

**AGENDA**  
**REGULAR MEETING OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1**  
**\* 6:00 p.m. April 19, 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 – MEA-MFT
  2. Student Council Report
  3. Staff Presentations – Ms. Humphrey – 4-day Week and Business Curriculum
- E. New Business.**
1. Personnel
    - a. Substitute Applications
    - b. RIF Notice
    - c. Coaching Vacancies
  2. Approval of 2011-12 Calendar
  3. Prickly Pear Representative Approval
  4. CSCT Agreement
  5. Disposal of Surplus Property
  6. May Meeting Date
  7. Clarification of Executive Session confidentiality
- F. Commendations and Recognition**
- G. Committee Reports.**
1. Negotiations/Personnel – A. Erickson, P. Lewis, S. Senechal
  2. Policy/Handbook – P. Lewis, S. Steketee, L. Bryant
  3. Budget/Insurance/Investments – D. Lorenzen, S. Senechal, K. Jackson
  4. Building/Grounds/Transportation – K. Jackson, A. Erickson
  5. Teaching/Learning – S. Steketee, D. Lorenzen, L. Bryant
- H. Clerk's Report**
1. Budget Management Report
- I. Superintendent's Report**
1. AD Report
    - a. Possible new sport
- J. Unfinished Business**
1. Bids for Roof
  2. Fall Sports Recommendations
  3. Policy 2<sup>nd</sup> reading
    - a. 2410P – High School Graduation Requirements
    - b. 5122F – Background Check form

**K. Follow-up/Adjournment**

Publicizing correlates as more work is done

**NEXT HIGH SCHOOL BOARD MEETING: 6:00 P.M. TUESDAY, May 10, 2011 – Jefferson High School**

BOARD CHAIR-APPROVED AGENDA ITEMS ARE DUE IN THE DISTRICT OFFICE BY THE LAST FRIDAY OF THE MONTH PRIOR TO THE BOARD MEETING.

**Board Objectives**

Goals submitted by the board members are as follows:

- Foster community spirit.
- Build teacher relationships.
- Increase attendance of board members at teacher meetings.
- Finish meetings before 9:00 p.m.

**School Goals:**

1. Increase math scores
2. Increase reading scores
3. Design and implement a culture of academic excellence at Jefferson High School.

**Seven Correlates of Effective Schools**

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. <b>Instructional Leadership</b><br/>Administrative Structure<br/>Best practices</li><li>2. <b>Clear and Focused Mission</b><br/>Plan the Work and Work the Plan<br/>Recruiting and staff development strategies<br/>Maximize the potential of each student<br/>Comprehensive individualized student school and career planning</li><li>3. <b>Safe and Orderly Environment</b><br/>Buildings and Grounds<br/>Anti-Bullying</li></ol> | <ol style="list-style-type: none"><li>4. <b>Climate of High Expectations</b><br/>High Student Activity participation<br/>Every student can and will learn if given the resources</li><li>5. <b>Frequent Monitoring of Student Progress</b><br/>Student Performance (in math and in reading)</li><li>6. <b>Positive Community-School Relations</b><br/>District Enrollment<br/>Serviced Learning</li><li>7. <b>Opportunity to Learn and Student Time on Task</b><br/>Technology (already done)<br/>Bell-to-bell instruction<br/>Monitoring attendance</li></ol> |
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*All board meetings are generally held in the Jefferson High School Library, on the third Tuesday of each month at 6:00 p.m. (Exceptions often occur in May and August to follow legal requirements.)  
For updates, call the district office at 225-3740.*

1. Negotiations/Personnel – A. Erickson, P. Lewis, S. Senechal
2. Policy/Handbook – P. Lewis, S. Steketee, L. Bryant
3. Budget/Insurance/Investments – D. Lorenzen, S. Senechal, K. Jackson
4. Building/Grounds/Transportation – K. Jackson, A. Erickson
5. Teaching/Learning – S. Steketee, D. Lorenzen, L. Bryant  
Math & English



