

**AGENDA**  
**REGULAR MEETING OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1**  
**\* 6:00 p.m. March 15, 2011 \***

**Jefferson High School Library**

(Board packet available upon request at the Central Office.)

- A. Call to order-Chairperson**
1. **Pledge of Allegiance**
- B. Consent Agenda** Approval of Previous Minutes and High School Claims and Accounts
- C. Announcements and Public Comment.** THE BOARD WELCOMES AND ENCOURAGES PUBLIC COMMENT. ANYONE WISHING TO ADDRESS THE BOARD IS ENCOURAGED TO DO SO WITH THESE STIPULATIONS:
1. The Board may limit the amount of time for comment if they become extensive.
  2. If the speaker begins to infringe on the right to privacy of another, the Board may interrupt and end the comments on that issue.
  3. Even if the comments are entirely appropriate, the Board will not take any action on them at this meeting. To insure that others who want to address the same issue have the opportunity to do so, the item may be placed on the agenda of a future meeting.
- D. Communication and Comments.**
1. Letters to the Board
  2. Student Council Report
  3. Staff Presentations
- E. New Business.**
1. Personnel
    - a. Substitute Applications
    - b. Staff Vacancies
    - c. Coaching Vacancies
  2. Call for Election
  3. Graduation Credit Requirements
  4. Policy 1<sup>st</sup> reading
    - a. 2410P – High School Graduation Requirements
    - b. 3310 – Student Discipline
    - c. 5328P – Family Medical Leave
    - d. 5122F – Background Check form
    - e. 3415 – Management of Sports Related Concussions
    - f. 3415P – Concussion Procedure
    - g. 5510F – Request for Protected Health Information form
- F. Planning – Administrative structure**
- Mr. Whealon to present detailed review of how we might accommodate additional administrative staff in the budget.
  - Board develop goals and objectives for additional admin position to use in developing job description and recruiting plan.
- G. Commendations and Recognition**
- H. Committee Reports.**
1. Negotiations/Personnel – A. Erickson, P. Lewis, S. Senechal
    - process for recruit selection
  2. Policy/Handbook – P. Lewis, S. Steketee, L. Bryant
    - open gym policy re community use
    - review goals in policy to see how we are working on them,
    - Webpage for policy committee work and community input
  3. Budget/Insurance/Investments – D. Lorenzen, S. Senechal, K. Jackson
    - availability of funds for admin and/or staff increases
  4. Building/Grounds/Transportation – K. Jackson, A. Erickson
    - assist with scope ad bidding of roof repairs
  5. Teaching/Learning – S. Steketee, D. Lorenzen, L. Bryant

02/25/11  
12:05:11

JEFFERSON HIGH SCHOOL  
Claim Approval List  
For the Accounting Period: 2/11

Page: 1 of 2  
Report ID: AP100

Over spent expenditure

Claim Warrant	Vendor #/Name	Amount						
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
12937	4097 NORTHLAND FINANCIAL	2,494.75						
1	16 03/01/11 March 11 Bus Pymt	1,279.25		210	100-2700	840		
2	16 03/01/11 March 11 2nd Bus Pymt	1,215.50		210	100-2700	840		
12938	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	9,971.55						
1	03/01/11 Bus Contract	12,466.30		210	100-2700	513		
2	03/01/11 Lease Pymt	-1,279.25		210	100-2700	513		
3	03/01/11 2nd Lease Pymt	-1,215.50		210	100-2700	513		
12940	375 MSHWP/BCBS OF MONTANA	2,027.36						
1	02/11/11 Ret. Prem	2,027.36		201	100-1000	260		
12946	3959 AMERICAN EXPRESS	928.86						
1	01/26/11 Culinary Institute	675.00*	6816	215	451-1000	582	61	
2	02/16/11 Jo Anns/FCS	253.86		201	390-1000	610		
12947	3474 HELENA HIGH SCHOOL	230.00						
1	02/22/11 cheer competiition/dance	230.00	6831	201	720-3500	582		
3	4406 HELENA ATHLETIC CLUB	300.00						
	02/24/11 cheer competition	300.00	6832	201	720-3500	582		
	<b>Total:</b>	<b>15,952.52</b>						
		15,952.52						

02/22/11  
14:02:07

JEFFERSON HIGH SCHOOL  
Claim Approval List  
For the Accounting Period: 2/11

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Report ID: AP100

. Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
12895	4496 BOSTON'S PIZZA	89.94						
1	02/04/11 Ref PO# 23200 Div. Wrest	81.00		201	720-3500	582		
2	02/04/11 Ref PO# 23200 Div. Wrest	8.94		201	720-3500	582		
12896	1823 MT BROOM & BRUSH COMPANY	118.50						
1	733255 02/08/11 blend pads	118.50	6823	201	100-2600	610		
12897	3766 ACADIA HEALTHCARE	3,563.29						
1	4502961 02/07/11 altacare	3,563.29*		215	280-1000	330	524	
12898	3639 CASCADE PUBLIC SCHOOL	45.00						
1	009 02/05/11 Ref PO#23199 Div. Wrest.	45.00		201	720-3500	582		
12899	2461 SUE'S SEWING PALACE	189.00						
1	12/07/10 machine repair/parts	113.75	6470	201	999			
2	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-440- 12/07/10 machine repair/parts	75.25		201	390-1000	440		
12900	1086 GIULIO DISPOSAL SERVICES, INC.	141.00						
	62900 01/31/11 Jan. 11 Service	141.00		201	100-2600	431		
12901	1609 MASS/SAM	190.00						
1	02/03/11 Ref PO#23201 Advo. Reg.	190.00		201	100-2300	582		
12902	1737 NORTHWESTERN ENERGY	10,530.54						
1	1053054 02/01/11 Jan. 11 electric	4,251.87		201	100-2600	412		
2	1053054 02/01/11 Jan. 11 gas	6,278.67		201	100-2600	411		
12903	1650 MEADOW GOLD DAIRY	287.47						
1	60206238 01/03/11 milk	59.47		201	910-3100	630		
2	60206279 01/06/11 milk	24.00		201	910-3100	630		
3	60206322 01/10/11 milk	36.00		201	910-3100	630		
4	60206434 01/20/11 milk	24.00		201	910-3100	630		
5	60206474 01/24/11 milk	84.00		201	910-3100	630		
6	60206552 01/31/11 milk	60.00		201	910-3100	630		
12904	4336 STUBBLEFIELD, GAYLE	89.11						
1	02/10/11 individual contract	89.11		210	100-2700	514		
12905	4409 BARTLE, COREY	73.50						
1	02/10/11 individual contract	73.50		210	100-2700	514		

02/22/11

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JEFFERSON HIGH SCHOOL  
 Claim Approval List  
 For the Accounting Period: 2/11

Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
12906	3665 KAUTZ, PATTY	30.45						
1	02/10/11 individual contract	30.45		210	100-2700	514		
12907	3439 STALEY, KRISTI	31.15						
1	02/10/11 individual contract	31.15		210	100-2700	514		
12908	4277 DOHERTY, KELLIE	12.58						
1	02/10/11 individual contract	12.58		210	100-2700	514		
12909	3817 LAKE, JOHN	255.50						
1	02/10/11 individual contract	255.50		210	100-2700	514		
12910	4276 SAYLER, PATRICIA	347.90						
1	02/10/11 individual contract	347.90		210	100-2700	514		
12911	4275 STEWART, SHERIE	562.10						
1	02/10/11 individual contract	562.10		210	100-2700	514		
12912	4274 ZEMLIJAK, MIKE & MOLLY	483.00						
	02/10/11 individual contract	483.00		210	100-2700	514		
12913	4281 KOMM, BRIAN & ALISON	367.50						
1	02/10/11 individual contract	367.50		210	100-2700	514		
12914	2607 MCGRAW-HILL COMPANIES	134.24						
1	02/10/11 anatomy books	134.24		201	100-1000	640		
12915	3766 ACADIA HEALTHCARE	2,400.14						
1	4533404 02/14/11 altacare	2,400.14*		215	280-1000	330	524	
12916	899 EMPIRE OFFICE MACHINES, INC.	76.58						
1	170369-003 02/04/11 counseling supplies	34.99	6553	201	999			
2	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-170369-002 02/04/11 counseling supplies	16.87	6553	201	999			
3	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-170369-002 02/04/11 counseling supplies	24.72		201	100-2100	610		
12917	3959 AMERICAN EXPRESS	10.48						
1	02/15/11 lamp return	10.48*		228	100-1000	610		
12918	3264 APPLEBEES MISSOULA	73.74						
1	29168110 02/10/11 Ref PO#23202 state wrest.	40.50		201	720-3500	582		
2	29168110 02/10/11 Ref PO#23204 state wrest.	33.24		201	720-3500	582		

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JEFFERSON HIGH SCHOOL  
Claim Approval List  
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Over spent expenditure

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Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
12919	4497 MCDONALDS - LOLO	28.24						
1	02/12/11 Ref PO# 23208 state wrest.	28.24		201	720-3500	582		
12920	4495 DAYS INN - LOLO	641.94						
1	02/10/11 state wrest. lodging	641.94	6822	201	720-3500	582		
12921	3683 ENTERPRISE RENT-A-CAR CO.	157.53						
1	02/10/11 Wrest. Van Rental	157.53	6821	201	720-3500	582		
12922	5000 COSTCO	38.46						
1	02/14/11 fcs supplies	38.46	6576	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj): -390-1000-610-							
12923	1142 HELENA MOTOR REPAIR INC	361.00						
1	7589 02/11/11 motor/repair	361.00	6826	201	100-2600	440		
12924	631 CRESCENT ELECTRIC SUPPLY CO.	46.84						
1	51459490 01/31/11 MH Lamp	46.84		201	100-2600	615		
25	4112 SKILLS USA MONTANA STATE	630.00						
	02/14/11 skills registration	630.00*	6824	215	395-1000	582	64	
12926	1079 GAGNON'S DIGITAL IMAGING	350.35						
1	51210 02/14/11 copies	350.35		201	100-1000	440		
12927	4493 ICE MACHINE FACTORY	2,189.00						
1	756988 02/07/11 1/2 cube ice machine	2,189.00	6818	201	720-3500	660		
12928	4404 BOULDER ADMINISTRATION SERVICE	55.00						
1	03/01/10 March 11 admin fees	55.00		201	100-1000	260		
12929	4064 MOUNTAIN CONTROLS, INC.	190.00						
1	3619 02/08/11 furnace motor repair	190.00		201	100-2600	440		
12930	899 EMPIRE OFFICE MACHINES, INC.	29.01						
1	211959 02/17/11 District Office Supplies	29.01	6674	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj): -100-2500-610-							
12931	1823 MT BROOM & BRUSH COMPANY	38.00						
1	734820 02/16/11 repair on scrubber	38.00		201	100-2600	440		
12932	3766 ACADIA HEALTHCARE	2,123.20						
1	4564326 02/21/11 altacare	2,123.20*		215	280-1000	330	524	

