Advisory Council	1			X				

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

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

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

Committee	Number on Comm.	Jeremy Bristol	Joe Irish	Stan Monger	Lisa Pierce	Mary Schelle	Barb Thomas	Monte Weeden
Activities	2							
Curriculum Committees: Social Studies	1							
Health Insurance Program	2							
Vocational Advisory Council	1							

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

6

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

ITEM TITLE: DISCUSSION—FACILITIES

Requested By: Board of Trustees    Prepared By: Board of Trustees    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees would like to continue the discussion on facilities. At this time projects in process are installing an elevator at the junior high school and replacing the roof on the Lincoln Building.

**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

05/23/2011

Agenda Item No.

7

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

ITEM TITLE: DISCUSSION—GENERAL FUND BUDGETS

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees will continue to monitor and discuss the General Fund Budgets for the 2011-2012 School Year.

Updated information regarding the 2011-2012 General Fund Budgets will be distributed at the Board meeting.

**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

05/23/2011

Agenda Item No.

8

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

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

Requested By: Board of Trustees    Prepared By: \_\_\_\_\_    Date: 05/23/2011

**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

05/23/2011

Agenda Item No.

9

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

ITEM TITLE: OTHER ITEMS

Requested By: Superintendent    Prepared By: Superintendent    Date: 05/23/2011

**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.

- ❖ Interview Committees—Elementary Teacher(s) and Junior High Art Teacher
- ❖ Montana Quality Education Coalition (MQEC)
- ❖ Retirement Dinner—Tuesday, May 31, 2011—6:00 p.m.—Pine Meadows—**RSVP's due May 24**
- ❖ Graduation Week Schedule
  - Academic Awards Night—Monday, May 23, 2011—7:30 p.m.—FCPA
  - Baccalaureate—Tuesday, May 24, 2011—7:30 p.m.—FCPA
  - Graduation Rehearsal—Wednesday, May 25, 2011—10:15-11:40 a.m.
  - Graduation—Sunday, May 29, 2011—2:00 p.m.—FHS Fieldhouse (Trustees—1:30 p.m.)
- ❖ State Class A Softball Tournament—May 26-28, 2011—Miles City
- ❖ State Class A Tennis Tournament—May 26-28, 2011—Great Falls
- ❖ State Class A Track Meet—May 27-28, 2011—Missoula
- ❖ Awards Assemblies:
  - Highland Park – Wednesday, June 1, 2011 – 9:00 a.m.
  - Lewis & Clark – Wednesday, June 1, 2011 – 1:00 p.m.
  - Junior High – Thursday, June 2, 2011 – 8:15 a.m.
  - Garfield – Thursday, June 1, 2011 – 10:30 a.m.
- ❖ **Summer Board Meeting Schedule—**

June 13, 2010	5:30 p.m.
June 27, 2010	5:30 p.m.
July 25, 2010	5:30 p.m.
August 8, 2010	5:30 p.m.
<b>**Tuesday, August 23, 2010</b>	<b>7:00 p.m.</b>

**SUGGESTED ACTION:** Informational

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

NOTES:

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



**MONTANA  
QUALITY EDUCATION  
COALITION**

945 Sunny Vista Road  
Helena, MT 59602  
(406) 594-2955  
[www.mqec.org](http://www.mqec.org)  
[marklambrecht@mt.net](mailto:marklambrecht@mt.net)

May 18, 2011

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

Dear Jason:

The Montana Quality Education Coalition (MQEC) is collecting dues for the 2012 Fiscal Year, which begins September 1, 2011. As you know, MQEC represents a diverse group of K-12 public school districts, including AA, A, B, C and independent elementary schools and education organizations such as the Montana School Boards Association, School Administrators of Montana, the Montana Rural Education Association and the Indian Impact Schools of Montana. MQEC is unique among education organizations because it represents school districts of all sizes, trustees, administrators, teachers and parents.

Our charge is to help develop a permanent, reliable, predictable funding system for Montana's K-12 public schools. As Montana's public schools plan for an immediate future of reduced budgets because of decreased state funding resulting from the 2011 Montana Legislative Session, it's more important than ever to work together to bring about the changes schools require in 2013.

MQEC emerged from the 2011 Session as a respected voice advocating the interests of K-12 public schools and remains uniquely positioned to represent administrators, trustees, teachers, parents, businesses and others involved in school funding. MQEC also remains the organization that would represent school districts should additional action be required to compel the State of Montana to adequately fund its public schools.

MQEC continues to build grassroots support for school funding by holding public meetings throughout the state. MQEC's Executive Director—Mark Lambrecht—held over two dozen public meetings from Libby to Plevna last year and is making plans for more this spring and fall. Public meetings have greatly helped MQEC understand the unique concerns of Montana's communities with regard to school funding and other issues.

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

An invoice for 2012 dues is attached to this letter. The dues structure for membership was developed according to FY2009 total current spending per OPI data and was approved by MQEC's Board of Directors. Dues range from \$125 to \$4,000 and support a base budget of around \$145,000 for the organization. Please remit payment as soon as possible or respond to Mark Lambrecht at 945 Sunny Vista Road, Helena, MT 59602 if your district is not able to take immediate action on this request.



**MONTANA  
QUALITY EDUCATION  
COALITION**

945 Sunny Vista Road  
Helena, MT 59602  
(406) 594-2955  
[www.mqec.org](http://www.mqec.org)  
[marklambrecht@mt.net](mailto:marklambrecht@mt.net)

May 18, 2011

INVOICE

RE: MQEC Membership

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

Dear Jason:

Please remit the following funds for membership in the Montana Quality Education Coalition for FY 2012.

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

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

Mark Lambrecht  
Executive Director  
MQEC  
945 Sunny Vista Road  
Helena, MT 59602



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

10

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

ITEM TITLE: RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS  
THE BOARD

Requested By: Board of Trustees    Prepared By: \_\_\_\_\_    Date: 05/23/2011

**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

05/23/2011

Agenda Item No.

11 - 12

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

ITEM TITLE: MINUTES

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 05/23/2011

**SUMMARY:**

The following minutes are attached for your approval:

- Minutes of the May 9, 2011, Regular Board Meeting
- Minutes of the May 12, 2011, Special 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**

**Lincoln Board Room  
215 Seventh Avenue South  
Lewistown, Montana 59457**

**Monday, May 9, 2011**

**BOARD WORK/STUDY SESSION**

**CALL TO ORDER (6:00 P.M.)**

1. ROLL CALL

TRUSTEES PRESENT:

Board Chair Becky Jackson, Jeremy Bristol, Mary Schelle, Stan Monger, Lisa Pierce, Jennifer Granot

TRUSTEES ABSENT:

Monte Weeden

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/District Clerk Mike Waterman, Sandi Chamberlain, Andrea Payne, Brandon O'Halloran

OTHERS PRESENT:

Barb Thomas, Joe Irish, Joe Zahler-KXLO/KLCM Radio, David Murray-Lewistown News-Argus, and other interested parties.

2. PUBLIC PARTICIPATION

There was no public input.

**AGENDA**

3. NEW TRUSTEE ORIENTATION

The current Board of Trustees presented information to the new incoming Trustees Joe Irish and Barb Thomas to help them understand the workings of the School Board and the District.

**ADJOURNMENT**

**OATH OF OFFICE (7:00 p.m.)**

RHONDA LONG, FERGUS COUNTY SUPERINTENDENT OF SCHOOLS, ADMINISTERED  
THE OATH OF OFFICE TO JOSEPH IRISH, STANLEY MONGER, AND BARBARA THOMAS

**ORGANIZATION MEETING**

1. CALL TO ORDER BY THE VICE-CHAIR

Stan Monger, Board Vice-Chair, called the Organizational Meeting to order.

2. ROLL CALL

TRUSTEES PRESENT:

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

3. CALL FOR NOMINATIONS AND ELECTION OF CHAIR

Stan Monger, Board Vice-Chair, called for nominations for Board Chair. Trustee Bristol nominated Stan Monger, seconded by Lisa Pierce. Motion carried unanimously.

4. CALL FOR NOMINATIONS AND ELECTION OF VICE-CHAIR

Stan Monger, newly elected Board Chair, called for nominations for Board Vice-Chair. Trustee Weeden nominated Jeremy Bristol for Vice Chair, seconded by Lisa Pierce. The motion carried unanimously.

5. APPOINTMENT OF THE DISTRICT CLERK

Trustee Schelle nominated Mike Waterman as District Clerk, seconded by Monte Weeden. The motion carried unanimously.