03/25/11  
15:31:27

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

Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj		
13000	2138 PRICKLY PEAR COOPERATIVE	2,412.01							
1	03/18/11 RSBG Match								
			2,412.01		201 280-1000	350			
13001	375 MSHWP/BCBS OF MONTANA	2,027.36							
1	April 11 03/14/11 Ret. Premiums								
			2,027.36		201 100-1000	260			
13002	1451 L & P GROCERY	3.59							
1	1373180321 03/21/11 fcs supplies								
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-		3.59	6574	201 999				
13003	3766 ACADIA HEALTHCARE	443.10							
1	4696683 03/21/11 altacare								
			443.10*		215 280-1000	330 524			
13004	3959 AMERICAN EXPRESS	862.26							
1	03/21/11 poles for vaulting								
2	03/21/11 poles for vaulting								
			727.50	6851	201 720-3500	660			
			134.76		201 720-3500	660			
13005	721 DISTRICT IV MUSIC FESTIVAL	510.00							
1	03/22/11 festival fees								
			510.00	6853	201 710-3400	582			
	157 ACE HARDWARE	165.30							
	38044 03/19/11 L&C project supplies								
	PO Accounting (Org/Prog/Func/Obj/Proj: -465-1000-610-334		25.00	6428	215 999	334			
2	38044 03/19/11 service learning supplies		51.02*	6721	215 465-1000	610 65			
3	38044 03/19/11 service learning supplies		1.43*		215 465-1000	610 65			
4	38040 03/19/11 science olympiad supplies		84.49	6496	201 999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-								
5	38040 03/19/11 science olympiad supplies		3.36		201 100-1000	610			
13007	1451 L & P GROCERY	94.95							
1	1276760322 03/22/11 chemistry/science supplie								
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-		44.96	6589	201 999				
2	1436900319 03/19/11 biology/ecology supplies		49.99	6495	201 999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-								
13008	1304 JEFFERSON COUNTY SOLID WASTE	10.00							
1	12008 03/24/11 Fridge disposal								
			10.00*		201 100-2600	431			
13009	4504 MJEJ	65.00							
1	03/24/11 journalism membership								
			65.00		201 710-3400	582			
13010	3936 BOULDER TECH SERVICE	8,526.00							
1	1083 03/24/11 L300 nComputing Devices								
			8,526.00	6856	228 100-1000	660			



03/25/11  
15:31:27

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

Page: 2 of 3  
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	
13011 1	3887 RISING LIGHTNING ENVIRONMENTAL 03/23/11 asbestos abatement	1,993.00						---
			1,993.00*	6857	215 100-2600	440	111	
13012 1	4049 AMAZON.COM 03/25/11 audio program	24.18						
			24.18	6861	201 100-1000	610		
13013 1	4201 BRUCE, BECKY 03/23/01 prostart competition food	69.72						
			69.72		201 390-1000	610		
13014 1	762 HOENTHAL, DAVE 03/15/11 Once Brothers DVD	20.97						
			20.97		201 100-1000	610		
13015 1	4370 STURDEVANT, DANIEL District Meeting/Belgrade	84.66						
			84.66		201 720-3500	582		
	<b>Total:</b>	<b>17,312.10</b>						

17,312.10

03/25/11  
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JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 3/11

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Report ID: AP110

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND 101	\$6,272.55
215 HIGH SCHOOL MISC PROGRAMS FUND 101	\$2,513.55
228 TECHNOLOGY FUND 101	\$8,526.00
Total:	\$17,312.10

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03/22/11  
08:39:58

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

... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount							
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj		
12984	899 EMPIRE OFFICE MACHINES, INC.	9.67							
1	211982 02/21/11 District Office Supplies	9.67	6674	201	999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2500-610-								
12985	1451 L & P GROCERY	59.82							
1	1468510314 testing supplies	56.64	6554	201	999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-								
2	1468510314 fcs supplies	3.18	6574	201	999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-								
12986	3766 ACADIA HEALTHCARE	738.51							
1	4670656 03/15/11 altacare	738.51*		215	280-1000	330	524		
12987	1304 JEFFERSON COUNTY SOLID WASTE	20.00							
1	11815 03/14/11 art room waste	20.00*		201	100-2600	431			
12988	1721 MT COUNCIL ON ECONOMIC EDUCATION	75.00							
1	3261 03/10/11 business challenge fee	75.00*	6846	215	451-1000	582	61		
12989	4322 WANIATA, CAROL	775.00							
	03/01/11 pianst for festival	775.00		201	710-3400	582			
12990	1645 VERIZON BUSINESS	119.61							
1	9129478 02/25/11 jhs service	119.61		201	100-2400	531			
12991	4470 MURDOCHS	82.71							
1	141237/4 03/12/11 Fencing materials L&C	82.71*	6837	215	465-1000	610	65		
12992	792 ECKROTH MUSIC	27.40							
1	1059763 02/08/11 mallets	27.40		201	100-1000	610			
12993	4404 BOULDER ADMINISTRATION SERVICE	50.00							
1	. 04/01/11 April 11 admin fees	50.00		201	100-1000	260			
12994	1451 L & P GROCERY	20.35							
1	2268400315 03/15/11 chemistry/science supplie	20.35	6589	201	999				
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-								
12995	1086 GIULIO DISPOSAL SERVICES, INC.	141.00							
1	63390 02/28/11 Feb 11 Service	141.00*		201	100-2600	431			
12996	3186 TRI-COUNTY MECHANICAL &	88.00							
1	008696 03/14/11 Freezer compressor maint.	88.00*		201	100-2600	440			