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JEFFERSON HIGH SCHOOL

Claim Approval List

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. Over spent expenditure

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Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
12933	3959 AMERICAN EXPRESS	647.14						
1	02/17/11 prostart tickets	647.14*	6830	215	451-1000	582	61	
12934	339 BURGER KING-BELGRADE	441.95						
1	02/17/11 Ref PO# 23209 Dist GBB	116.60		201	720-3500	582		
2	02/17/11 Ref PO# 23213 Dist BBB	121.38		201	720-3500	582		
3	02/17/11 Ref PO# 23217 Pep Band	203.97		201	720-3500	582		
12935	3959 AMERICAN EXPRESS	364.54						
1	02/18/11 Ref PO# 23210 Dist GBB	119.92		201	720-3500	582		
2	02/18/11 Ref PO# 23219 Pep Band	70.40		201	720-3500	582		
3	02/18/11 Ref PO# 23211 Dist GBB	130.55		201	720-3500	582		
4	02/22/11 memory shipping	12.91*		228	100-1000	610		
5	02/22/11 bulb shipping	10.92*		228	100-1000	610		
6	02/22/11 projector shipping	19.84*		228	100-1000	610		
12936	4499 BUFFALO WILD WINGS	148.50						
1	02/19/11 Ref PO# 23215 Dist BBB	148.50		201	720-3500	582		
<b>Total:</b>		<b>28,583.41</b>						

28,583.41

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JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 2/11

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$16,912.70
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$2,252.79
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$9,363.77
228 TECHNOLOGY FUND	
101	\$54.15
<b>Total:</b>	<b>\$28,583.41</b>

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11:49

JEFFERSON HIGH SCHOOL  
Claim Approval List  
For the Accounting Period: 3/11

School

\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
12939	4478 GETTEN, TANYA	25.50				
1	02/23/11 Mt. City orientation	25.50*		201	100-2100	582
	<b>Claim Total for District</b>	<b>25.50</b>				
12941	3866 BLICK ART MATERIALS	54.30				
1	9269976 02/14/11 Easels/supplies	49.62	6434	215	999	114
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-114					
2	9269976 02/14/11 Easels/supplies	4.68		201	100-1000	610
	<b>Claim Total for District</b>	<b>54.30</b>				
12942	4442 H2O LABS	22.95				
1	112669 02/02/11 charcoal sachets	20.00	6526	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-660-					
2	112669 02/02/11 charcoal sachets	2.95		201	100-1000	610
	<b>Claim Total for District</b>	<b>22.95</b>				
12943	631 CRESCENT ELECTRIC SUPPLY CO.	26.64				
1	5145949001 02/10/11 indicator lights	19.20	6827	201	100-2600	615
2	5145949001 02/10/11 indicator lights	7.44		201	100-2600	615
	<b>Claim Total for District</b>	<b>26.64</b>				
12944	4500 HAMILTON HIGH SCHOOL	72.00				
1	142907 02/10/11 Ref PO# 23203 State Wrest	40.50		201	720-3500	582
2	142907 02/10/11 Ref PO# 23206 State Wrest	31.50		201	720-3500	582
	<b>Claim Total for District</b>	<b>72.00</b>				
12945	4501 BELGRADE BOOSTERS	32.00				
1	02/19/11 Ref PO# 23218 Pep Band	32.00		201	720-3500	582
	<b>Claim Total for District</b>	<b>32.00</b>				
12949	5000 COSTCO	48.13				
1	02/23/11 fcs supplies	48.13	6576	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-					
	<b>Claim Total for District</b>	<b>48.13</b>				
12950	305 BOZEMAN TROPHY AND ENGRAVING	340.03				
1	80186 02/14/11 art show ribbons	284.42	6546	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -710-3400-610-					
2	80186 02/14/11 art show ribbons	55.61		201	710-3400	610
	<b>Claim Total for District</b>	<b>340.03</b>				
12951	3402 CAREY, LORIE	5.00				
1	339732 02/23/11 strawberry syrup - FCS	5.00		201	390-1000	610
	<b>Claim Total for District</b>	<b>5.00</b>				



03/15/11

10:49

JEFFERSON HIGH SCHOOL  
Claim Approval List  
For the Accounting Period: 3/11

School  
\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$						
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
12952	4478 GETTEN, TANYA	21.42						
1	03/07/11 Clancy orientation							
	<b>Claim Total for District</b>	21.42*		201	100-2100	582		
		<b>21.42</b>						
12953	4370 STURDEVANT, DANIEL	60.00						
1	03/08/11 coaches assn. registration							
	<b>Claim Total for District</b>	60.00		201	720-3500	582		
		<b>60.00</b>						
12954	3959 AMERICAN EXPRESS	39.76						
1	03/09/11 8gb flashdrive							
	<b>Claim Total for District</b>	39.76*		228	100-1000	610		
		<b>39.76</b>						
12955	3766 ACADIA HEALTHCARE	5,003.40						
1	46042331 02/28/11 altacare							
2	4639786 03/07/11 altacare							
	<b>Claim Total for District</b>	1,661.65*		215	280-1000	330	524	
		3,341.75*		215	280-1000	330	524	
		<b>5,003.40</b>						
12956	3741 TIZER GARDENS	1,305.00						
1	207 03/07/11 plants for L&C native lan							
	<b>Claim Total for District</b>	1,305.00*	6835	215	465-1000	610	65	
		<b>1,305.00</b>						
12957	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	4,435.25						
1	02/01/11 athletic							
2	02/01/11 activity							
	<b>Claim Total for District</b>	3,909.30		201	720-3500	582		
		525.95		201	710-3400	582		
		<b>4,435.25</b>						
12958	4297 COMDATA	4,368.54						
1	20138525 03/01/11 jhs route							
2	20138525 03/01/11 athletic			210	100-2700	624		
3	20138525 03/01/11 activity			201	720-3500	582		
4	20138525 03/01/11 custodial			201	710-3400	582		
5	20138525 03/01/11 school foods			201	100-2600	624		
6	20138525 03/01/11 drivers ed			201	910-3100	624		
7	20138525 03/01/11 jhs admin athletic			218	100-1000	624		
	<b>Claim Total for District</b>	110.41		201	720-3500	582		
		<b>4,368.54</b>						
12959	1451 L & P GROCERY	173.36						
1	1423950307 03/07/11 testing supplies							
	PO Accounting (Org/Prog/Func/Obj/Proj): -100-2100-610-		6554	201	999			
	<b>Claim Total for District</b>	173.36						
		<b>173.36</b>						
12960	321 BRUCO, INC	367.93						
1	284192 02/28/11 taski repair							
	<b>Claim Total for District</b>	367.93		201	100-2600	440		
		<b>367.93</b>						

03/15/11

10:24:49

JEFFERSON HIGH SCHOOL  
 Claim Approval List  
 For the Accounting Period: 3/11

... School

\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$				Acct/Source/	
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
12961	5000 COSTCO	57.92					
1	29439 03/09/11 fcs supplies	57.92	6576	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj): -390-1000-610-						
	<b>Claim Total for District</b>	<b>57.92</b>					
12962	15 A-1 RENTALS	220.00					
1	158082702 02/26/11 concrete chain saw	220.00		201	100-2600		440
	<b>Claim Total for District</b>	<b>220.00</b>					
12963	734 DOOR AND HARDWARE UNLIMITED	353.00					
1	22292 02/01/11 frame/lock/hinges	353.00	6819	201	100-2600		615
	<b>Claim Total for District</b>	<b>353.00</b>					
12964	4498 LERUM AUTO	368.00					
1	02/24/11 drivers ed car tires	368.00*	6829	218	100-1000		440
	<b>Claim Total for District</b>	<b>368.00</b>					
12965	2717 CITY OF BOULDER	1,603.35					
1	03/03/11 March 11 water/sewer	1,603.35		201	100-2600		421
	<b>Claim Total for District</b>	<b>1,603.35</b>					
12966	1377 JOHNSON CONTROLS	1,258.70					
1	1243403646 02/25/11 gym unit repair	1,258.70		201	100-2600		440
	<b>Claim Total for District</b>	<b>1,258.70</b>					
12967	4234 WELLS FARGO FINANCIAL LEASING	168.75					
1	6765552021 02/16/11 front office copier	168.75*		201	100-1000		840
	<b>Claim Total for District</b>	<b>168.75</b>					
12968	385 BOULDER MONITOR & JEFFERSON CO.	132.00					
1	11965 02/08/11 adult ed ad	132.00*		217	610-1000		540
	<b>Claim Total for District</b>	<b>132.00</b>					
12969	1346 JOSTENS INC	61.64					
1	14391858 02/23/11 diploma/trophy/honor cord	61.64	6483	201	0- 0		
	PO Accounting (Org/Prog/Func/Obj/Proj): -100-2400-610-						
	<b>Claim Total for District</b>	<b>61.64</b>					
12970	419 CAPITAL APPLIANCE	17.00					
1	107101 02/11/11 range cord	17.00		201	100-2600		615
	<b>Claim Total for District</b>	<b>17.00</b>					
12971	734 DOOR AND HARDWARE UNLIMITED	776.00					
1	22458 02/28/11 hinges/deadbolt/door	738.00	6833	201	100-2600		615
2	22458 02/28/11 hinges/deadbolt/door	38.00		201	100-2600		615
	<b>Claim Total for District</b>	<b>776.00</b>					