**ADJOURNMENT**

## **REGULAR BOARD MEETING**

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

1. ROLL CALL

TRUSTEES PRESENT:

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

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/District Clerk Mike Waterman, Sandi Chamberlain, Paul Stengel, Andrea Payne, Matt Lewis, Tim Majerus, Jerry Feller, Scott Dubbs, Jared Long, Brandon O'Halloran, Germaine Stivers, Michelle Trafton, Laura Gilskey, Nancy Mattheis, Derree Kamp, Karen Durbin, Jackie Rickl, Diane Lewis, Jenifer Blazicevich, Kim Wiegert, Tony Brown, Bobbie Atchison, Greg Lucotch, Christy Rogers

OTHERS PRESENT:

Student Representative Sydney Stivers, Joe Zahler-KXLO/KLCM Radio, David Murray-Lewistown News-Argus, Dan Tiegen, Ken Martin, and other interested parties.

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

### **BOARD OF TRUSTEES**

3. RECOGNITION—FERGUS HIGH SCHOOL FFA

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

4. RECOGNITION—FERGUS HIGH SCHOOL SKILLS USA

Cameron Moline presented information to the Board of Trustees regarding the Fergus High School Skills USA team for their successes at the State Skills USA Convention.

5. PRESENTATION—CLASSIFIED COUNCIL

Classified Council introduced Christy Rogers as the Classified Staff Member of the Year for 2010-2011 School Year.

6. DISCUSSION—ANDREA PAYNE, LEA PRESIDENT

Andrea Payne, LEA President, opened up discussion with the Board of Trustees about the possibility of offering the teachers the early retirement incentive again that was offered in February 2011. The Board will meet on Thursday, May 12 at 6:45am to decide on the issue.

7. REPORT—STUDENT REPRESENTATIVE

Sydney Stivers, student representative to the Board, reported on upcoming activities at Fergus High School.

8. REPORT—COMMITTEES OF THE BOARD

There were no committee reports. The Transportation Committee will meet at 7:15 a.m. after the Thursday, May 12, 2011, Special Board meeting.

9. DISCUSSION—FACILITIES

The Board of Trustees continued the discussion on facilities. At this time projects in process are installing an elevator at the junior high school and replacing the roof on the Lincoln Building. The Board will call for bids for the Junior High elevator project at the May 23, 2011, Regular Board meeting and award the bid at the June 27, 2011 meeting. It is anticipated that the project will be completed in November 2011.

10. DISCUSSION—GENERAL FUND BUDGETS

The Board of Trustees will continue to monitor and discuss the General Fund Budgets for the 2011-2012 School Year. Information regarding possible cuts for the 2011-2012 General Fund Budgets was distributed at the Board meeting. The Board discussed numerous options and scenarios, and reviewed the potential impacts of each. The Board will continue the budget discussions at upcoming meetings.

11. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

No items were discussed.

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

12. REPORT—INVESTMENT

Interest earned and distributed for April 2011, was reported with \$7,511.60 in the elementary funds and \$4,996.04 in the high school funds for a total of \$12,507.64.

13. OTHER ITEMS

Jason Butcher, Superintendent, spoke to the Board regarding staffing issues and possible upcoming interview teams. Jason also discussed with the Board about the schedule for graduation, the retirement dinner for the retirees, and the summer schedule for Central Office. The next Board meeting scheduled for May 23, 2011, will be at the Fergus High School Library at 5:30 p.m. Other dates were listed for upcoming events in the district.

#### **PUBLIC PARTICIPATION**

14. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD

There was no public input.

#### **ACTION ITEMS**

##### **MINUTES**

15. MINUTES OF THE APRIL 25, 2011, REGULAR BOARD MEETING – approved unanimously (Weeden/Pierce).  
16. MINUTES OF THE MAY 5, 2011, SPECIAL BOARD MEETING – approved unanimously (Bristol/Weeden).

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

17. CLAIMS – The claims referenced in the 2010-11 Bill Schedule and submitted through May 5, 2011, were approved unanimously (Pierce/Schelle).

##### **CONSENT GROUP ITEMS** – approved unanimously (Schelle/Bristol).

18. APPROVE ADDITIONS TO SUBSTITUTE LIST FOR THE 2010-2011 SCHOOL YEAR – Substitute Bus Driver/Custodian List—Donald “Jason” Cooler

##### **INDIVIDUAL ITEMS**

19. APPROVE PERSONNEL REPORT – see Exhibit A – approved unanimously (Pierce/Weeden).  
20. APPROVE EXTENSION OF DENTON BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Weeden/Pierce).  
21. APPROVE EXTENSION OF THE LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Weeden/Bristol).  
22. APPROVE AWARDED THE LINCOLN ROOF REPAIR BID TO MADDOX ROOFING AND CONSTRUCTION INC. – approved unanimously (Bristol/Weeden).  
23. APPROVE ISSUING CONTRACTS FOR CERTIFIED STAFF – approved unanimously (Weeden/Schelle).

#### **ADJOURNMENT**

The meeting was adjourned at 8:55 p.m. The next Board meeting will be held at 5:30 p.m. on Monday, May 23, 2011, at the Fergus High School Library.

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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:** May 9, 2011

<i><b>EMPLOYEE NAME</b></i>	<i><b>POSITION</b></i>	<i><b>LOCATION</b></i>	<i><b>RECOMMENDED ACTION</b></i>	<i><b>EFFECTIVE DATE</b></i>	<i><b>COMMENTS</b></i>
<b>ASHLEY, Richard “Dean”</b>	Delivery Van Driver	School District #1	Approve appointment on schedule— MAINT II Step 0 for 6 hours per day for up to 182 days per year with possible additional hours during non- school months	May 31, 2011	See attached hiring recommendation.

**MINUTES  
LEWISTOWN PUBLIC SCHOOLS  
BOARD OF TRUSTEES**

Lincoln Board Room  
215 Seventh Avenue South  
Lewistown, Montana 59457

**Thursday, May 12, 2011**

**SPECIAL BOARD MEETING**

**CALL TO ORDER (6:45 a.m.)**

1. TRUSTEES PRESENT:

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

TRUSTEES ABSENT:

Lisa Pierce

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/District Clerk Mike  
Waterman, Sandi Chamberlain, Andrea Payne

OTHERS PRESENT:

None

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

3. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO  
ADDRESS THE BOARD

There was no public input.

**ACTION ITEMS**

**INDIVIDUAL ITEMS**

4. TAKE ACTION ON RETIREMENT INCENTIVE—A motion to open the year two  
retirement incentive through May 19, 2011 at 4pm was approved unanimously  
(Irish/Bristol)

**ADJOURNMENT**

The meeting adjourned at 6:55am (Bristol). The next regular meeting will be held  
at 5:30pm on Thursday, May 23 at Fergus High School.

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**STAN MONGER  
BOARD CHAIR**

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**MIKE WATERMAN  
BUSINESS MANAGER/CLERK**

**PUBLIC NOTICE**

**Buildings and Grounds Committee  
Transportation Committee  
Meeting**

**Thursday, May 12, 2011  
Following Special Board Meeting  
Lincoln Board Room**

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

13

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

ITEM TITLE: CLAIMS

Requested By: Board of Trustees    Prepared By: Sherry Martin    Date: 05/23/2011

**SUMMARY:**

Approve claims paid through May 19, 2011, as approved by the Finance Committee.

Members of the Finance Committee for April-June 2011 include: Stan Monger, Lisa Pierce, Mary Schelle, and Monte Weeden.

**SUGGESTED ACTION:** Approve Claims as Presented

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

**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**

05/23/2011

**Agenda Item No.**

14

<u>Agenda Items</u>	<u>Additional Information</u>
14. Approve Additions to Substitute List for the 2010-2011 School Year	

**SUGGESTED ACTION:** No Items to Approve

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**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

05/23/2011

Agenda Item No.

14

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

ITEM TITLE: APPROVE ADDITIONS TO SUBSTITUTE LIST FOR THE 2010-2011 SCHOOL YEAR

Requested By: Board of Trustees    Prepared By: Sandi Chamberlain    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve the additions to the substitute list for the 2010-2011 School Year. The substitutes being added to the list are:

Substitute Bus Driver List:

Courtney Cox

Substitute Teacher List:

Emily Daniels  
Ashley White  
Kayce Workman

**SUGGESTED ACTION:** Approve Additions to the Substitute List for the 2010-2011 School Year

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

**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

05/23/2011

Agenda Item No.

15

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

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees    Prepared By: Jason Butcher    Date: 05/23/2011

**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:** May 23, 2011

<i>EMPLOYEE NAME</i>	<i>POSITION</i>	<i>LOCATION</i>	<i>RECOMMENDED ACTION</i>	<i>EFFECTIVE DATE</i>	<i>COMMENTS</i>
<b>BURNS, Mary</b>	Paraprofessional	Fergus High School	Accept letter of resignation	June 2, 2011	See attached letter.
<b>GERTGE, Mary</b>	Paraprofessional	Lewis & Clark Elementary	Accept letter of resignation	June 2, 2011	See attached letter.
<b>HOLLAND, Barb</b>	Food Server	Highland Park Elementary	Accept letter of resignation	June 2, 2011	See attached letter.
<b>HUFF, Miriam</b>	Special Education Teacher	Fergus High School	Accept letter of resignation	June 2, 2011	See attached letter.
<b>RULAND, Kate</b>	Art Teacher	Fergus High School	Accept letter of resignation	June 2, 2011	See attached letter.
<b>RECOMMENDATIONS FOR EXTENDED SCHOOL YEAR (ESY) STAFF</b>	Special Education Summer School Teachers/Aides	School District #1	Approve appointment on schedule as per attached recommendation	May 23, 2011	See attached memo.
<b>RECOMMENDATION FOR SUMMER SCHOOL STAFF</b>	Summer School Teachers/Aides	School District #1	Approve appointment on schedule as per attached recommendation	May 23, 2011	See attached memo.
<b>KILBY, Mike</b>	Custodian	Fergus High School	Approve appointment on schedule— MAINT II Step 0 for 8 hours per day for up to 260 days per year	May 23, 2011	Mr. Kilby was the only applicant for this position. Mr. Stengel would like to recommend Mike for hire.