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

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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
12997	4064 MOUNTAIN CONTROLS, INC:	340.00					
1	3651 03/11/11 fcs heater control board	340.00*		201	100-2600	440	
12998	321 BRUCO, INC	362.03					
1	285141 03/14/11 activeion ionator	349.00	6847	201	100-2600	615	
2	285141 03/14/11 activeion ionator	13.03		201	100-2600	615	
12999	4256 NEOPOST LEASING	251.10					
1	N2352740 03/14/11 lease pymt	251.10		201	100-2400	532	
	<b>Total:</b>	<b>3,160.20</b>					
		3,160.20					

03/22/11  
08:39:59

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

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$2,263.98
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$896.22
<b>Total:</b>	<b>\$3,160.20</b>

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... Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
13016		1079 GAGNON'S DIGITAL IMAGING	396.58					
1		51427 03/18/11 copies	396.58		201	100-1000	440	
13017		631 CRESCENT ELECTRIC SUPPLY CO.	821.60					
1		51460739 03/08/11 drop in lights	821.60	6834	201	100-2600	615	
13018		4201 BRUCE, BECKY	144.00					
1		pathway mileage	144.00*		215	100-1000	582	111
13019		2284 HUMPHREY, SAMANTHA	80.00					
1		pathway mileage/ Butte	80.00*		215	100-1000	582	111
13020		4449 EARTHWALK	22.00					
1		20110215 03/15/11 3 key sets for aya smartc	22.00	6843	201	100-1000	610	
13021		1191 HERMITAGE ART COMPANY, INC.	75.00					
1		828877 03/17/11 grad program covers	75.00	6480	201	999		
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-2400-610-						
2		4503 ELEMENTS CONSIGN & DESIGN	400.00					
		14187 03/27/11 48 " LCD Flatpanel TV	400.00*	6859	201	100-1000	660	
13023		15 A-1 RENTALS	123.13					
1		03/18/11 lawn edger	49.50*		201	100-2600	440	
2		03/25/11 lawn edger	73.63*		201	100-2600	440	
13024		3766 ACADIA HEALTHCARE	6,203.46					
1		4719683 02/28/11 altacare	6,203.46*		215	280-1000	330	524
13026		386 BOULDER AUTO DIESEL & WELDING	66.95					
1		16255 01/12/11 oil pan heater	66.95		201	100-2600	615	
13027		3374 J.W.PEPPER & SON, INC.	78.09					
1		3280626 02/10/11 music selections	78.09	6503	201	999		
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-						
13028		4459 BMC SELECT	109.80					
1		11619563 03/25/11 Archway materials	109.80*	6836	215	465-1000	610	65
13029		1721 MT COUNCIL ON ECONOMIC EDUCATION	75.00					
1		3316 03/24/11 stock market game fee	75.00		215	451-1000	610	61