... School

\* ... Over spent expenditure

Claim	Warrant	Vendor #/Name	Claim \$				Acct/Source/	
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj	
12972		1451 L & P GROCERY	128.88					
1		1265210228 02/28/11 biology/ecology supplies	7.37	6495	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -100-1000-610-						
2		2612350228 02/28/11 biology/ecology supplies	9.36	6495	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -100-1000-610-						
3		1467790208 02/08/11 fcs supplies	22.58	6574	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
4		1480670214 02/14/11 fcs supplies	29.80	6574	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
5		1469700223 02/23/11 fcs supplies	34.26	6574	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
6		1468830228 02/28/11 fcs supplies	25.51	6574	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
		<b>Claim Total for District</b>	<b>128.88</b>					
12973		2276 SAFEWAY	108.77					
1		1872083 02/02/11 fcs supplies	37.32	6577	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
2		1872084 02/21/11 fcs supplies	71.45	6577	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -390-1000-610-						
		<b>Claim Total for District</b>	<b>108.77</b>					
12974		1650 MEADOW GOLD DAIRY	168.75					
1		60206629 02/07/11 milk	3.00		201	910-3100	630	
2		60206665 02/10/11 milk	24.00		201	910-3100	630	
3		60206705 02/14/11 milk	45.75		201	910-3100	630	
4		60206742 02/17/11 milk	36.00		201	910-3100	630	
5		60206812 02/24/11 milk	12.00		201	910-3100	630	
6		60206850 02/28/11 milk	48.00		201	910-3100	630	
		<b>Claim Total for District</b>	<b>168.75</b>					
12975		3481 MT DOJ CRIMINAL RECORDS	29.25					
1		24958 02/09/11 Sullivan prints	29.25*	6697	201	100-2300	610	
		<b>Claim Total for District</b>	<b>29.25</b>					
12976		4064 MOUNTAIN CONTROLS, INC.	380.00					
1		3645 03/01/11 furnace module	380.00		201	100-2600	440	
		<b>Claim Total for District</b>	<b>380.00</b>					
12977		3548 NICO ELECTRONIC SYSTEMS, INC.	932.00					
1		21657 02/16/11 access control system	932.00		201	100-2600	440	
		<b>Claim Total for District</b>	<b>932.00</b>					
12978		3583 HOME DEPOT CREDIT SERVICES	1,499.94					
1		03/09/11 ceiling tile art room	1,499.94	6839	201	100-2600	440	
		<b>Claim Total for District</b>	<b>1,499.94</b>					

03/15/11

JEFFERSON HIGH SCHOOL

Claim Approval List

11:49

For the Accounting Period: 3/11

High School

\* ... Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$				Acct/Source/ Prog-Func	Obj Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org			
12979	1737 NORTHWESTERN ENERGY	9,990.21					
1	999021 03/01/11 Feb. 11 electric	3,800.08		201		100-2600	412
2	999021 03/01/11 Feb. 11 gas	6,190.13		201		100-2600	411
	<b>Claim Total for District</b>	<b>9,990.21</b>					
12980	3583 HOME DEPOT CREDIT SERVICES	270.24					
1	03/09/11 art room lumber	270.24	6841	201		100-2600	440
	<b>Claim Total for District</b>	<b>270.24</b>					
12981	2793 VALLEY WELDER SUPPLY, INC.	38.00					
1	1178158 02/18/11 lens packs for helmets	38.00	6817	201		390-1000	610
	<b>Claim Total for District</b>	<b>38.00</b>					
12982	157 ACE HARDWARE	575.93					
1	various 02/01/11 Ref PO# 23196 maintenance	575.93		201		100-2600	615
	<b>Claim Total for District</b>	<b>575.93</b>					
12983	4502 PIZZA HUT - LOLO	26.00					
1	381 02/11/11 Ref PO# 23205 State Wrest.	26.00		201		720-3500	582
	<b>Claim Total for District</b>	<b>26.00</b>					
	<b>Total High School</b>	<b>35,565.54</b>					

03/15/11  
1:50

JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 3/11

Page: 6 of 6  
Report ID: AP110H

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$25,915.99
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$2,710.44
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$6,358.02
217 ADULT EDUCATION	
101	\$132.00
218 HIGH SCHOOL TRAFFIC EDUCATION	
101	\$409.33
228 TECHNOLOGY FUND	
101	\$39.76
<b>Total</b>	<b>\$35,565.54</b>
<b>Grand Total</b>	<b>\$35,565.54</b>

---

Amber B

Samantha  
Romine!

Taylor  
Solomon

Carley  
Rocher

Thanks for all  
your support!!  
- Jessica  
Wacker

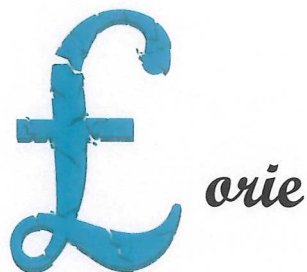
Morgan  
Calman

School Board,

Thanks so much for giving  
"the dance team the opportunity to  
wow the crowd". It was more  
work than we thought but  
worth it. Thank you also for  
the opportunity to get new  
uniforms. We were told  
numerous times how nice we  
looked.

Cheering on The Panthers  
Aurora Butler & Megan  
Butler

From the desk of:

 £ orie

---

March 2011

### **Auditors**

We're just finishing up with the auditors. The things that take time are the items like capital leases and fixed assets. When we have contracted to lease copiers, these usually have to be capitalized. Unfortunately, I'm rarely in on the beginning and don't always get the proper paperwork. I have to scramble to find contracts etc. Not fun but doable.

Right now I'm working to justify the value placed on the football stadium. Once again, I don't have enough of the information. I've been working with the booster club to verify items. Just another lesson I guess in being more tenacious when it comes to asking for info from day one.

### **Day-to-day**

The staff members have until March 24 to submit requisitions for next year.

Heather is working to close all current PO's so that we don't have any carrying over from one fiscal year to the next. Those make our books messy and we don't like them.

This is the time of year when I really work to spend out a bunch of the grants so that the end of the year is less stressful.

Spring sports will start Monday March 14th. Both track and tennis will start this Monday. The track and tennis courts are not yet ready for activities do to the weather. Lance will have his team working on the tennis courts today. They plan to get the nets up today and the ice off the courts. Most of the activities for the first week or so will be in the gyms. The track looks better now than it did last spring.

This year the Divisional track meet will be at Laurel on May 19th.

Monday is the Day of Advocacy in Helena. Registration starts at 7:15 am at the Great Northern Center. Several important education bills will be heard at the Legislature that day.

There will be a meeting in my office at 9:00 am March 15 with the architects to discuss the bid specs for the art room roof. We will decide what work our staff will be able to do to save money. There will also be a Board meeting at 6:00pm that day.

As the Board requested, I have contacted our insurance agent to look into a rider on our policy that would cover community groups using our gyms for non school related activities. The agent said that there are no riders for this. She said that even if there was a rider we would have to hire someone to supervise the activity to get coverage.

The Board wanted to know what SB 329 does for schools because MTSBA has ask us to support that legislation. It modifies current law to make transfers of money easier between funds and between districts. MTSBA's talking points on this bill are attached for the Board's review.

Jim Whealon  
Superintendent/Principal  
Jefferson High School



## Senate Bill 329 Details:

1. The intent of SB 329 is to enhance the authority and ability of elected school board trustees to work in collaboration with their constituents and fellow trustees in other districts to ensure that resources are used to their maximum positive effect on students educated in each school district.
2. SB 329's key provisions/concepts are as follows:

Current Problem	SB 329 Proposed Solution
<ol style="list-style-type: none"> <li>1. The authority for school districts to collaborate together is overly-formalized and requires state level approval, long term agreements and sacrifice of local control over spending.</li> <li>2. In order to collaborate on special education, school districts are limited to participating in one of 23 statewide cooperatives under an agreement that is subject to state-level approval.</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow for multi-district agreements that allow school districts to cooperate and operate joint services across all budgeted funds of the district.</li> <li>2. Allows districts to transfer money from all budgeted funds in support of the agreement, which would allow, for example, multi-district agreements on transportation, custodial services and maintenance, technology, purchasing, special education, etc.</li> <li>3. <b>Safeguard:</b> The limit on what a district could transfer to support a multi-district agreement is 44.9% of its maximum general fund, which is funded exclusively with state, not local, funds in every school district in the state.</li> </ol>
<p>Under current law, there are unnecessary restrictions on what trustees can do with fund balances in inactive funds. The general rule is fine in that it allows trustees to transfer all cash to any fund considered appropriate by the trustees. There are two exceptions, however, that need to be eliminated:</p> <ol style="list-style-type: none"> <li>1. Closure of the tuition fund, which requires a transfer of remaining funds to the miscellaneous programs fund; and</li> <li>2. Closure of the bus depreciation reserve fund, which requires that the district sell all of its buses <i>and</i> close the fund in order to qualify for a transfer.</li> </ol>	<p>SB 329 eliminates the two exceptions from the law on transferring money from inactive, closed funds and would ensure that trustees can manage the cash balances from closed funds in a manner that best meets local needs without state level restrictions.</p>
<p>Under current law, school districts are overly-restricted in taking advantage of the best possible price on goods available through cooperative purchase groups. These groups operate on a regional and even a national basis to get the best possible price on a variety of goods typically purchased by schools. Under current law, a cooperative purchasing group would have to bid</p>	<ol style="list-style-type: none"> <li>1. SB 329 proposes a change in the law to match the current technology and purchasing options available through cooperatives. SB 329 allows a school district to purchase from a cooperative if the cooperative allows Montana businesses and others to bid its goods at least twice yearly under a lowest responsible bidder guideline.</li> </ol>