Mary Burns  
103 Sapphire Drive  
Lewistown, Mt 59457  
May 11, 2011

Lewistown School District  
Board of Trustees  
215 7<sup>th</sup> Ave. S.  
Lewistown, Mt 59457

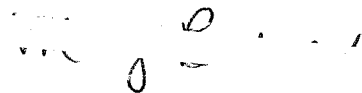
Dear Board of Trustees:

I would like to inform you of my decision to resign and retire from my paraprofessional teaching position at Fergus High School. My decision was based on two reasons. First, my elderly mother lives in our home and will need more homecare next year. Second, I have turned the magical age of sixty and would like to spend more time with my church family members.

I am thankful for the blessings I have received educating and nurturing students that need extra help and encouragement. I have strived to learn beside and along students and teachers. My teaching experience has been very awarding and challenging.

I am proud to have worked with excellent teachers, classified staff, administrators, and school board members. Thank you for the years I have been employed by the Lewistown School District.

Sincerely,



Mary Burns

May 10, 2011

To whom it may concern:

I, Mary Gertge, am writing to inform the Lewistown Public School (LPS) system that I will not be returning for the 2011-2012 school year. I am greatly thankful for the opportunities and experience that I have been given in the LPS for the seven years that I have worked here. I am not returning due to a life change of getting married.

Thank you so much for allowing me to work in such a great environment of employment!

Sincerely,

Mary Gertge

821 Aspen Trail  
Lewistown, MT. 59457

May 13<sup>th</sup> 2011

Dear Cindy,

Please accept my resignation as a food server at Highland Park School and sub at Central Kitchen ending on June 2<sup>nd</sup> of this year.

Since I still have an interest in feeding our children or doing dishes, I am willing to stay on as a sub in both food service and afternoon kitchen aid at Central Kitchen.

I have enjoyed my many years working at various schools and wish the best for all those employed for the coming school year of 2011- 2012.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barb Holland", with a large, stylized flourish at the end.

Barb Holland

Miriam D. Huff, BAEd, MAEd, PhD/ABD

1380 Fish Hatchery Road

Lewistown, MT 59457

406-535-3143

May 16, 2011

Mr. Jason Butcher/Superintendent

Lewistown Public School District


Lewistown, MT 59457

RE: Letter of Resignation

Dear Mr. Butcher:

As noted in the Lewistown News-Argus May 11<sup>th</sup> article, "Budget cuts hit hard," and the "voters rejected requests for permanent mill levy increases," my position was eliminated and I was terminated under your recommendation without just cause pursuant to Section 20-4-206 despite positive evaluations for renewal. Due to this fact and upon your advisement (May 12<sup>th</sup> meeting at Fergus High School) that Montana Office of Public Instruction (OPI) would not legally allow Lewistown School District personnel to divulge information regarding budget cuts and subsequent termination of my position to prospective employers I regretfully submit this Letter of Resignation.

Sincerely,

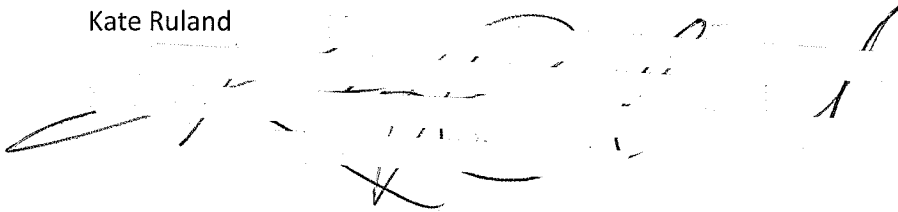
  
Miriam D. Huff



To: Jerry Feller and others of concern

I have made the decision to leave Fergus High School and my position as art teacher. This was a very difficult decision to make, we are moving to Broadus so that we can live together as a family again. I am taking this opportunity to stay at home with our daughter for a few years. I will greatly miss my students here at FHS and will miss teaching art here. I have really enjoyed working in the Lewistown public schools the past 5 years, and have had the privilege to work with great administration and staff. Please accept my letter of resignation and know that FHS will be missed.

Kate Ruland

A handwritten signature in black ink, appearing to read "Kate Ruland", with a large, stylized flourish extending to the left.

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# Central Montana Learning Resource Center Cooperative

215 SEVENTH AVENUE SOUTH, LEWISTOWN, MONTANA 59457  
OFFICE (406) 535-9012 FAX (406) 535-7455

## M E M O

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DT: May 16, 2011

TO: Lewistown Board of Trustees, Jason Butcher, Sandi Chamberlain

FR: Wayne Chilcoat

RE: Extended School Year (ESY)

### Recommendations for Special Education Extended School Year (ESY)

**Name:** Judy Fossum  
**Position:** ESY Teacher  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$17.50/hr.  
**Number of hours:** up to 125 hours  
**Budget:** General Fund

**Name:** Leslie Long  
**Position:** ESY Teacher  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$17.50/hr.  
**Number of hours:** up to 125 hours  
**Budget:** General Fund

**Name:** Lynne Prindle  
**Position:** ESY Aide  
**Population to be served:** ESY Pre-school students (12 noon-3pm)  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15.00/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Gretchen Conrad  
**Current Position:** ESY Aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Tiffany Hemsath  
**Current Position:** ESY Aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Jenifer Blazicevich  
**Current Position:** ESY Aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Connie Bowen  
**Current Position:** ESY Aide  
**Population to be served:** ESY Pre-K- 4<sup>th</sup> grade students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Mary Gertge  
**Current Position:** ESY Aide  
**Population to be served:** ESY student, Talen McCulloch (12noon- 3pm)  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

**Name:** Kris Gapay  
**Position:** ESY Aide (12noon- 3pm)  
**Population to be served:** ESY 2 CARE students  
**Dates:** June 13 to July 1, 2011  
**Rate of Pay:** \$15/hr.  
**Number of hours:** up to 100 hours  
**Budget:** General Fund

## Summer School Teachers 2011

<b><u>CLASSIFIED STAFF:</u></b>	<b><u>CERTIFIED STAFF:</u></b>
Judy Fry – Kindergarten	Devney Welsh – Coordinator
Darcy McLendon – Reading Mastery	Polly Weichel – 2 <sup>nd</sup> Grade
Lynne Prindle – Reading Mastery	Susan Ashley – 3 <sup>rd</sup> Grade
Darlene Watt – Sidewalks	Val Frisbie – Middle School
Mandie Hutchins – 4 <sup>th</sup> Grade	
KC Schnitzmeier - Lewis & Clark	
Mary Gertge – Lewis & Clark	
Kim Wiegert - Middle School	

Certified summer school teachers will be paid \$17.50 per hour up to 4 hours per day for a total of 17 days.

Classified staff (Paraprofessionals) teaching summer school will be paid \$15.00 per hour up to 4 hours per day for a total of 17 days.

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

16

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

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

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 05/23/2011

**SUMMARY:**

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

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

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

**NOTES:**

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

# FERGUS COUNTY BUS TRANSPORTATION AGREEMENT

## OUT-OF-DISTRICT APPROVAL

## OUT-OF-COUNTY APPROVAL

The Board of Trustees of Grass Range School District #27, Fergus County, and the Board of Trustees of Lewistown School District #1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Grass Range School for the 2011-12 School Year.

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

Description of bus route: Cheadle/Lemon Route

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

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

Margie Matovich  
Board Chair  
Grass Range School District #27

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

Date: 5/10/2011

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

Approved by Fergus County Transportation Committee:

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

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

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

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

17

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

ITEM TITLE: APPROVE REQUEST FOR EXTENDED LEAVE OF ABSENCE

Requested By: Board of Trustees    Prepared By: Superintendent    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees needs to consider the request from Mary Kynett for an extended leave of absence for the 2011-2012 school year. Reasons for the request are outlined in the attached letter.

The Board then needs to vote as to whether or not to accept or reject the request.