<p>every product on its website in every paper of daily circulation in the state of Montana in order to allow school districts throughout the state of Montana to purchase goods above the bidding threshold.</p>	<ol style="list-style-type: none"> <li>2. This provision will allow school districts to save significant sums of money on larger purchases and, in combination with the multi district agreement provisions of Section 1, would allow school districts across the state to combine their purchasing power into a Montana cooperative of their own if they were inclined.</li> <li>3. <b>Safeguard:</b> Montana businesses have an opportunity to not only maintain but even expand their business through access to nationwide cooperative purchase groups. SB 329 would require nationwide cooperatives that want to sell to school districts in Montana to open up their national markets to Montana businesses, providing greater opportunities for economic expansion in Montana.</li> </ol>
<p>Under current law, a district is restricted in transferring money from fund to fund to meet spending needs of the district. A school district might have an excess of funds in one budget and a shortfall of funds in another budget, but current statutory restrictions prevent elected trustees and even local voters from determining what is the most efficient way to spend money of the district.</p>	<ol style="list-style-type: none"> <li>1. SB 329 proposes to allow trustees to transfer funds that were raised through a local voted or nonvoted levy to another purpose provided that the voters approve the transfer and the new purpose.</li> <li>2. <b>Safeguard:</b> Voter approval requirement and voter control over how the funds will be spent after transfer.</li> </ol>
<p>Under current law, there is no incentive for trustees to reduce voted taxes when possible. If protested taxes or one-time revenues come in to a district, and the trustees want to use those funds to temporarily reduce the voted taxes for the district taxpayers, they have to regain a vote the next year to restore the voted levy to its prior level (no increase, just back to what it was before it was reduced).</p>	<ol style="list-style-type: none"> <li>1. SB 329 proposes to allow trustees to restore a voted levy up to the highest amount authorized in the preceding 5 years, which will give trustees an incentive to use any one time only funds to reduce taxes without having to run the risk of permanently losing the authority to restore those tax levels absent a vote.</li> <li>2. <b>Safeguard:</b> No increase in over BASE taxes beyond those levels previously authorized by the voters within the last 5 years.</li> </ol>



jim whealon &lt;jim.whealon@jhs.k12.mt.us&gt;

## Facility Committee - Info on Open Gym

1 message

**Diane Lorenzen** <dlorenzen@pioneer-technical.com>

Fri, Mar 11, 2011 at 3:15 PM


To: Jim Whealon <Jim.Whealon@jhs.k12.mt.us>, dan sturdevant <dan.sturdevant@jhs.k12.mt.us>, Alan Erickson <aerickson@m-m.net>, Kathy Jackson <ecm1@boydandrew.com>, Stan Senechal <ssenechal@simplexgrinnell.com>

Clancy Board has decided to try open gym, one night a week, starting in April. This is partly at the urging of Rex, who came to an earlier board meeting to discuss it. We will pay a Clancy staff member, classified, certified or from the substitute list, to open the gym and be there.

Mr. Dunkle said that the insurance company said that we are covered for liability as long as it is school sanctioned event. The attached is our list of rules, as a grade school we are trying to prevent kids getting dropped of without parents. Montana City has a similar policy, but they staff one night a week with a parent volunteer.

Clancy thinks this will cost \$1500-\$2500 per year, depending on how many nights a week we end up with. This is a general fund cost, but the Board felt it would be good for the community which could ultimately lead more young families to be interested in moving in. Not all board members agreed so it has taken a long time to get this passed.

>  
> As the Board requested, I have contacted our insurance  
> agent to look into a  
> rider on our policy that would cover community groups  
> using our gyms for non  
> school related activities. The agent said that there  
> are no riders for  
> this. She said that even if there was a rider we would  
> have to hire someone  
> to supervise the activity to get coverage.  
>  
>  
> Jim Whealon  
> Superintendent/Principal  
> Jefferson High School

 **Family gym night 3-11.doc**  
25K



jim whealon &lt;jim.whealon@jhs.k12.mt.us&gt;

## Pathways to Improvement Act Summary

1 message

Lance Melton &lt;noreply@eboardsolutions.com&gt;

Tue, Mar 8, 2011 at 3:49 PM

Reply-To: lmelton@mtsba.org

To: jim.whealon@jhs.k12.mt.us

We have had several requests to summarize the Pathways to Improvement Sections of LC 498 after sending the provisions out yesterday. Here is what those provisions in LC 498 do:

1. Starts with the assumption that Montana's public schools are doing a great job and the Legislature wants to help them improve even further.
2. Requires that school districts maintain the publicly-available data under the five year continuous improvement plan that has been required by the Board of Public Education for a number of years. By codifying this requirement, the Legislature ensures that information currently made public remains public down the road, even if the rule of the BPE is changed or repealed.
3. Provides a new Pathways to Improvement payment of \$500 in FY2012 and \$1,000 in FY2013, which becomes a new general fund entitlement (like the basic and per-anb, per quality educator, Indian achievement gap, Indian Education for All, At Risk, etc.). This entitlement is funded in the same proportional shares as the basic and per ANB entitlements, which means that at the BASE budget level it generates \$400 (80% of \$500) per QEP in FY2012 and \$800 (80% of \$1,000) in FY2013.
4. The payment under 3 above is provided to every school district in the state, regardless of its performance.
5. The degree of flexibility with the money is dependent on the percentage of students in each school who are at proficient or above on the Montcass statewide student assessment required by the Board of Public Education. If your school has 80% or higher performing at proficient or above, you have full flexibility regarding how to spend the money. If you are above 50% proficient but below 80% proficient, flexibility and specific spending is mixed. If you are below 50% performing at proficient or above, your school is required to spend the money as follows, all determined by the local board:
  - (a) professional development addressing the use and application in the classroom of standards, assessment, and longitudinal data use;
  - (b) data systems if needed to integrate into the longitudinal data system of the office of public instruction;
  - (c) enhanced curriculum and instructional development and support;
  - (d) tutoring;
  - (e) extended day and extended year learning programs;
  - (f) professional development;
  - (g) early childhood educational intervention; and
  - (h) any other strategy adopted by the board of public education by rule or approved alternative standard if the strategy is research-based and focused on increased student academic achievement.
6. Pursuant to an amendment to the bill that OPI got added during drafting, the lowest performing 10% of all schools statewide in terms of percentage of proficiency would receive "intensive assistance" by OPI, which would be subject to negotiation between the

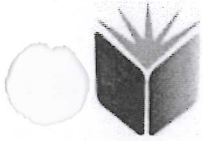
school board and OPI and which could include management of student support services funds, staff onsite in school to provide assistance services, selection of specific professional development activities designed to improve student performance results, selection or guidance of curricular support or instructional materials, guidance to updating of local curriculum, guide revision to attendance policies, consultation in hiring decisions, development of licensed staff evaluation system, and provision of strategies to improve community and parent engagement.

7. Provides the Board of Public Education with rulemaking authority to adopt rules to integrate performance measures in its accreditation standards (which is a practice that is already well underway under the Chapter 55 Review Committee's work).
8. Adds additional data collection duties for OPI that reduce redundant requests and provide actionable data to schools that they can use to increase academic achievement.
9. Provides an interim process to review and oversee the implementation of the act by the Education and Local Government Interim Committee with an eye toward development of any successor legislation for introduction in the 2013 legislative session.

Please let us know if you have any questions. We have heard that LC 498 will be introduced as a senate bill in the next day or two and could be scheduled to be heard next Monday or Wednesday.

Thanks

Lance Melton, Executive Director, MTSBA



Denise Juneau, Superintendent  
Office of Public Instruction  
Accreditation Division  
PO Box 202501  
Helena MT 59620-2501

County: 22 - Jefferson County  
School System: 1033 - Jefferson High School  
Legal Entity: 0457 - Jefferson H S  
School: 0611 - Jefferson High School

State Fiscal Year: 2011  
Date Printed: 2/18/2011

Sabrina Steketee, Chairperson  
PO Box 838  
Boulder, MT 59632

Subject: **FINAL DETERMINATIONS - ACCREDITATION STATUS**

Dear: Chairperson Steketee,

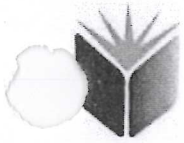
The accreditation process that each school completes annually is one way of measuring a school's efforts to provide a sound educational program for its students. This process alone cannot ensure the overall quality of that educational program. In addition to the annual review process relating to these minimum accreditation standards, districts are encouraged to assess the overall effectiveness of their educational programs relative to their own philosophies, goals and objectives. In accordance with the accreditation standards and information provided to this office, and acting on the recommendations of the Superintendent of Public Instruction, the Board of Public Education has granted the attached accreditation status to the school(s) in your district(s).

Please contact this office if you have any questions or information needs.

Cordially yours,

Kelly Glass  
Accreditation Unit Manager,  
The Office of Public Instruction,  
(406) 444-4436, <mailto:kglass@mt.gov>

cc: District Administrator and/or  
County Superintendent  
File



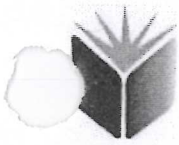
Denise Juneau, Superintendent  
Office of Public Instruction  
Accreditation Division  
PO Box 202501  
Helena MT 59620-2501

County: 22 - Jefferson County  
School System: 1033 - Jefferson High School  
Legal Entity: 0457 - Jefferson H S  
School: 0611 - Jefferson High School

State Fiscal Year: 2011  
Date Printed: 2/18/2011

2010 - 2011 Accreditation Status **REGULAR WITH MINOR DEVIATION**

Improvement (Corrective) Plan Required No



Denise Juneau, Superintendent  
Office of Public Instruction  
Accreditation Division  
PO Box 202501  
Helena MT 59620-2501

County: 22 - Jefferson County  
School System: 1033 - Jefferson High School  
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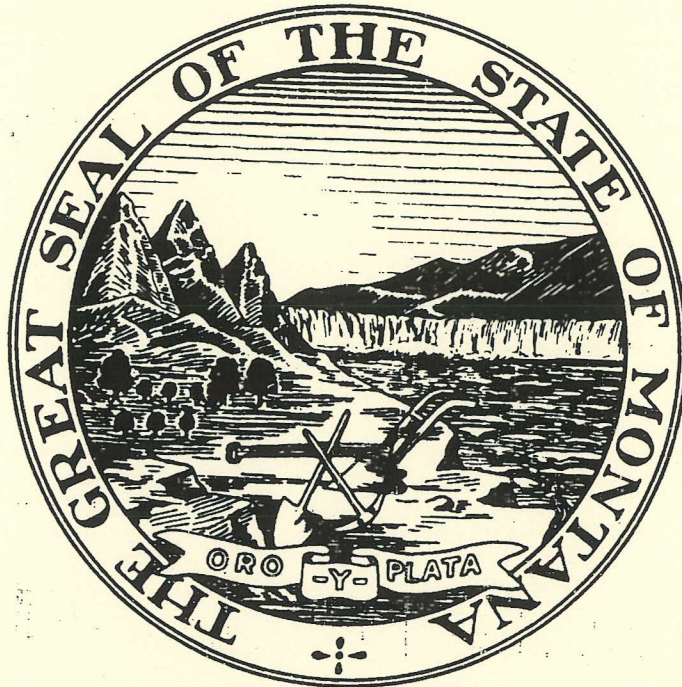
State Fiscal Year: 2011  
Date Printed: 2/18/2011

**Deviations:**

Adminstrative Rule of Montana (ARM)	ARM Description	Occurrence	Details
10.55.709	Library Media Services, K-12 - FTE	1	



# State of Montana



This is to certify that

## Jefferson High School

SC 0611

Boulder

has been granted

REGULAR WITH MINOR DEVIATION ACCREDITATION for the  
2010-2011 school year by action of the Board of Public Education.

*Denise Juneau*

Superintendent of Public Instruction  
Member, Board of Public Education

*Patty Myers*

Chairperson,  
Board of Public Education

~~Due to recent events,~~ Student decided to give \$100 to Shaina Wood for her to buy clothing to replace the clothing she lost in the fire. The teacher survey is online for its last week. We should be determining the winner sometime next week. Student council is beginning to make plans for the end of the year BBQ.

**TRUSTEE RESOLUTION CALLING FOR AN ELECTION**

BE IT RESOLVED, the Board of Trustees for the Jefferson High School District No. 1, of Jefferson County, State of Montana, will hold the Annual Regular School Election on Tuesday, the 3rd day of May, 2011, which date is not less than forty (40) days after the passage of this resolution.

The polls will be open from 12:00 noon until 8:00 p.m.

The purpose of the election is to:

- Elect three (3) trustees for a three-year term, or as otherwise designated.
- Seek approval of additional levies to operate and maintain the Jefferson High school district(s) for the 2011 - 2012 school year.

If it is later determined that any portion of the election is not required, the Board of Trustees authorizes Lorie J. Carey, election administrator, to cancel that portion of the election in accordance with 13-1-304 and 20-3-313, MCA.

Three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at each voting place as follows:

<u>Name</u>	<u>Address</u>	<u>Voting Place</u>
<u>see attached sheet</u>		

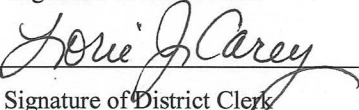
BE IT FURTHER RESOLVED, that the clerk of this school district is hereby directed to notify the above named election judges of their appointment and to notify the county election administrator of the date of holding said election, and request him/her to close registration and to prepare and furnish election materials as required by law. If any of these judges should not be able to serve, the election administrator will choose a replacement from certified judges.

No further proceedings were conducted relating to the election.

Sabrina Stekete  
Print Name of Board Chair

  
Signature of Board Chair

Lorie J. Carey  
Print Name of District Clerk

  
Signature of District Clerk

DATED this 15th day of March, 2011.  
20-20-201 and 13-19-202, MCA

## ELECTION JUDGES

### ANCY

Mary Ann Benson	933-8222
Carolyn Mazurek	933-5975
Linda Lindsey	933-5306
Jane Hammon	933-8302
Vanessa Tolson	933-5939
Lilian Adams	459-2653
Jackie Haab	225-5949
Dorothy Farrell	933-5953
Eldon O'Neill	431-2148
Kathleen Hayes	933-5769
Margaret Beatty	933-5310
Lillian Adams	459-2653

### MONTANA CITY

Usually obtained by MT City clerk

### FERSON CITY

Gloria Barrett	933-5720
Carole Todd	933-8722
Lois Reilly	933-5608

### BASIN

Karen Davidson	225-3554
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### BOULDER

Nancy Alley	225-9570
June Richardson	225-3686
Alice Reider	225-3689
Marilyn McCauley	225-3610
Josie Lerum	
Mary Molitor	225-3764
Rose Johnson	225-4382
Dixie Rennie	225-3618
Kim Larsen assessors office	
RoyAnn Wolfe	
Sandy Rux	225-3612
Toni Hayes	225-4335

# JHS Activities Participant Survey - Fall & Winter Sports

2010

Thank you for participating in this survey. As with nearly everything in life, how great we can make our programs depends on the honest input of everyone involved. This survey is done anonymously so you can feel confident in giving your absolute true response. Having said that, if you wish to not participate, you may just indicate this here: I chose not to participate in this survey. \_\_\_\_\_ (just an 'x', no signature)

I am responding about my participation in program (circle one):

Football    Volleyball    Boys Basketball    Girls Basketball    Wrestling    Cross Country

Please circle your rating for each statement:

FOOTBALL    5 PLACED AN X ABOVE

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
<b>OVERALL</b>					
I am happy with this program	3	1	6	2	
Participation in this program is a positive experience	3	1	12	2	
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>					
My participation in this activity...					
- Provided me growth in emotional control	3	1	10	2	
- Helped my social-interpersonal skills	2	1	7	2	1
- Helped me in making decisions	6	1	7	2	2
- Improved my physical condition	11	1	10	2	5
- Helped me learn to manage my time better	5	1	7	2	5
grades were better while participating	4	1	9	2	5
sleeping or eating patterns did not suffer	6	1	12	2	5
I will be a better person after participating in this activity	4	1	7	2	5
My actions were always what I will be proud of in life	6	1	8	2	5
<b>PROGRAM</b>					
Adequate equipment is available	6	1	6	2	5
Athletic policies and procedures are clearly defined and effective	5	1	8	2	5
<b>PERSONNEL</b>					
My coaches...					
- encouraged me to maintain high academic performance	8	1	9	2	5
- required each person to comply with school and team rules	8	1	8	2	5
- stressed that safety was important	1	1	2	4	3
- clearly explained what was expected of me as a student athlete	5	1	10	2	5
- communicated clearly regarding my skills and helped me to work toward improving them	4	1	7	2	5
stressed positives	4	1	9	2	5
<b>COMMUNICATION</b>					
Communication was honest	3	1	7	2	5
Communication was effective	4	1	5	2	5
Criticism or issues were addressed privately	2	1	7	2	5
Coaches teach positive values to athletes	5	1	7	2	5
Coaches demonstrate competence in teaching about their sport or activity	3	1	8	2	5
Coaches demonstrate competence in game strategies	3	1	10	2	5
Athletes can approach coaches freely to discuss personal issues	5	1	7	2	5

# JHS Activities Participant Survey - Fall & Winter Sports

Thank you for participating in this survey. As with nearly everything in life, how great we can make our programs depends on the honest input of everyone involved. This survey is done anonymously so you can feel confident in giving your absolute true response. Having said that, if you wish to not participate, you may just indicate this here: I chose not to participate in this survey. \_\_\_\_\_ (just an 'x', no signature)

I am responding about my participation in program (circle one):

Football    Volleyball    Boys Basketball    Girls Basketball    Wrestling    Cross Country

Please circle your rating for each statement:

CROSS COUNTRY 2010

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
<b>OVERALL</b>					
I am happy with this program	2 1	4 2	3	4	5
Participation in this program is a positive experience	4 1	2 2	3	4	5
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>					
My participation in this activity...					
- Provided me growth in emotional control	5 1	2	1 3	4	5
- Helped my social-interpersonal skills	4 1	2 2	3	4	5
- Helped me in making decisions	2 1	3 2	3	4	5
- Improved my physical condition	6 1	2	3	4	5
- Helped me learn to manage my time better	3 1	3 2	3	4	5
- My grades were better while participating	2 1	4 2	3	4	5
- My sleeping or eating patterns did not suffer	1 1	5 2	3	4	5
- I will be a better person after participating in this activity	4 1	1 2	1 3	4	5
- My actions were always what I will be proud of in life	4 1	1 2	1 3	4	5
<b>PROGRAM</b>					
Adequate equipment is available	1 1	5 2	3	4	5
Athletic policies and procedures are clearly defined and effective	1 1	4 2	1 3	4	5
<b>PERSONNEL</b>					
My coaches...					
- encouraged me to maintain high academic performance	5 1	1 2	3	4	5
- required each person to comply with school and team rules	4 1	2 2	3	4	5
- stressed that safety was important					
- clearly explained what was expected of me as a student athlete	3 1	2 2	3	4	5
- communicated clearly regarding my skills and helped me to work toward improving them	4 1	1 2	1 3	4	5
- stressed positives	3 1	1 2	2 3	4	5
<b>COMMUNICATION</b>					
Communication was honest	4 1	2 2	3	4	5
Communication was effective	3 1	2 2	1 3	4	5
Criticism or issues were addressed privately	2 1	3 2	1 3	4	5
Coaches teach positive values to athletes	3 1	1 2	2 3	4	5
Coaches demonstrate competence in teaching about their sport or activity	5 1	1 2	3	4	5
Coaches demonstrate competence in game strategies	3 1	2 2	1 3	4	5
Athletes can approach coaches freely to discuss personal issues	4 1	1 2	1 3	4	5