**SUGGESTED ACTION:** Approve Request for Extended Leave of Absence

☒ 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						

Dear Mr. Butcher and Lewistown Public School Board of Trustees,

I would like to request a one year leave of absence for the 2011-2012 school year as per our collective bargaining agreement highlighted in yellow below. My son, Jesse Kynett, suffers from Adolescent On-Set Chronic Headaches as diagnosed at Mayo Clinic in Rochester, Minnesota in 2009. I have attached the front sheet of his absentee records from the Lewistown Junior High and Fergus High School. To give you a quick reference to days missed, 7<sup>th</sup> grade: 81 days; 8<sup>th</sup> grade: 88 days; 9<sup>th</sup> grade: 32 days; 10<sup>th</sup> grade: 93 days and still counting. He has suffered from this illness for four years and as his mother, not being able to be there for him during the school day, has been very wearing on me emotionally. We can only pray he will outgrow them, but for the time being he is in extreme pain, sometimes 25 days or more in a row with little relief.

With the recent changes in our school district and being asked to relocate my teaching assignment, I feel that I cannot be an effective teacher in a new building with new subject matter while also helping my son with his chronic illness.

Teaching is truly a passion for me and leaving the kids and staff that I love so dearly has been a very difficult decision. My heart truly belongs to the Junior High and I strongly feel that is where I am the most influential for students in our school district. I do not submit this request lightly and hope to return for the 2012-2013 school year as a teacher for the Lewistown Public Schools.

Sincerely,

Mary Kynett  
8<sup>th</sup> Grade Social Studies Teacher  
Lewistown Junior High School

#### C. EXTENDED LEAVE:

Extended leave of absence without salary shall be provided for such reasons as family illness, involuntary military service, and maternity and may be provided for education and full-time office. At the discretion of the Board, teachers may receive up to full compensation by the District during an approved leave of absence to participate in an exchange-teaching program. Requests shall be made in writing, stating the desired length of time of the leave.

The teaching employee shall be informed in writing as to the action taken by the Board of Trustees on the request for the leave. Failure to comply with the conditions and terms of the agreement of the two (2) parties by the teacher may be grounds for dismissal.

##### 1. Family Illness:

- a. Family illness shall apply to a teaching employee and spouse and their grandparent, father, mother, sister, brother, daughter, son, and grandchild.

##### 7. Return to Position after Leave of Absence:

- a. A teaching employee who does not report for duty at the expiration of his/her leave of absence, and who does not resign, shall be dismissed from service.
- b. A teaching employee returning from leave of absence shall be entitled to a position, at approximately the same grade level and approximately the same subject field, which he/she held at the time of his/her request for leave. Credit for salary increments for the period of absence will be granted in cases of leave of ninety-four (94) school days or less.



LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

18

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

ITEM TITLE: APPROVE MHSA MEMBERSHIP AND RELATED PAYMENTS

Requested By: Board of Trustees    Prepared By: Jason Butcher    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve membership in the Montana High School Association (MHSA). The costs for the 2011-2012 School Year include the following:

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

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

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

**NOTES:**

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

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

***Annual Dues Application and Fees Remittance Form***

\_\_\_\_\_ FERGUS \_\_\_\_\_ High School of \_\_\_\_\_ LEWISTOWN \_\_\_\_\_ Montana,  
 Montana, hereby makes application for membership in the Montana High School Association (MHSA) for the school year **2011-12** in accordance with Article 1, Section (1) of the MHSA By-Laws, and appoints the Association as its representative in interscholastic activities for the current school year. The Board of Trustees adopts and agrees to comply with the rules and regulations of the MHSA as presently contained in its official MHSA Handbook, and acknowledges receipt of a copy of such handbook in effect. It is understood that each member school is entitled to one vote on any resolution presented to the Association membership. A resolution adopted by the Board and inserted in the minutes of a meeting of the Board on the date below directs the chairperson of the Board of Trustees to remit to the Association the yearly membership fees. If the school is registering for an activity in which the school district did not participate the previous year and did not request sanctioning for this activity in writing, students will not be permitted to compete in MHSA post-season contests, other than activities which are not assigned to districts and/or divisions. (Rules and Regulations, Sections 14 and 16). **Send payment to MHSA, 1 South Dakota Avenue, Helena, MT 59601.**

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

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

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

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

Signed/Dated: \_\_\_\_\_ Signed/Dated: \_\_\_\_\_  
 Chair / Board of Trustees Superintendent or Principal

*For MHSA Use Only:*

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

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

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

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

LIABILITY CATASTROPHE PLAN REMITTANCE FORM

We have enclosed our remittance in the amount of \$ **520.00** based on the HIGH SCHOOL ENROLLMENT (schedule below) to cover our school's share of the Liability Catastrophe Plan insurance premium for 2011-12.

**School** FERGUS HIGH SCHOOL

**Date** MAY 23, 2011

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

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**High School Enrollment (Grades 9-12) as of FALL REPORT TO OPI, 2010**

<b><u>Enrollment</u></b>	<b><u>Premium</u></b>
0-40	\$165.00
41-110	\$250.00
111-200	\$315.00
201-300	\$415.00
301-400	\$520.00
401-800	\$690.00
801-up	\$1,110.00

You must use your **high school enrollment** per your FALL, 2010 report to OPI or for private schools, use your enrollment as of November 1, 2010.

PLEASE RETURN THIS **SIGNED** FORM AND YOUR PAYMENT BY AUGUST 1, 2011

**For MHSA Use Only**

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

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

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

**MONTANA HIGH SCHOOL ASSOCIATION  
2011-12 Catastrophic Insurance Renewal  
Mutual of Omaha**

***Summary of Lifetime Benefits***

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

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

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

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

19

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

ITEM TITLE: APPROVE CONTRACTING WITH THE FERGUS COUNTY CLERK AND RECORDER'S  
OFFICE TO ACT AS ELECTION ADMINISTRATOR FOR SCHOOL ELECTIONS

Requested By: Board of Trustees    Prepared By: Mike Waterman    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve Lewistown Public Schools contracting with the Fergus County Clerk and Recorder's Office to act as Election Administrator for the school elections and conduct all aspects of the election process for the 2011-2012 Fiscal Year in accordance with 20-20-417 MCA.

**SUGGESTED ACTION:** Approve Contracting with the Clerk and Recorder's Office to act as Election Administrator for School Elections

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

**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**

05/23/2011

**Agenda Item No.**

20

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

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

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/23/2011

**SUMMARY:**

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

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

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

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

**NOTES:**

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

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

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

**Comprehensive School and Community Treatment Services**

This Comprehensive School and Community Treatment Services Agreement (Agreement) is made and entered into this 1<sup>ST</sup> day of July 2011, by and between **Yellowstone Boys and Girls Ranch Community Based Services (YBGR)** and **Lewistown School District**.

**RECITALS**

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

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

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

**AGREEMENT**

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

**1. Terms**

This Agreement shall be effective as of the 1<sup>st</sup> day of July 2011 and shall continue in effect through 30<sup>th</sup> day of June 2012, unless earlier terminated as provided in paragraph 7 below.

**2. YBGR Services**

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

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

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

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

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

### **4. Compensation.**

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

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

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

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

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

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



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

## **7. Termination.**

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

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

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

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

## **9. Changes**

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

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

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

## **11. Indemnification.**

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

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

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

## 12. Insurance.

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

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

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

## 13. Compliance.

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

## 14. Medicaid Repayment.

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

## 15. Miscellaneous.

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

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

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By: Shawn Byrne, MSW, COO, YBGR Date

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By: Jason Butcher, Superintendent Date

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By: School Board – Chairman Date

## EXHIBIT 1

### STATEMENT OF WORK

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

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

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Shawn Byrne, MSW, COO, YBGR

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Date

---

Jason Butcher, Superintendent

---

Date

## EXHIBIT 2

### FEE SCHEDULE & BILLING PROCESS

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

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

YBGR Community Based Services – Fiscal Dept.

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

Billings, MT 59106

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

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

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

Payments for services will be mailed to:

Yellowstone Boys and Girls Ranch

PO Box 80065

Billings, MT, 59108-0065

LEWISTOWN PUBLIC SCHOOLS  
Lewistown, Montana

**BOARD AGENDA ITEM**

Meeting Date

05/23/2011

Agenda Item No.

21

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

ITEM TITLE: APPROVE CALLING FOR BIDS FOR THE JUNIOR HIGH SCHOOL ELEVATOR

Requested By: Board of Trustees    Prepared By: Paul Stengel    Date: 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve the call for bids to install an elevator at the Lewistown Junior High School at 914 West Main Street. The *Invitation to Bid* is attached for your review.

**SUGGESTED ACTION:** Approve Calling for Bids for the Junior High School Elevator

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

**NOTES:**

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

**Lewistown JHS Elevator Addition  
Lewistown, Montana**

**DOCUMENT 00 11 16**

**INVITATION TO BID**

Lewistown Public Schools will receive sealed bids until **3:00 p.m., local time, on June 21, 2011** for the **Lewistown Junior High School – Elevator Addition**. The project is located at 914 West Main Street in Lewistown, Montana 59457. All bids must be received by the above time to Lewistown Public Schools 215 7<sup>th</sup> Avenue South in Lewistown, Montana 59457. Bids will be opened publicly and read aloud immediately following in the Board Room of the Lincoln Building at the address listed above. No bid will be accepted after the scheduled time for the public opening of bids.