# JHS Activities Participant Survey -Fall & Winter Sports

Thank you for participating in this survey. As with nearly everything in life, how great we can make our programs depends on the honest input of everyone involved. This survey is done anonymously so you can feel confident in giving your absolute true response. Having said that, if you wish to not participate, you may just indicate this here: I chose not to participate in this survey. \_\_\_\_\_ (just an 'x', no signature)

I am responding about my participation in program (circle one):

Football    Volleyball    Boys Basketball    Girls Basketball    Wrestling    Cross Country

Please circle your rating for each statement: **VOLLEYBALL**

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable	
<b>OVERALL</b>						
I am happy with this program	8	1	10	2	10	3
Participation in this program is a positive experience	8	1	11	2	5	3
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>						
My participation in this activity. . .						
- Provided me growth in emotional control	2	1	16	2	6	3
- Helped my social-interpersonal skills	3	1	13	2	9	3
- Helped me in making decisions	3	1	10	2	12	3
- Improved my physical condition	14	1	12	2	3	1
- Helped me learn to manage my time better	3	1	12	2	12	3
My grades were better while participating	4	1	10	2	13	3
My sleeping or eating patterns did not suffer	4	1	9	2	12	3
I will be a better person after participating in this activity	1	1	18	2	7	3
My actions were always what I will be proud of in life	5	1	12	2	9	3
<b>PROGRAM</b>						
Adequate equipment is available	10	1	13	2	4	3
Athletic policies and procedures are clearly defined and effective	10	1	11	2	4	3
<b>PERSONNEL</b>						
My coaches. . .						
- encouraged me to maintain high academic performance	10	1	10	2	3	3
- required each person to comply with school and team rules	9	1	6	2	5	3
- stressed that safety was important	5	1	2	4	7	4
- clearly explained what was expected of me as a student athlete	9	1	10	2	7	3
- communicated clearly regarding my skills and helped me to work toward improving them	11	1	3	2	5	3
stressed positives	10	1	5	2	8	3
<b>COMMUNICATION</b>						
Communication was honest	9	1	8	2	5	3
Communication was effective	2	1	8	2	5	3
Criticism or issues were addressed privately	2	1	11	2	5	3
Coaches teach positive values to athletes	10	1	10	2	2	3
Coaches demonstrate competence in teaching about their sport or activity	10	1	10	2	2	3
Coaches demonstrate competence in game strategies	9	1	10	2	2	3
Athletes can approach coaches freely to discuss personal issues	8	1	7	2	5	3

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JHS #30

The

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Parents

Bruce E. Brown



# The Role of Parents in Athletics

The involvement of parents in the athletic experience of their children is a given. All parents should be part of this area of growth. Their involvement effects their own child, the coach, the rest of the team, the other parents, and the officials. How they choose to be involved is a choice they have. This booklet is going to focus on the parent role from the perspective of the athlete. In three decades of coaching I have asked the players on my teams a series of questions about the role of adults in their experience. I learned many things that helped me as a coach; I also learned many things that young people would like to tell their parents but probably never will. This presentation is one of my gifts back to three decades of young people on my teams.

One of the questions I am asked frequently by coaches is how much have kids changed in my thirty years of coaching. My response is always the same, the athletes have changed very little, but the parents have changed dramatically. Some current parental reactions can be traced to the professional model of sport, or to the media, but most problems are of our own creation. Too many households place an overemphasis on sports at the expense of sportsmanship and support. The number of parents that cross the line of support or encouragement to interference has increased. Many are more concerned with attracting the attention of college scouts than just enjoying the high school years and letting the advancement to college take its own path. With athletes focusing on a single sport year round (many at a very early age), the pressure for success in that sport mounts. Parents are making large financial investments in private tutors, conditioning coaches and "select" out of season teams to ensure that their athlete gets as much of an advantage as possible.

As the focus has shifted from playing for the school team to being part of an all-star team outside of school, parents have

become more and more involved. Even within the school set athletes routinely transfer to play with better players or for a specific program where they will be more easily "seen". With loyalty only for their own child, these shortsighted adults have been one of the main causes of coaching turnover and burnout. When I speak at school parent meetings, I am not there to represent the coaches or the administrators, but rather the athlete in this arena. I have learned a great deal about my role as a coach and a father from these responses. I have learned there are some special things we can do as adults to help young people enjoy this experience and help them through this age. Athletes want us to be part of the fun, inherently part of sport.

Even today, most parents mean well, but may not be aware of what they can do to honestly help the athlete reach their goals and improve performance. The athletic experience can provide tremendous positive development if handled correctly with both parent and coach working together for the benefit of the athlete. I may say some things that you disagree with, but the longer I am in this profession the less I worry about people other than the athletes. In athletics, kids needs come first. What I am going to suggest works and benefits them, because it came from them. So if you find yourself disagreeing with some of this thinking, please give yourself a day or so and think about it from the perspective and age of the athlete.

When parents start a young child out athletically, it is a "joint venture". The feeling is that they are experiencing this together and there is a requirement for the parent to be involved. Athletics becomes a tie, a level of communication, something that is shared. When children are under the age of ten, their main goal is to please their parents. The parent is always a credible source of knowledge, everything you say as a parent is right, and you like it. Many things change as the athlete enters adolescence. Learning when and how to diminish your involvement becomes an issue for both parties.

As they grow older and more independent, we need to realize that we need to stay close, but focus on their needs. Especially in athletics, this is their time. Parents and coaches constantly send powerful messages to athletes and those messages should not conflict. Since 70% of all young people are finished competing in a team sport activity by the age of twelve, it becomes even more important that the parent as early as possible do what they can do to allow growth, help performance and keep perspective. Here are some of the things that I learned from having my athletes write answers to questions I posed to them. In the thirty years of coaching I have asked questions of my athletes and have heard the same responses regardless of age, gender or sport.

From the athlete's point of view, here are their suggestions. I will focus on three important times; before, during and after competition.

## Before the First Game

As the season begins, I would encourage parents to ask themselves a set of questions:

1. Do you want them to play? If so, why?
2. What will be a successful season for you as a parent?
3. What are your goals for them?
4. What do you hope they gain from the experience?
5. What do you think their role will be on this team?

After you have answered these questions for yourself, remember your answers and when you have some quiet, uninterrupted time, ask your son or daughter the following questions and when they respond, just listen without talking:

1. Why are you playing?
2. What is a successful season?
3. What goals do you have?
4. What do you think your role will be on the team?

Once you have heard their answers and compared them to yours, if both sets of answers are the same, great. If yours are different from theirs, they need you to drop yours and accept theirs. No questions.

When differences occur and the parent does not drop their expectations, this is where trouble begins for the athlete. For example, if the reason your son or daughter gives for playing is the same as 95% of the young people I have coached, it will have something to do with "fun, joy, loving the game". If the parent goals are something other than that, eventually a conflict will arise. If the parent reason is that they will "get a college scholarship", there is two completely different set of expectations. The pressure will not help performance or make the season enjoyable for player parent or coach.

Athletes consistently tell me that their parents do not understand their roles, and almost always feel that their role is larger than what the athlete knows it to be. This turns into frustration and second-guessing and often puts the athlete in the middle between coach and parent in a position where they can only lose.

There is only one guarantee during a normal athletic season; it will not be "perfect". Even without disagreements between parent, player and coach, there will always be problems with relationships, playing time, individual and team success. Before these times occur it is essential that both player and parent have a mutual perspective on the expectations.

The next thing that needs to be done early in the season is for the parent to "release" their son or daughter to the game and to the coach. I learned this from the parents and athletes who have experienced the most athletic success. You should always stay close to the situation and get to know the coach, especially if your child is young. Be aware of who is in your child's life. Once you are not concerned for their personal safety, one of the best gifts you can give your athlete is to release them to this activity. During the season you must share your child with the [ ] and the team

The earlier in their career you are able to do this, the better it is for their development and growth. If you feel the need to talk to a coach about a problem, please call and allow the coach to choose an appropriate time and place. There are some concerns that are appropriate and others that are not:

Appropriate concerns to discuss:

- Mental and physical treatment of your child
- Ways to help your child improve
- Concerns about your child's behavior

Inappropriate areas of concern to discuss with coaches:

- Playing time
- Team strategy or play calling
- Other team members

By releasing your child to the game and coach, you are telling them that all successes are theirs, all failures are theirs, and all problems are theirs. There are not many places in a young person's life where their parents can say "this is your thing". We can't do that with friends, academics, decisions on weekends or even movies, but we can do this in athletics.

The dilemma for most adults is that it is easy for us to see solutions in athletic situations and painful to let them find out on their own. But it is helpful, and we have to. Athletics is one of the best places for young people to take risks and to fail. Is there a better place to take a chance and fail than on the court or field? We do not want our kids to take risks with cars, drugs, or sexually, but it must be OK to take a risk and fail in a game or practice. If young athletes are going to develop into intelligent, instinctive athletes, it is critical that they solve their own problems during games. It is more fun for them and they have a better chance to reach a higher level.

For parents, here are some red flags that you have not released your athlete to the game:

1. A parent who is continuing to live their own personal athletic dream through their child has not released them to the game. As your children climb the competitive ladder of

athletics, the parent must consciously separate their dreams from the equation.

2. If you tend to share in the credit when they have done well or been victorious. "I taught her how to shoot that three-pointer" or "I showed him that curve-ball" are examples of sharing the credit. When asked who does this the most, athletes responded that it was their dads.

3. A red flag is when you find yourself trying to solve all their problems. (Let's get everyone together and talk this out" or "I'll just call the coach and solve this") Young people laugh and say, "that's my mom". It is only natural to attempt to steer your child through the rough spots in life in order to enhance their enjoyment. But athletics offers an excellent opportunity to allow kids to learn to solve their own problems. It is OK to teach your child how to talk to teammates or the coach as an authority figure, but let them take responsibility for the action involved in solving problems.

4. If you are trying to continue to coach them when they probably know more about the game than you do, you have not released them.

5. You should realize that you are taking it too seriously and have not released them to the activity when:

- a. You are nervous before your child's game,
  - b. You have a difficult time bouncing back after a defeat,
  - c. You make mental notes during a game so you can give them advice at the conclusion of the game
  - d. You become verbally critical of an official
6. Another red flag is athletes avoid us after games or are embarrassed about our involvement. All these signals tell us that the experience is still shared and they need more space.

Understanding that there will not be such a thing as a "perfect season", all parental assistance involves decisions with a very fine line of judgment.

## During the Game

*"Young people need models not critics" - John Wooden*

There are only three things that athletes have asked that you do during the game. Not many to remember, but by far the hardest to do because of the emotions involved, when your child is "on stage".

Here is what athletes I have asked over the years have said they needed from adults during competition:

In order to help performance (both your athlete's and their teammates) the single most important contribution you can make during a game is to model appropriate behavior. What they need us to model more than anything else is poise and confidence. If we expect them to react to the ups and downs involved in a game with poise, then we must model it. It is OK to be excited and encouraging, but if we want them to face adversity with self-assurance, then we need to be able to do the same thing. Remember the old maxim: "Children that live with praise learn to feel good about themselves and learn to praise." They will take their cues from us. If your athlete looks at you during the game, would they draw confidence, assurance and poise from what they see? First of all, the athlete should not be looking at you during a game, they should be focusing on playing. If they are looking to you for either approval or out of fear, it is another red flag that you are too involved and have not released them to the game.

The second responsibility that athletes say they need us to do during the game is to focus on the team and the team goals. For the coach, a team is like a family and they are all his or her kids. By focusing on the team the adults get the attention off of their individual athlete, and also off all the things that are not in their control (the score, the referees, the opponents, coaching, and playing conditions). When you focus on those things, it only provides a crutch and builds in excuses, which in reality makes the adult a confidence cutter.

The third thing needed during the game is to have only one instructional voice offering advice. That voice should be the coaches. If you do not believe unwanted advice is a negative factor, go to a ten year old soccer game where you do not have emotional involvement and watch and listen as if you were a player on the field.

There are only four roles during a game: spectator, competitor, official, and coach. Everyone involved in athletics would be wise to choose only one of those roles to try to fulfill. If you find yourself having difficulty dealing with officiating, please remember that they are there to be in charge of the game, make subjective judgments, enforce the rules and control play. As a parent, you do not have the right to interact with a game official. When you criticize a referee, you are teaching your children that it is OK to challenge authority. Some adults have the false impression that by being in a crowd they become anonymous. People behaving poorly cannot hide. A ticket to a high school game is not a license to verbally abuse others or be obnoxious. Each sport requires different skills to play and to be a good encourager. The things that determine the degree of difficulty are your physical distance from the game, and how much subjective judgment is involved by coaches and referees. The closer you are in proximity, the more difficult it is to watch and keep perspective. Sitting fifty yards away in the football stands is easier than twenty feet away from home plate in softball. Judgment is involved in every sport, but not nearly as much in an objective sport like swimming or track than in basketball, where every referee's whistle could go either way, and substitutions by coaches are frequent. Each referee's whistle and every coach's substitution is questioned by anyone in attendance and it makes it more difficult for an adult with emotional ties to remain poised and encouraging. Almost all parents believe their child should play more, or have a bigger role on the team. It is difficult for parents to be objective. Coaches can be. One final thing that adds difficulty is the soloist or spotlight elements of some sports. Gymnastics and wrestling are sports where the spectators are cl

to the action. There is subjective judgment and your athlete is in a spotlight that creates some very difficult times for the parents.

As the adult you need to learn to watch whatever sport your athlete has chosen to play and provide what they need most.

Those are the main things that athletes say adults (coaches and parents) can do to help during competition. If you are able to do these helpful things, players love to have you present at their games. If you cannot meet the expressed needs of modeling poise and confidence, many have said they would rather have you stay home.

## After the Game

I have asked a series of questions when athletes are leaving my program. I ask them to look back over all the years they have played and identify the most enjoyable part of the whole experience (best memory), and least favorable part of the whole experience (worst memory). For adults, often the hardest time is during the game, but for athletes, games represent reward (practice is over and we get to play). When it comes to the least enjoyable memory, many will name "after the game" and often specifically "after the game in the car with dad". This is often where the most confidence cutting, confrontation and confusion occurs for the athlete. I have had high school athletes who did not want to go home after the game because they did not want to face the questioning or criticism. What they need most at these times is not another coach, but a parent, ("just be my Dad").

In order to help performance after the game, athletes have given the following advice. Please give them **time and space** at the end of a game.

All parents hope that their children can grow up to have healthy relationships. Athletics is one of the best places in a young persons life to practice relationship building. Athletes rely on

relationships to succeed in team sports. They need to have confident, meaningful relationships with teammates and coaches. Yet in the car after the game, a single comment like "why does Sally get all the shots?" may mean to the adult "I think you are a good shooter too" but is interpreted by the athlete to be "Sally is a ball hog". Questioning remarks like "Why does coach play a zone ball hog?".

- Why don't you guys throw the ball deep instead of running on first down? Why does the coach have your first baseman playing so close?" These questions may intend to have your son or daughter see you as an ally or sharing interest in the sport, but is often interpreted by that athlete to say "coach doesn't know what he/she is doing". Athletes do not need adults to question their actions, actions of other players, coach's strategy, or playing time. Ask yourself if you can be a source of confidence and help build relationships on the team under these conditions:

- When your athlete played well, but the team lost?
- When they played poorly?
- When the athlete played very little or did not play at all?

Give them the space and time they need to recover. The more competitive the athlete and the more competitive the sport, the more time and space they need. Leave them alone until they are receptive and then when they do come to you, give them quiet understanding, be a reflective listener and bring them back to your bigger perspective. Uninvited conversations that occur after the game are resented by the athlete and instead of bringing the parent and athlete closer, players often clam up and send the message, "I don't want to talk about it now". Keep your corrections and criticisms in check and let the child bring the game to you if they want. Good athletes learn better when they seek their own answer. The only time you should initiate the conversation is when they may have exhibited a behavior in the game that would not be acceptable at home (profanity, disrespect of authority). Even then chose your time carefully, being aware of the emotions of the moment. When confronting a behavior that would not be acceptable in your home, discuss it as a parent to child, not a

parent to athlete. One comment that can always be sincerely said and received is, "I love watching you play".

## Summary

### Players Role

- Play the game for fun
- Be humble when you win and gracious when you lose
- Respect and abide by the rules of the game
- Put the team ahead of yourself in every situation
- Accept decisions made by those in authority
- Demonstrate respect to your opponents, coaches and teammates
- Be accountable for your own actions
- Develop a teachable spirit that allows you to take correction as a compliment
- Accept and embrace the discipline involved in athletics because it benefits the team
- Develop the feeling of pride, based upon "shared joy" of the team and not have pride be shown in arrogance or a sense of entitlement.
- Be an athlete of character

### Coaches Role

- Coach for the love of the game and the love of the athlete
- Athletes above winning
- Accept and abide by the judgment of the officials and rules of the game as "mutual agreements" required to play within the spirit of the game
- Reward effort and behavior and not outcome
- Give dignity to mistakes made with full speed and attention
- Lead with character and by example
- Put the needs of the team ahead of any individual
- Constantly work to improve your knowledge and ability to teach the game and the athletes
- Be willing to confront incorrect behavior or less than all out effort
- Encourage multiple sport participation
- Keep the game simple and fun

Many young athletes have expressed that conversations after a game have made them feel as if their value as a person was somehow tied to playing time or winning or losing athletic contests. I would bet that the parents of those kids had no intention of giving that impression. Yet in a simple conversation following a game, a parent can send that exact message. When asked what was said or done to make the athlete feel that way, most responses were as simple as "my dad always seems happier when we win" or "my parents are always a lot more quiet when I don't play much" or "when we lose, my dad tells me all the things I did wrong". These are all just perceptions of the words or actions of a probably well-meaning adult who may actually be trying to support or connect, and just isn't sure how to do it.

- Be willing to work with parents for the benefit of the individual athlete
- Develop a positive-demanding coaching style

### Parents Role

- Attend as many games as possible
- Be a model not a critic – model appropriate behavior, poise and confidence
- Attend preseason team meetings
- Do everything possible to make the athletic experience positive for your child and others
- View the game with team goals in mind
- Attempt to relieve competitive pressure, not increase it.
- Encourage multiple sport participation
- Release them to the coach and the team
- Look upon opponents as friends in the same experience
- Accept the judgment of the officials and coaches – remain in control
- Accept the results of each game – do not make excuses
- Demonstrate winning and losing with dignity
- Dignify mistakes made by athletes who are giving their best effort and concentration
- Be an encourager – encourage athletes to keep perspective in both victory and defeat
- Be a good listener
- Accept the goals, roles and achievements of your child

All adults involved need to do their part and give the athlete what they really need to perform well.

1. Ask your athlete questions about why they play, what their goals and roles are, and then accept their reasons as yours.
2. Once you know they are safe physically and emotionally, release them to the experience (the game, the team and the coach).
3. During the game, model poise and confidence and keep your focus on the team.

4. After the game, give them space and time. Leave them alone.
5. Be a confidence builder by maintaining a consistent perspective and not saying or doing anything that will have them feel like their self-worth is tied to playing time or outcome of a game.

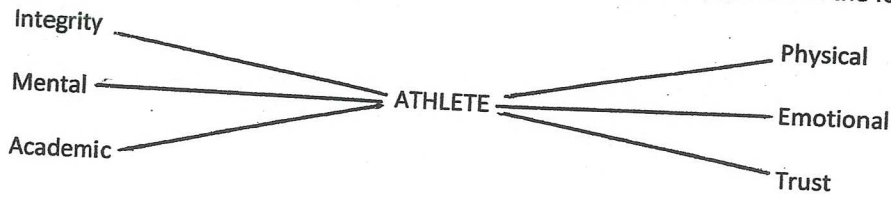
When we stop and analyze the experience, the reason we want our kids to play sports is to provide an opportunity to develop physically, emotionally and to enjoy. The side benefits are they have a good opportunity to learn how to work and get along with others and to take good risks in a public arena and survive. They learn to set and achieve goals by developing positive work habits, learning how to succeed and fail with dignity, and develop friendships outside the family unit that last for a lifetime.