Specifications and drawings may be obtained from L'Heureux Page Werner, PC, Architects, 15 Fifth Street South, Great Falls, MT, 59401, upon payment of a non-refundable deposit of **\$25.00** per set. Additional copies of the Project Manual and Drawings are available for review at the Great Falls Builders Exchange at 202 2<sup>nd</sup> Avenue South.

There will be a non-mandatory **Pre-Bid Conference at the Lewistown Junior High School at 1:00 p.m., local time, on Friday June 21, 2011**. Contractors interested in submitting a bid are encouraged to attend.

All laborers and mechanics employed by the Contractor or sub-contractors in performance of the construction work shall be paid wages at rates as may be required by the laws of the Fergus County and the State of Montana. The Contractor must insure that employees and applicants for employment are not discriminated against because of their race, color, religion, sex, or national origin. Lewistown Public Schools is an equal opportunity employer. Minorities and women-owned business enterprises are encouraged to submit a bid.

Each bid or proposal shall be accompanied by a Certified Check, Cashier's Check, or Bid Bond payable to the Lewistown Public Schools in an amount not less than ten percent (10%) of the total amount of the bid. **Bids shall be submitted on the form provided within the contract documents.** Successful Bidders shall furnish an approved Performance Bond and a Labor and Materials Payment Bond, each in the amount of one hundred percent (100%) of the contract amount. Insurance, as required, shall be provided by the successful Bidder(s) and a certificate(s) of insurance shall be provided.

The right is reserved to reject any or all proposals received, to waive informalities, to postpone the award of the contract for a period not to exceed sixty (60) days, and to accept the lowest responsive and responsible bid which is in the best interests of the School District.

Mike Waterman, Business Manager  
Lewistown Public Schools  
215 7<sup>th</sup> Avenue South  
Lewistown, Montana 59457

*Lewistown Argus*

*First publication: June 4, 2011. Second publication: June 8, 2011. Third publication: June 11, 2011*

*Great Falls Tribune*

*First publication: June 5, 2011. Second publication: June 8, 2011. Third publication: June 12, 2011*

**END OF DOCUMENT**



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

**BOARD AGENDA ITEM**

**Meeting Date**

05/23/2011

**Agenda Item No.**

22

☐ Minutes/Claims    ☐ Board of Trustees    ☐ Superintendent's Report

☐ Action - Consent  
☒ Action - Indiv.

**ITEM TITLE:** APPROVE FERGUS COUNTY INVESTMENT RESOLUTION

**Requested By:** Board of Trustees    **Prepared By:** Mike Waterman    **Date:** 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve the resolution for the 2011-2012 Investment Program for the Lewistown Public Schools as presented by the Fergus County Commissioners.

**SUGGESTED ACTION:** Approve Fergus County Investment Resolution

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

**NOTES:**

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

## **FERGUS COUNTY INVESTMENT RESOLUTION**

WHEREAS, the Fergus County Commissioners have established an investment program incorporating all county and school districts' cash on deposit with the County Treasurer, which will be administered through the County Treasurer's Office;

WHEREAS, all research indicates that School District No. 1 interest revenue will be increased appreciably by participation in the County Investment Program;

WHEREAS, while participating in the Fergus County Investment Pool, all monies will be invested by the County Treasurer, and there will be no individual investments for any one entity.

NOW, THEREFORE, BE IT RESOLVED, that School District Number 1, Fergus County, will participate in the Fergus County Investment Program from July 1, 2011 through June 30, 2012 and pay the 2 % investment program administrative fee from the resultant and interest revenue.

BE IT FURTHER RESOLVED that the Board of Trustees appoint Mike Waterman,(By-laws Article 11, Section Id) as our representative to the Fergus County Investment Committee.

BE IT FURTHER RESOLVED, that the Fergus County Treasurer is hereby designated the agent of School District No. One, Fergus County, for the purpose of investing all available cash of the School District.

DATED this 23<sup>rd</sup> day of May, 2011.

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CHAIRPERSON, BOARD OF TRUSTEES  
SCHOOL DISTRICT NO. ONE

ATTEST:

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SCHOOL DISTRICT CLERK  
SCHOOL DISTRICT NO. ONE

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

**BOARD AGENDA ITEM**

**Meeting Date**

05/23/2011

**Agenda Item No.**

23

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

**ITEM TITLE:** APPROVE CHANGES TO THE LEWISTOWN JUNIOR HIGH SCHOOL STUDENT  
HANDBOOK

**Requested By:** Board of Trustees    **Prepared By:** Tim Majerus    **Date:** 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve the changes for the Lewistown Junior High School Student Handbook as outlined on the attachments.

**SUGGESTED ACTION:** Approve Changes to the Lewistown Junior High School Student Handbook

☒ 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						

# Changes to the LJHS Student Handbook

## 2011-12 School Year

### Attendance: (Pages 3-4)

- In order to be more consistent with the high school we have created an attendance policy similar in language. Once students have reached 10 absences they will be required to make up the missed instructional time through Saturday School.
- Types of absences that count toward the policy are defined as they are in the high school.

### Student Behavior Expectations: (Pages 5-8)

- This section was reformatted for ease of use.
- Additional expectations were added for ASLC/Detention and for electronic devices.

### Discipline Policy: (Pages 8-12)

- This section was reformatted for ease of use.
- Behaviors are placed in categories, with leveled consequences for each category.
- Consequences are then defined to meet current procedures.

# ATTENDANCE

## LJHS Attendance Policy:

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

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

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

1. Accumulation of seven (7) absences in a class per semester- The parents/guardians and student will be notified regarding the accumulation of absences and reminded of our 10 day policy.
2. Accumulation of ten (10) absences in a class per semester- The parent/guardian, student, counselor, and principal will meet to discuss attendance and an Attendance Contract. Student will be assigned Saturday School to compensate for missed school.
3. Absences beyond ten (10) days per semester- For each offense parent/guardian will be contacted and student will be assigned Saturday School.
4. Saturday School assignments will be as follows:
  - a. 2 hours - When a student has violated the policy in 1-4 class periods
  - b. 4 hours- When a student has violated the policy in 5-8 class periods

## Absenteeism:

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

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

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

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

## Pass To Leave the Building

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

### **An absence at LJHS is defined in the following manner:**

- Not being present in class,
- Having been present at the beginning of a period, but leaving a class without the teacher's permission, or
- Entering the class after the five-minute tardy grace period.

### Types of Absences:

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

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

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

### Tardiness:

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

- a. Detention in the classroom before or after school.
- b. Extra work assignments.
- c. Lower grade for this particular period on basis of work missed.

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

### EXCUSED ABSENCES

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

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

In order to be considered excused, absences should be verified by a note or a phone call to the school office. In special cases where advance knowledge of the absence is not possible or notification is not possible on the day of the absence, the absence must be verified within two school days after the absence to be excused. Students should complete the "Advanced Assignment Request Form" before the absence. If in school, the student must properly check out.

### UNEXCUSED ABSENCES

Unexcused absences are typically absences of the student for a reason other than those reasons covered in the "Excused Absences" portion of these guidelines. Examples include absences for such things as haircuts, shopping, skipping school with parental knowledge and other avoidable absences. Also included are absences where students improperly check out of school, intentionally miss portions of class, when students sleep late, miss the bus, or student absences that remain unverified past two school days. In all situations the possibility of truancy is investigated. An unexcused absence is marked as a "zero" or "no credit" in the teacher's grade book.

### TRUANCY (Skipping or cutting assigned classes)

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

### Make Up Work

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

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

# **STUDENT BEHAVIOR**

**SECTION 1 – Student Behavior Expectations**

**SECTION 2 – Discipline Policy**



# SECTION 1

## **STUDENT BEHAVIOR EXPECTATIONS**

### **Watch Us “SOAR”**

Student expectations for all areas of LJHS are clearly stated using the acronym “SOAR”. Through SOAR we stress that students be Safe, Organized, Accepting, and Responsible. Posters are placed throughout the school reminding students of acceptable behaviors. The following are the expectations for all students at LJHS:

### **A. After School Learning Center (ASLC) and Detention**

*Goal: To create a positive work environment where students are able to gain additional assistance and become more responsible for their learning.*

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

##### **ASLC-**

1. Come prepared to work bringing all materials, assignments and tool kit.
2. Bring a printed copy of the assignment(s) that need to be completed.
3. Be respectful and courteous to both students and staff.
4. Work independently or with a staff member without distracting others.
5. Ask permission to leave the room.
6. Turn off cell phone before entering the room.
7. Earn a detention if I do not attend ASLC when assigned.
8. Earn a detention if I do not follow the expectations of ASLC of staff.

##### **Detention-**

1. Arrive no later than 3:30.
2. Sign in and record time of arrival.
3. Place cell phone in basket.
4. Sit one person at a table.
5. Work quietly on assignments without distracting others.
6. Understand that I’m not allowed to leave (for any reason) until 35 minutes after sign-in.
7. Not be allowed to eat or drink while serving detention.

## **B. Assemblies**

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

**As a student of LJHS I will:**

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

## **C. Bus Loading Area**

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

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

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

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

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

**As a student of LJHS I will:**

1. Remain out of the grassy area between the sidewalk and the curb.
2. Keep my hands, backpacks, and other objects away from the bus loading area and other students.
3. Respect other students and their property.

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

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

## **D. Cell Phones and Electronic Devices**

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

***As a student of LJHS I will:***

1. Turn off my cell phone and other electronic devices before entering the school building in the morning.
2. Keep my cell phone and other electronic devices out of sight and turned off during the instructional day.
3. Only take my cell phone or electronic device out when given permission by a school authority or after leaving the classroom when the last class period is dismissed for the day.
4. Understand that unauthorized use of such devices disrupts the instructional program and is grounds for confiscation.
5. Hand over my cell phone and other electronic device without complaint or delay when I have violated the policy and any school official must confiscate the device.
6. Understand that confiscated devices will be returned to the student after school on the first two incidents and to the parent or guardian after further incidents.

## **E. Dress Code and Appearance**

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

***As a student of LJHS I will:***

1. Remove my hat upon entering the building, and not place it back on my head until I leave the building.
2. Only wear clothes that are clean and appropriate for school.
3. Refrain from wearing any pants with tattered holes and /or that sag low enough to expose underwear.
4. Girls must refrain from wearing tank tops that expose undergarments and boys are to refrain wearing sleeveless shirts.
5. Refrain from wearing any tops that are cut too low or exposes a bare midriff.
6. Refrain from wearing any clothing with alcohol or tobacco advertising.
7. Wear shorts and skirts that have a hemmed edge, and that are of a length that my fingertips can touch the bottom edge when my arms are at my side.
8. Refrain from wearing any clothing with slogans that have “double meanings” or that display insults, “put-downs”, or demeaning statements toward self or toward others.
9. Refrain from writing on myself.
10. Refrain from wearing any spiked accessories or chains that hang from the outside of my clothing.
11. Refrain from wearing slippers.

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

## **F. Hallways**

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

***As a student of LJHS I will:***

1. Walk on the right hand side of the hallways and stairways.
2. Talk at a conversational level and refrain from yelling or being loud.
3. Keep all opened drink containers out of my locker and out of the hallway.
4. Walk at a casual pace.
5. Keep my hands, feet and other objects to myself.
6. When visiting with my friends, stand to the side of the hallway so that others may pass freely.
7. Treat my locker with care. I will shut my locker door quietly, and I will use only my locker.
8. Take my hat off upon entering the building and leave it off until I have left the building.
9. Always be courteous to and respectful of my fellow students.
10. Follow directions that are given to me by any staff member.
11. Keep my student assignment book (SAB) with me when I am passing in the hallway.

## **G. Integrity of School Work**

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

***As a student of LJHS I will:***

1. Refrain from copying another student's school work.
2. Refrain from allowing other students to copy my work.
3. Use my time to do school work in a classroom or in the library (when not attending class).
4. Refrain from doing schoolwork in the hallways, auditorium, or breakfast area.
5. Seek support from staff whenever possible.
6. Accept the consequences for my behavior if I am caught cheating.

## **H. Interactions with Others**

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

***As a student of LJHS I will:***

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

## **I. Lunch Period**

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*Goal: Demonstrate respect to our fellow students and our school.*

*As a student of LJHS I will:*

1. Place my books in my own locker and not on top of the lockers before I go to the lunch line or lunchroom.
2. Walk to the lunch line, or to the area where I will be having lunch.
3. Talk at a conversational level when passing in the hallway, so as to be courteous to those students and staff within the classrooms.
4. Limit the use of my locker, so as to be courteous to those students and staff who are assigned to a classroom.
5. Keep all drink containers that have been opened in the lunch room, or outside, and refrain from putting any opened drink container(s) in my locker. Milk is not to leave the lunch area.
6. Understand that water bottles stored in lockers must have a lid that will not drip when laid on its side.
7. Sit at the designated tables if I bring a lunch from home.

## **J. Lunchroom Line and Eating Area**

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

*As a student of LJHS I will:*

1. Sit down while I am eating.
2. Use appropriate table manners.
3. Leave my table and floor area clean.
4. Be respectful of all lunch supervisors.
5. Use appropriate voice level and language.

## **K. Social Events**

---

*Goal: Help make every social event safe and friendly where all students are able to enjoy the evening without distraction.*

*As a student of LJHS I will:*

**\*[Safety issues]**

1. Remove my shoes.
2. Avoid running and horseplay.

**\*[Etiquette Issues]**

3. Refrain from wearing my hat.
4. Wear clothing that is appropriate for school unless otherwise specified for a particular dance.
5. Practice common courtesy at all times. (i.e., see expectations for the positive interaction with others, etc.)
6. Use appropriate manners when food is involved.

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## SECTION 2

### **DISCIPLINE POLICY**

“Self-discipline is one of the most important lessons gained through education. It’s the key to academic success, good conduct, and proper consideration for others. Keeping this in mind, students can better understand the importance of why there must be a policy in place that monitors student behavior. Understanding the “why” of a discipline policy will help students form a correct attitude toward it, give them guidance in doing their part in making the school an effective learning environment and help them to develop positive habits.”. It is hoped that students, parents, and the school will work together to develop good self-discipline, as well as provide a comfortable learning environment.

“Do it nice or do it twice” will be the expectation for students serving a consequence for their behavior. Failure to attend an assigned consequence or meet the behavioral expectations while serving the consequence will result in the consequence being doubled.

### **RANGE OF DISCIPLINARY BEHAVIORS/CONSEQUENCES**

Levels are based upon the frequency and severity of an incident.

#### **1. Attendance**

- a. Tardiness – arriving late to class.
- b. Truancy – absences where the parent/legal guardian does not know the whereabouts of the student and/or the student has not been excused from school
- c. Unexcused - absences which are not authorized by a parent/guardian, communicated to the school within 24 hours after return to school, or leaving class without permission.
- d. Unverified – absences where a reason has not been given. Will be changed to an unexcused after 24 hours after returning to school.
- e. Violation of the 9-day attendance policy

#### **Consequences-**

See the attendance policy for the specific consequences of each attendance violation.

#### **2. Bus Infraction**

- a. Violation of the established rules for appropriate bus conduct. Duration of consequence is dependent upon severity of infraction.

#### **Consequences-**

**Level 1** - Assigned Seat

**Level 2** - Loss of bus riding privileges

### **3. Cheating**

- a. Students, who share their work with others, as well as those who misrepresent the work of others as their own, may be considered to be cheating.

#### **Consequences-**

**Level 1** - Zero for assignment

**Level 2** - Zero for assignment plus an after school detention

**Level 3** - Zero for assignment plus Saturday School

### **4. Disruptive Behavior**

- a. Bullying/Harassment – (minor) considered disruptive behavior if it's a first time offense and is not threatening or sexual in nature.
- b. Classroom Disruption – any behavior which interferes with the classroom environment.
- c. Disrespect Toward Staff – Talking back and/or refusal to comply. Also any type of communication that conveys a negative attitude toward any school personnel.
- d. Electronic Device/Cell Phone – First two offenses result in confiscation of device to be returned to student at the end of the school day. Further violations the confiscated device is returned to parent and the levels of consequences below are given.
- e. Inappropriate Language – language which is demeaning or offensive.
- f. Lunch Time Behavior – violation of lunchroom and lunch period expectations.
- g. Theft – (minor) taking other's property with a value of \$25 or less. Will also be responsible for the return or restitution of property.
- h. Vandalism – (minor) defacing or destroying property causing damage valued at \$25 or less. Will also be responsible for the restitution of property damage or removing results of vandalism.
- i. Violation of any Student Behavior Expectation – Violation of any of the expectations outlined in section 1 of Student Behavior.

#### **Consequences-**

**Level 1** - After School Detention

**Level 2** - In-School Suspension or Saturday School

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension

### **5. Harassment/Altercations**

- a. Bullying/Harassment (ongoing or severe) – intimidation of another individual including comments demeaning or sexual in nature.
- b. Disorderly Conduct – includes profanity and verbal abuse, conduct and/or behavior which are disruptive to the orderly educational procedures at LJHS.
- c. Fighting – engaging in physical contact with the purpose of inflicting harm on another person.
- d. Physical Assault – physical attack of another, who does not wish to engage in the conflict and who had not provoked it.
- e. Physical/Verbal Altercation - pushing another student and/or engaging in an angry dispute.