Being an athlete in school lasts such a short time. Be the one that sees the big picture and brings them back to reality. If young people are making good decisions about drugs, friends and academics, then sports are just dessert. And if they are not making good decisions about those things, there is no amount of athletic success will allow you to overlook these other choices. All your kids are asking you to do is to be part of their good athletic memories.

**OUR VISION**  
**JEFFERSON HIGH SCHOOL**  
**PANTHER FOOTBALL**

We are excited about the potential of football at Jefferson High School. As we continue to build our program we are hoping to establish traditions and standards that the players, parents, school, and community will be proud of. As coaches it is an honor and a privilege to have the opportunity of working with your most prized possession – your son. We will base all decisions made in the program on the premise that football is just a small part of his development. We will make all decisions with much thought and caring of him as a person.

The constant goal of this football staff is to help your son develop to his fullest potential in the following areas:



We as a staff will be the proper example at all times.

The personalities and characteristics of our players, coaches, and entire program will be based on the following principles:

**COMMITMENT TO EXCELLENCE**

**DISCIPLINE**

**CLASS**

**NEVER QUIT ATTITUDE**

**DESIRE TO BE THE BEST**

**WINNERS**

**Basic Tenets of Panther Football**

1. Our Priorities are to put our families first, academics second, and our sport third. Our "families" includes our Panther Football Team.
2. The team always comes before the individual.
3. Equal playing time for all sounds good for a recreational team but is not realistic nor is it our goal.
4. Year round specialization in one sport is not a good thing for the athlete and school, nor is it encouraged by our coaching staff. We feel athletes should work under many different coaches, work with different sets of teammates, and fit into different roles on different teams.
5. School loyalty is critical to the success of an athletic program, and we expect our athletes to support all Panther activities.
8. Good sportsmanship is more important than play-off victories.
9. High school sports were established to be tools to build young people, not to win families college scholarships.



## **Life Lessons that should be learned by athletes**

1. Academic Responsibility
2. Humility
3. Teachable/Coachable Spirit
4. Integrity
6. Leadership
7. Selflessness
8. Discipline
9. Mental Toughness
10. Confidence
11. Accountability
12. Cooperation Skills

## **Expectations of Panther Football Coaches**

1. Character: To be willing to make the tough choices regardless of the consequences.
2. Competent: To strive to be an expert by continued attendance at clinics and taking personal research initiatives
3. Committed: To share the vision for the program yet be able to balance family and work.
4. Caring: To be an encourager. Set high standards for which the athletes must strive, and be held accountable.
5. Communicator: To be a teacher of the game and be willing to talk with the athletes.
6. Consistent: To be willing to enforce the team's rules regardless of the situation or athlete involved.

## **Expectations for Panther Parents:**

1. Sportsmanship: If parents desire their children to be good sports, then parents must model sportsmanship during competition. (Test: if your spouse is too embarrassed to sit with you during a contest then you are out of control.)
2. Teamwork: Parents must encourage a team first mentality, by encouraging their child to take the high road and not allow them to have their own pity party.
3. Encouragement: Parents should encourage their child to learn, have fun, and get better. They need a mom and dad, so don't try to be their coach.
4. Life Lessons: Parents should help their child learn the life lessons that can be learned from participation such as overcoming adversity. Help them learn to deal with the disappointment of not making a team, or not playing the role which they have their hearts set on. The first question that should be asked by a parent when observing disappointment should be "have you spoken to the coach". You will not always be there to fight their battles for them.
5. Respect: For other parents, coaches, officials, and other athletes at sporting events.

### **Appropriate concerns to discuss with coaches:**

1. Concerns regarding your child's mental and physical status.
2. Ways to help your athlete improve his football skills.
3. Concerns about your athlete's behavior.

### **Issues not appropriate to discuss with coaches:**

1. Your child's playing time. This is always a coach's decision and he is paid to make that decision.
2. Team strategy and play calling. Again the sole responsibility of the coach.
3. Other student athletes.

### **Proper steps to take when there is an athletic concern:**

1. Encourage the athlete to speak to the coach.
2. If he gets no satisfaction, then request a time when you, your child, and the coach can sit down and talk. Getting satisfaction doesn't mean getting your way, but it means getting a reasonable answer as to why the coach made the decisions that he made.
3. If you or the athlete get no satisfaction, then it is appropriate for you to contact the athletic director. The first question the athletic director will ask is "have you spoken to the coach?" If the answer is yes, then the athletic director will schedule a meeting between the parent, athlete, and coach to attempt resolution of the issue.

### **Levels of Athletes and expectations:**

There is an age old saying that you are only as good as your seniors. We will expect our seniors to lead by example.

1. Freshmen – Problem Loaded
2. Sophomores – Fewer Problems
3. Juniors – No Problems
4. Seniors – Problem Solvers

## **POLICIES**

1. Don't do anything to embarrass your parents, school, or community.
2. Don't do anything to hurt your team.
3. Don't do anything to hurt yourself.
4. Be where you are supposed to be at the time you are supposed to be there.
5. Respect the individuals in authority over you in this program, specifically the AD, Coaches and Captains.

## **DISCIPLINE**

There is a discipline involved in every aspect of an individual's life. Basic guidelines and boundaries are established in our vision of excellence for this program. If the boundaries are overstepped, expect them to narrow incrementally, until our team conforms to the expectations of JHS Football in every way.

## PRACTICE POLICY

To be excused from a practice you must notify your head coach in advance.

1. First unexcused practice - special conditioning for one week, or possible one game suspension
2. Second unexcused practice – special conditioning for two weeks, or possible two game suspension
3. Third unexcused practice – special conditioning for remainder of season, or possible season suspension.

## TEAM MEETINGS

Team meetings are to be treated the same as practice, weight lifting sessions, and other sessions.

1. Be on time
2. Take notes
3. No talking unless recognized
4. Sit up straight with eyes on your coach
5. No sleeping
6. No disruptions (cell phones off)

## GENERAL RULES

1. Clean up your own mess: tape, equipment, paper, etc. around your locker and in the shower room.
2. No horseplay in the locker room.
3. Do not touch any other players gear or personal items. Violators will receive a week of special conditioning each offense.

## OFF SEASON TRAINING

1. We encourage our athletes to participate in any sport in which they desire. However, it is also a time of year when they still must strive to get stronger and faster. All of our football players are expected to participate in a P.E. or Conditioning Class, dependent on the rest of their academic scheduling. During this period our athletes are also expected to participate in the Panther Football Strength (weightlifting) and Agility Program.
2. If lifting is done at a location other than the JHS, you are expected to use our program, and provide documentation of your attendance at the other locations. There will be no exceptions; if you can't document it you didn't do it.
3. Summer Camp programs. The JHS website will be updated regularly during the off season to keep you advised of opportunities to attend the football camps of your choice. We will conduct at least one "TEAM CAMP" that you will be expected to attend, or have an excused absence. (See the practice policy above).

## INJURY

One of the primary reasons behind our year around strength program is to help us prevent injury. Our players and parents must recognize and learn the differences between pain and injury. Due to the physical nature of our sport we must sometimes go with pain... but not injury. We will have access to medical support during all of our activities. With the exception of emergencies, we ask that players and parents notify coaches of injuries. We will take every precaution and rehabilitative measure to ensure the safety of your son.

# VARSITY FOOTBALL LETTER POINT SYSTEM

## 35 POINTS NEEDED TO EARN A VARSITY FOOTBALL LETTER

1. Quarters Played: 1 point for each quarter played
2. Summer workouts: Up to 4 points for your attendance
3. Participation in other sports at JHS: 2 points for each other school sport participated in
4. Practices: 3 points for no late or missed practices the entire season including two-a-days
5. Grades: 6 points for a 4.0 GPA for the fall quarter; 5 points for a 3.5 GPA; 4 points for a 3.0 GPA; 3 points for a 2.5 GPA; 1 point for a 2.0 GPA.
6. Turn-in of equipment: 1 point for turning in all equipment in acceptable condition within the time allotted by the Coaching Staff. **NOTE: 3 points deducted from total every day your equipment is late.**
7. Years of Participation: 1 point for each consecutive year in the program
8. Post Season Play: All team members will letter if we reach the semi-finals of the State Playoffs

**NO FIRST YEAR PLAYER CAN LETTER UNDER CRITERIA ABOVE WITHOUT PLAYING A MINIMUM OF 12  
QUARTERS**

(Exception is item 8 listed above)

**WHAT IT TAKES TO BE A COLLEGE PROSPECT**

**RECOMMENDED BY YOUR HIGH SCHOOL COACH**

**QUALIFYING SAT OR ACT TEST SCORE**

**QUALIFYING CORE G.P.A.**

**GREAT GAME FILMS – MAKE PLAYS**

**GREAT WEIGHTROOM WORK HABITS**

**YOUR HEIGHT, WEIGHT, AND SPEED MAY  
DETERMINE THE LEVEL OF COLLEGE FOOTBALL (I-  
A, I-AA, II,III)**

**PLAYING FOR A WINNING HIGH SCHOOL TEAM**

# **COMMITMENT**

**COMMITMENT IS WHAT TRANSFORMS A  
PROMISE INTO REALITY. IT IS THE WORDS  
THAT SPEAK BOLDLY OF YOUR INTENTIONS,  
AND THE ACTIONS THAT SPEAK LOUDER  
THAN WORDS. IT IS MAKING THE TIME  
WHEN THERE IS NONE. COMMITMENT IS  
THE POWER TO CHANGE THE FACE OF  
THINGS. IT IS THE DAILY TRIUMPH OF  
INTEGRITY OVER SKEPTICISM.**