**Consequences-**

**Level 1** - In-School Suspension or Saturday School

**Level 2** - Combination of Out-of-School Suspension and In-School Suspension

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension, longer in duration.

**Level 4** - Recommendation for Expulsion

**6. Insubordination**

- a. Defiance of School Authority- refusal to comply with reasonable requests of school personnel.
- b. Inappropriate Language Directed at School Personnel – confrontational language and/or attitude directed toward any school personnel.
- c. Skipping Detention/ASLC- not showing up when assigned.

**Consequences-**

**Level 1** - After School Detention

**Level 2** - In-School Suspension or Saturday School

**Level 3** - Combination of Out-of-School Suspension and In-School Suspension

**7. Illegal Substances/Actions**

- a. Alcohol – use, sale or possession of alcohol during a school activity or school day.
- b. Arson – attempting to burn property.
- c. Destruction of property – destroying or mutilating materials belonging to the school, school personnel or students.
- d. Drugs – use, possession and sale of narcotics or noxious substances during a school day or school activity
- e. Explosive Devices – use, possession of exploding devices in school.
- f. Tobacco – the use of any type of tobacco product.
- g. Theft – (major) taking other's property with a value of more than \$25. Will also be responsible for the return or restitution of property.
- h. Vandalism – (major) defacing or destroying property causing damage valued at more than \$25. Will also be responsible for the restitution of property damage or removing results of vandalism.
- i. Weapons - includes but is not limited to a firearm or knife, sword, a straight razor, a throwing star, nunchucks, firecrackers, brass or other metal knuckles, or any instrument, article, or substance that, regardless of its primary function, is used to harm, threaten to harm, or cause injury to another.

**Consequences-**

**Level 1** - Combination of Out-of-School Suspension and In-School Suspension

**Level 2** - Combination of Out-of-School Suspension and In-School Suspension- longer in duration.

**Level 3** - Recommendation for Expulsion



## **Deviation of Consequences**

In some cases it's necessary to deviate from the listed consequences. Below is a list of situations in which a consequence may vary:

1. Severity Clause – a severe consequence will be considered by the administration when a student demonstrates a behavior that shows unusual and/or violent conduct or indicating a documented pattern of handbook or district rule violations.
2. Specific to Behavior – There are times when a certain consequence fits a unique situation. For example; if a student is guilty of littering on school grounds, a logical consequence is to pick up garbage.
3. Restitution – In cases where property has been destroyed or stolen, a student will be responsible for paying the cost of repair or replacement.
4. Plan of Improvement – In the case that a student demonstrates repeated offenses of the same behavior or a series of different offenses, it may be necessary to place a student on a Plan of Improvement. (See Plan of Improvement)
5. School Resource Officer (SRO) – In cases where students have committed a criminal act or behaviors appear to be leading to illegal activity, the school resource officer will be contacted. If deemed necessary, a ticket may be issued by the officer.

## **Explanation of Consequences**

### Detention –

Detention will be handled by teachers and the Principal at their discretion. Detentions will be served after school from 3:30 to 4:10.

### Saturday School –

The Principal will assign Saturday School time to any student who is disruptive to the orderly operation(s) of Lewistown Junior High School. The amount of time to be served by a student shall be based on the severity of the behavior. Students will serve between one (1) and four (4) hours on a given weekend as deemed necessary by the Principal. While attending Saturday School students will be required to do school work or read appropriate school related materials. Saturday School will begin PROMPTLY at 8:00 a.m. and run until the assigned time has been served. For every minute a student is late for Saturday school they will be required to serve 2 additional minutes. No student will be allowed to arrive at Saturday school beyond 8:15 (the approximate starting time of a regular day of school).

### In-School Suspension (ISS) –

Students assigned to ISS will be assigned and an adult to work with them in a room away from the general student population. Students are not considered absent and are expected to complete all class work assigned during time in ISS. Students will eat their lunch in the office but may attend after-school activities once the ISS has been served without disruption. Failure to work or be respectful will result in the assignment of further ISS. Severe behaviors will be treated as insubordination.

#### Out-of-School Suspension (OSS) –

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

#### Suspension from Extra-Curricular Activities –

Students suspended from participation at extra-curricular activities will not be allowed to perform or compete at an extra-curricular activity in town or away for the duration of suspension. The student is, however, required to continue with scheduled practices. (See Extra-Curricular Policy for more details)

#### Loss of Privilege to Attend School Function –

Students can lose their right to attend or participate in a school function by violating rules of conduct. A typical example of this would be to violate a rule or skip a consequence prior to traveling with a sporting team. Another example would be to have ongoing or severe behaviors and losing the privilege to attend a dance.

#### Plan for Improvement –

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

A Plan of Improvement will focus on the following areas:

- Identifying the areas of concern
- Expected behaviors
- Benchmarks for improvement
- Consequences for further infractions

Consequences will be progressive in design such that each infraction beyond the implementation of the Plan of Improvement will result in a more stringent requirement. The progressive consequences will be designed on an individual basis to focus on remediating that individual's specific behaviors and as a result may not be consistent with the handbook's range for specific actions. Once placed on a Plan of Improvement, a student will remain under its guidance throughout the year or until removed by the administration.

In very extreme cases, it may be necessary to recommend expulsion rather than to allow a student to continuously commit acts that disrupt the daily routine and cooperative atmosphere within the school. In such circumstances individual improvement as set forth in the student's plan will also be weighed by the principal.

Expulsion –

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

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

**BOARD AGENDA ITEM**

**Meeting Date**

05/23/2011

**Agenda Item No.**

24

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

**ITEM TITLE:** APPROVE INTER LOCAL AGREEMENT BETWEEN THE MONTANA DIGITAL  
ACADEMY AND THE LEWISTOWN PUBLIC SCHOOLS

**Requested By:** Board of Trustees    **Prepared By:** Jason Butcher    **Date:** 05/23/2011

**SUMMARY:**

The Board of Trustees needs to approve the agreement between the Montana Digital Academy and the Lewistown Public Schools. The details of the agreement are outlined on the attachment.

**SUGGESTED ACTION:** Approve Interlocal Agreement between the Montana Digital Academy and the Lewistown Public Schools.

☒ **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						



## **Teacher Compensation Plan Inter Local Agreement**

### **Between**

### **Montana Digital Academy and Montana School Districts**

**Background:** Montana Virtual Academy will work in partnership with school districts in Montana to secure the services of Montana teachers to teach MTDA courses. It is the intent of this agreement between MTDA and the local district to define the compensation model and the selection and supervision process for MTDA teachers. Since a fundamental aspect of MTDA is to accommodate the online course needs of all Montana students, MTDA will provide enrollment opportunities in all of the courses offered in the MTDA course catalog regardless of enrollment numbers. Therefore teachers will be assigned sections of students using a model that may range from a minimum of 1 student to a maximum of 25 students per course section. MTDA will deliver courses to students including those with very low enrollments. In recognition of this, MTDA will provide all teachers in the program with a base compensation amount.

### **MTDA Teacher Compensation Model**

MTDA will work in partnership with local districts to secure the services of teachers for the MTDA program. MTDA and local schools will work together to select teachers for the online program who are currently employed by the school district. All teachers who will teach an online course for MTDA will agree to successfully complete the MTDA teacher training program. Teachers selected will receive compensation for teaching the courses from MTDA through their employing district. MTDA will reimburse the district for the amount paid to the teacher. (See Attachment A) MTDA and the local district agree to the following compensation model which is designed around a one semester course assignment. The District agrees to pass on the following compensation to the teacher that provides instruction for MTDA courses if the teacher is providing that instruction outside of the contracted school day, such payment will be treated the same as the performance of an extracurricular activity. If the teacher is providing services within the contracted school day the compensation paid will be set pursuant to an agreement between the district and the local bargaining unit, where one exists.

**Base amount:** \$500 – All MTDA teachers will receive this compensation for agreeing to teach the MTDA course. This base amount is provided in recognition of the need to offer courses with low enrollment.

**MTDA course per enrollment compensation:** The compensation for all MTDA semester length courses will be \$100 per course enrollment. Total compensation will be determined based upon enrollment in the course at the conclusion of the designated MTDA drop/add period.



**Course enrollment/Section Size:** Teachers will be assigned enrollments during the MTDA enrollment period in sections that may range from 1-25 students.

**Lead Teacher** –The Lead teacher for each course (i.e. algebra, U.S. history, etc.) will be selected to teach the first section of the MTDA course and will have the responsibilities of monitoring the course for quality assurance and working with the MTDA Curriculum Specialist to make any adjustments or modifications to the course before, during and after the course is delivered. Lead teacher compensation is \$500 per semester in addition to the per enrollment compensation. Subsequent sections of the course will be compensated at the per enrollment compensation rate. (*Note: A Lead Teacher will be selected by MTDA during the course development process and will take a leadership role in course development.*)

**District Compensation:** : MTDA will reimburse the local school district at the above mentioned compensation rate and the following employment costs; FICA, MEDICARE, Worker's Compensation, Unemployment Insurance and TRS, for any teacher, employed by the local district, who teaches an MTDA course. The reimbursement will be made following the end of each semester of the school year or by February 15 and June 15 respectively. Further, MTDA will provide a payment to the district which is intended to help with costs incurred relative to the administration of the program. This amount will be calculated at a rate of 4% (the average indirect cost rate as determined by the Montana OPI) of the total cost of the MTDA teacher's compensation. (See Attachment A)

**Teacher Selection and Supervision:** Due to the unique nature of this agreement to provide local district teacher services for MTDA courses, MTDA and the local district will work together to jointly select the teacher to teach the MTDA course. All teachers who will instruct an MTDA course will be made aware of what the expectations, duties and responsibilities are of an MTDA teacher and will be provided with the MTDA Teacher Expectation Guidelines. MTDA will make the final decision regarding the placement of that teacher in the MTDA course. MTDA and the local district administration will work together to provide supervision and support to the teacher selected for MTDA. In the event that a performance issue arises, in the teaching of an MTDA course, MTDA and the local administration will work together to determine an appropriate course of action to remedy the situation. Should a situation occur whereby a teacher does not meet the MTDA Teacher Expectations Guidelines and would need to be replaced in an MTDA course, MTDA, after consulting with the local district administration, would make the final decision. If at the local level there is a pending disciplinary action regarding an MTDA teacher related to licensure and/or situations relevant to the teaching of an MTDA course, there will be an expectation that the local administration will notify MTDA of the situation.

**MOU Between the Local School District and the Local Bargaining Unit:** A Memorandum of Understanding between the local school district and the local bargaining unit, where one exists, will be provided that will contain the conditions of this agreement.



The representatives of both parties, the local school district and Montana Digital Academy, acknowledge that we have read and agree to the terms of this plan.

Signatures

**Please sign and return this agreement and retain a copy.**

_____	_____	_____	_____
For The Local School District	Date	For Montana Digital Academy	Date
_____		_____	
Print Name		Print Name	



**Position Title: Online Teacher**

**Organization: Montana Digital Academy (MTDA)**

**Reports to: MTDA Director**

**JOB SUMMARY:** The MTDA teacher's role in the online course is significant in creating a quality learning environment for students. The online teacher is responsible for all aspects of the management and delivery of the MTDA course, via the Internet, using the MTDA learning management system. The MTDA teacher sets the academic tone in the course by facilitating student learning activities that may include group threaded discussions, projects, writing assignments and a variety of assessments. MTDA Teachers are expected to use technology tools from a variety of sources to enrich classroom instruction. These resources, provided by MTDA, will include simulations, flash animation, multimedia, Internet resources, podcasts and video casts.

The MTDA courses are delivered asynchronously via a learning management system and unlike the traditional classroom are available to teachers and students 24 hours a day 7 days a week. This allows for flexibility in time for teachers and students to interact with the course content and with each other. MTDA teachers are expected to be regularly available to students for questions, interaction and will check into their assigned course minimally twice each day. By providing substantive feedback, remediation, and enrichment, MTDA online learning teachers will guide students through MTDA content-approved courses.

#### **ROLES & RESPONSIBILITIES:**

**Academic** – Providing feedback, asking questions, stimulating discussions, encouraging student participation.

**Social** – Using regular and consistent communication with students to set a positive tone in the course. Keeping the communication flowing with students and local school facilitators.

**Managerial** – Coordinating all aspects of the facilitation of the course. Grading assignments, assessments, and completing student evaluation and final course grading.

**Technical** – Guiding students in the use of technology to understand and complete their coursework.

#### **QUALIFICATIONS & EXPERIENCE:**

- **Education:** Bachelor's Degree ( minimum requirement)
- **License or Certification:** Valid Montana Teaching License
- **Experience:**
  - Currently employed in a Montana Public School District
  - Comprehensive content knowledge in specific subject area
  - Three or more years of successful teaching experience
  - Experience with educational technology
- **Training:** Successful completion of the MTDA Online Teacher Training Program

#### **REQUIRED SKILLS:**

- Proficiency in Microsoft Office software
- Experience using a Learning Management System (preferred)



- Online teaching experience (preferred)
- Strong oral and written communication skills
- Ability to independently complete thorough and accurate work

**EXPECTATIONS:**

- Complete the MTDA Online Teacher Training Course
- Be able to work efficiently as part of a high functioning development team
- Provide academic, social, managerial and technical leadership and direction to the MTDA course

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 has developed 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 (2011).
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 August 15, 2011, 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**  
**2010-2011 SCHOOL CALENDAR**

**A. Pupil Instruction**

First Semester					91 Days	Second Semester					89 Days
FIRST QUARTER					DAYS	THIRD QUARTER					DAYS
First Week	Aug	25 --	Aug	27	3	First Week	Jan	24 --	Jan	28	5
Second Week	Aug	30 --	Sept	3	5	Second Week	Jan	31 --	Feb	4	5
Third Week	Sept	7 --	Sept	10	4	Third Week	Feb	7 --	Feb	11	5
Fourth Week	Sept	13 --	Sept	17	5	Fourth Week	Feb	14 --	Feb	18	5
Fifth Week	Sept	20 --	Sept	24	5	Fifth Week	Feb	21 --	Feb	24	4
Sixth Week	Sept	27 --	Oct	1	5	Sixth Week	Feb	28 --	Mar	4	5
Seventh Week	Oct	4 --	Oct	8	5	Seventh Week	Mar	7 --	Mar	11	5
Eighth Week	Oct	11 --	Oct	15	5	Eighth Week	Mar	14 --	Mar	18	5
Ninth Week	Oct	18 --	Oct	20	3	Ninth Week	Mar	21 --	Mar	25	5
Tenth Week	Oct	25 --	Oct	29	5						<b>44</b>
					<b>45</b>						
SECOND QUARTER					DAYS	FOURTH QUARTER					DAYS
First Week	Nov	1 --	Nov	3	3	First Week	Mar	28 --	Apr	1	5
Second Week	Nov	8 --	Nov	12	5	Second Week	Apr	4 --	Apr	8	5
Third Week	Nov	15 --	Nov	19	5	Third Week	Apr	11 --	Apr	15	5
Fourth Week	Nov	22 --	Nov	23	2	Fourth Week	Apr	18 --	Apr	20	3
Fifth Week	Nov	29 --	Dec	3	5	Fifth Week	Apr	26 --	Apr	29	4
Sixth Week	Dec	6 --	Dec	10	5	Sixth Week	May	2 --	May	6	5
Seventh Week	Dec	13 --	Dec	17	5	Seventh Week	May	9 --	May	13	5
Eighth Week	Dec	20 --	Dec	21	2	Eighth Week	May	16 --	May	20	5
Ninth Week	Jan	3 --	Jan	7	5	Ninth Week	May	23 --	May	27	5
Tenth Week	Jan	10 --	Jan	14	5	Tenth Week	May	31 --	Jun	2	3
Eleventh Week	Jan	18 --	Jan	21	4						<b>45</b>
					<b>46</b>						

**B. Pupil Instruction Related Days (No School for Students)****Totals**

August 23	All Staff Orientation/PIR	1.0
August 24	PIR	1.0
October 21-22	Staff Development Days - Teachers Convention	2.0
November 3-4	Parent Teacher Conferences	1.5
	<b>(Evening Only on 3rd, All Day on 4th)</b>	
January 17	PIR	1.0
April 7	Parent Teacher Conference	0.5
	Evening <u>ONLY</u> (Regular School Day for Students)	
		<b>7.0</b>

**C. Holidays (Dates Inclusive)**

September 6	Labor Day
October 21-22	Fall Vacation (Teachers -- Convention)
November 4	Parent Teacher Conferences ( <b>Vacation Day for Students</b> )
November 5	Vacation Day
November 24-26	Thanksgiving Vacation
December 22-31	Christmas Vacation
January 17	PIR (Vacation Day for Students)
February 25	Vacation Day
April 21-25	Spring Break
May 30	Memorial Day

2010-2011 Regular Board Meetings		
July	26	5:30 p.m.
Aug.	9	5:30 p.m.
Aug.**	24	7:00 p.m.
Sept.	13	7:00 p.m.
Sept.	27	7:00 p.m.
Oct.	11	7:00 p.m.
Oct.	25	7:00 p.m.
Nov.	8	7:00 p.m.
Nov.	22	7:00 p.m.
Dec.	13	7:00 p.m.
Jan.	10	7:00 p.m.
Jan.	24	7:00 p.m.
Feb.	14	7:00 p.m.
Feb.	28	7:00 p.m.
Mar.	14	7:00 p.m.
Mar.	28	7:00 p.m.
Apr.	11	7:00 p.m.
Apr.	25	7:00 p.m.
May	9	7:00 p.m.
May	23	5:30 p.m.
June	13	5:30 p.m.
June	27	5:30 p.m.

**\*\* TUESDAY**