... Over spent expenditure

Claim Warrant	Vendor #/Name	Amount	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
13030	608 CAROLINA BIOLOGICAL	142.70				
1	47615132 03/21/11 adv. biology supplies	27.90	6494	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-					
2	47615132 03/21/11 adv. biology supplies	18.48		201	100-1000	610
3	47615139 03/21/11 adv. biology supplies	96.32		201	100-1000	610
13031	4234 WELLS FARGO FINANCIAL LEASING	168.75				
1	6765565233 03/19/11 front office copier	168.75*		201	100-1000	840
13032	1645 VERIZON BUSINESS	124.36				
1	9302495 03/25/11 jhs service	124.36		201	100-2400	531
13033	4454 HELENA SAND & GRAVEL	16.42				
1	118087 03/17/11 concrete sand	8.20		201	720-3500	610
2	118309 03/31/11 concrete sand	8.22		201	720-3500	610
13034	3583 HOME DEPOT CREDIT SERVICES	1,179.80				
1	9201309 03/17/11 art room lumber	1,179.80*	6863	215	100-2600	440 111
	1569 MAFCS	125.00				
	03/28/11 MAFCS registration	125.00	6858	215	394-1000	582 63
13036	3741 TIZER GARDENS	119.25				
1	4327-5 03/28/11 uv stabilized ties/fence	119.25*		215	465-1000	610 65
13037	4097 NORTHLAND FINANCIAL	2,494.75				
1	04/01/11 April 11 Bus Pymnt	1,279.25		210	100-2700	840
2	04/01/11 April 11 2nd Bus Pymnt	1,215.50		210	100-2700	840
13038	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	9,971.55				
1	04/01/11 Bus Contract	12,466.30		210	100-2700	513
2	04/01/11 Lease Pymnt	-1,279.25		210	100-2700	513
3	04/01/11 2nd Lease Pymnt	-1,215.50		210	100-2700	513
13039	888 EBSCO SUBSCRIPTION SERVICES	622.00				
1	02/20/11 magazine subscriptions	622.00	6488	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2220-650-					
13040	3583 HOME DEPOT CREDIT SERVICES	1,090.54				
1	03/24/11 art room materials	618.54*	6867	215	100-2600	440 111
2	03/24/11 heaters for tennis	472.00*	6867	201	720-3500	660

.. Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
13041		1183 HARLOW'S SCHOOL BUS SERVICE, INC.	1,349.91						
1		03/01/11 athletic	116.07		201	720-3500	582		
2		03/01/11 activity	1,000.11		201	710-3400	582		
3		03/01/11 service learning	233.73*		215	465-1000	582	65	
13042		2134 POSITIVE PROMOTIONS	234.27						
1		4059205 03/25/11 teacher appreciation	234.27	6850	201	100-2300	800		
13043		1181 HAMMOND & STEPHENS CLASSROOM	142.40						
1		2045001358 03/25/11 academic awards	142.40	6482	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-2400-610-							
13044		4245 NARDIELLO, JENNIFER	9.94						
1		04/01/11 service learning supplies	9.94*		215	465-1000	610	65	
13045		4297 COMDATA	3,895.23						
1		20139633 04/01/11 jhs route	3,151.68		210	100-2700	624		
2		20139633 04/01/11 athletic	39.21		201	720-3500	582		
3		20139633 04/01/11 activity	337.86		201	710-3400	582		
		20139633 04/01/11 custodial	96.95		201	100-2600	624		
		20139633 04/01/11 drivers ed	120.23*		218	100-1000	624		
6		20139633 04/01/11 jhs ad activity	41.26		201	710-3400	582		
7		20139633 04/01/11 service learning	78.96*		215	465-1000	582	65	
8		20139633 04/01/11 8th grade	29.08*		201	100-2100	582		
13046		3583 HOME DEPOT CREDIT SERVICES	267.66						
1		04/01/11 art room construct. supplies	267.66*		215	100-2600	615	111	
13047		899 EMPIRE OFFICE MACHINES, INC.	162.14						
1		212689 03/29/11 ballot paper/envelopes	162.14*	6860	201	100-2500	310		
13048		1451 L & P GROCERY	174.88						
1		2601230330 03/30/11 chemistry/science supplie	46.62	6589	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
2		1464610330 03/30/11 fcs supplies	20.25	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
3		1268790330 03/30/11 fcs supplies	15.71	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
4		2264810302 03/02/11 fcs supplies	2.50	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
5		1268190303 03/03/11 fcs supplies	10.62	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
6		1265710309 03/09/11 fcs supplies	2.38	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
7		1469550314 03/14/11 fcs supplies	35.74	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							
8		2227110321 03/21/11 fcs supplies	13.26	6574	201	999			
		PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-							

.. Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/	
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
9	1471950328 03/28/11 fcs supplies	24.21	6574	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-						
10	1373180321 03/21/11 fcs supplies	3.59	6574	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-						
13049	2276 SAFEWAY	40.97					
1	1872089 03/21/11 fcs supplies	40.97	6577	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-						
13050	3766 ACADIA HEALTHCARE	2,160.13					
1	746340 04/04/11 altacare	2,160.13*		215	280-1000	330	524
13051	4376 WHEALON, JAMES	667.75					
1	01/12/11 superintendent travel reimb.	667.75		201	100-2300		582
13052	1451 L & P GROCERY	17.11					
1	2616820404 04/04/11 biology/ecology supplies	17.11	6495	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-						
13053	937 FOLLETT LIBRARY SERVICES	300.62					
	344384F-1 03/25/11 books	292.10	6487	201	999		
	J Accounting (Org/Prog/Func/Obj/Proj: -100-2220-640-						
2	344384F-1 03/25/11 books	8.52		201	100-2220		640
13054	2021 PEARSON EDUCATION	40.38					
1	BK63527976 03/30/11 recipe cards	30.00	6723	201	390-1000		610
2	BK63527976 03/30/11 recipe cards	10.38		201	390-1000		610
13055	3545 MT SCHOOL COUNSELOR ASSOCIATION	145.00					
1	03/26/11 MSCA Registration fee	145.00*	6842	201	100-2100		582
13056	1377 JOHNSON CONTROLS	156.50					
1	1263009056 03/30/11 welding unit repair	156.50*		201	100-2600		440
13057	3481 MT DOJ CRIMINAL RECORDS	29.25					
1	25197 03/18/11 Burton prints	29.25*	6848	201	100-2300		610
13058	4129 SNAP ON BUSINESS SOLUTIONS	50.00					
1	100806028 03/28/11 software updates	45.00	6582	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-680-						
2	100806028 03/28/11 software updates	5.00		201	390-1000		680
13059	608 CAROLINA BIOLOGICAL	35.19					
1	47626752 03/31/11 Ref PO#6494 Bio Supplies	35.19		201	100-1000		610



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10:21:08

JEFFERSON HIGH SCHOOL  
Claim Approval List  
For the Accounting Period: 4/11

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Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount						
Line #	Invoice #/Inv Date/Description	Line	Amount	PO #	Fund Org	Acct/Source/ Prog-Func	Obj	Proj	
13060	385 BOULDER MONITOR & JEFFERSON CO.		720.50						
1	12088 03/09/11 panther press		720.50*	6661	201	100-1000		550	
13061	4253 T.E.S.T.		344.00						
1	6580 02/08/11 lamp for smartboard		294.00*	6814	228	100-1000		610	
2	6580 02/08/11 lamp for smartboard		50.00*		228	100-1000		610	
13062	2793 AMERICAN WELDING & GAS, INC.		578.82						
1	1224168 03/31/11 mig wire		205.56	6572	201	999			
2	1224167 03/31/11 classic blade		189.50	6572	201	999			
3	1214867 03/21/11 chisel hammer		81.48	6572	201	999			
4	1214866 03/21/11 headgear		17.24	6572	201	999			
5	1224169 03/31/11 gas		85.04	6572	201	999			
3	899 EMPIRE OFFICE MACHINES, INC.		80.84						
2	171158-001 04/04/11 FCS supplies		32.01	6876	201	390-1000		610	
	171158-002 04/05/11 FCS supplies		48.83	6876	201	390-1000		610	
13064	1737 NORTHWESTERN ENERGY		8,562.80						
1	856280 04/01/11 March 11 electric		3,759.65		201	100-2600		412	
2	856280 04/01/11 March 11 gas		4,803.15		201	100-2600		411	
13065	2607 MCGRAW-HILL COMPANIES		1,761.12						
1	6041461100 03/31/11 Drivers Ed books		1,620.75*	6864	218	100-1000		640	
2	6041461100 03/31/11 Drivers Ed books		140.37*		218	100-1000		640	
13066	2717 CITY OF BOULDER		1,603.35						
1	04/05/11 April 11 water/sewer		1,603.35		201	100-2600		421	
13067	1086 GIULIO DISPOSAL SERVICES, INC.		141.00						
1	63886 03/31/11 March 11 service		141.00*		201	100-2600		431	
13068	1650 MEADOW GOLD DAIRY		219.00						
1	60206923 03/07/11 milk		60.00		201	910-3100		630	
2	60206964 03/10/11 milk		15.00		201	910-3100		630	
3	60207004 03/14/11 milk		12.00		201	910-3100		630	
4	60207043 03/17/11 milk		24.00		201	910-3100		630	
5	60207082 03/21/11 milk		36.00		201	910-3100		630	
6	60207158 03/28/11 milk		48.00		201	910-3100		630	
7	60207200 03/31/11 milk		24.00		201	910-3100		630	

.. Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
13069	3462 PBS DISTRIBUTION	45.93						
1	800060497 03/30/11 science supplies	45.22	6497	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
2	800060497 03/30/11 science supplies	0.71		201	100-1000		610	
13070	1181 HAMMOND & STEPHENS CLASSROOM	22.43						
1	2045001363 04/01/11 message book/planner	7.60	6482	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2400-610-							
2	2045001363 04/01/11 message book/planner	14.83		201	100-2400		610	
13071	157 ACE HARDWARE	739.60						
1	38305 03/31/11 construction supplies	16.99		201	390-1000		610	
2	various 03/01/11 Ref PO# 23223 Maintenance	722.61		201	100-2600		615	
13072	4097 NORTHLAND FINANCIAL	2,494.75						
1	18 05/01/10 May 10 Bus Pymt	1,279.25		210	100-2700		840	
2	18 05/01/10 May 10 2nd Bus Pymt	1,215.50		210	100-2700		840	
13073	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	9,971.55						
	05/01/11 Bus contract	12,466.30		210	100-2700		513	
	05/01/11 Lease Pymt	-1,279.25		210	100-2700		513	
3	05/01/11 2nd Lease Pymt	-1,215.50		210	100-2700		513	
13074	1451 L & P GROCERY	11.73						
1	1269980405 04/05/11 chemistry/science supplie	11.73	6589	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
13075	1451 L & P GROCERY	9.26						
1	1424370411 04/11/11 biology/ecology supplies	9.26	6495	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
13076	1365 JEFFERSON COUNTY TREASURER	159.21						
1	1772 04/11/11 register of names	159.21*		201	100-2500		310	
13077	3016 SUBWAY-ANACONDA	210.89						
1	467433 07/08/11 Ref PO# 23221 Music Fest.	210.89		201	710-3400		582	
13078	3766 ACADIA HEALTHCARE	2,387.80						
1	4784683 04/12/11 altacare	2,387.80*		215	280-1000		330 524	
13079	3088 SHI INTERNATIONAL CORP.	102.44						
1	B00267865 04/11/11 admin asst. win Pro 7	102.44	6872	201	100-2500		680	

04/19/11

JEFFERSON HIGH SCHOOL

11:08

Claim Approval List

For the Accounting Period: 4/11

.. Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
13080		899 EMPIRE OFFICE MACHINES, INC.	66.38					
1		171157-002 04/12/11 election stamps/labels	66.38*	6873	201	100-2500	310	
13081		3766 ACADIA HEALTHCARE	1,401.66					
1		481279 04/18/11 altacare	1,401.66*		215	280-1000	330	524
13082		3922 LUTKEHUS, BRETT	40.00					
1		05/01/11 May 11 admin fees	40.00		201	100-1000	260	
13083		612 AMSAN CUSTODIAL SUPPLY	476.04					
1		242813236 04/08/11 complete finish	468.44	6866	201	100-2600	615	
2		242813236 04/08/11 complete finish	7.60		201	100-2600	615	
13084		4064 MOUNTAIN CONTROLS, INC.	475.00					
1		3668 04/07/11 flew switch	475.00*		201	100-2600	440	
<b>Total:</b>			<b>67,156.16</b>					
			67,156.16					



04/19/11

11:09

JEFFERSON HIGH SCHOOL  
Fund Summary for Claims  
For the Accounting Period: 4/11

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$21,651.80
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$28,084.28
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$15,194.73
218 HIGH SCHOOL TRAFFIC EDUCATION	
101	\$1,881.35
228 TECHNOLOGY FUND	
101	\$344.00
<b>Total:</b>	<b>\$67,156.16</b>



Montana  
Professional  
Teaching  
Foundation

March, 2011

To: MEA-MFT Local Presidents  
School Administrators of Montana  
Montana School Boards Association  
Presidents, Montana Curriculum Groups

From: Eric Feaver, Chair, MPTF  
Denise Juneau, State Superintendent, OPI

Re: **MONTANA TEACHER OF THE YEAR**

The Montana Professional Teaching Foundation and Office of Public Instruction are now accepting nominations for the 2012 Montana Teacher of the Year.

The Teacher of the Year must be a full time classroom teacher or specialist who holds a Class 1, 2, 4 or 6 Certificate and who works in any state accredited school, pre kindergarten through grade twelve and is planning to continue in an active teaching status. Applicant must have at least five years full time teaching experience.

The Teacher of the Year must be an exceptionally skillful, dedicated teacher who has earned the respect of students, parents and colleagues; who stay abreast of current educational theory and practice; who works well with fellow professionals; and whose contributions to education transcend the classroom.

The Teacher of the Year must be willing and able to represent and advocate for the teaching profession in the media and public forums throughout the state.

Selection of the educator who will serve as the Teacher of the Year is a challenging and difficult task. Montana has a huge number of exceptional educators who qualify for our profession's highest honor, recognition and responsibility. Being chosen a finalist for the Teacher of the Year is noteworthy in itself.

Nominations for Teacher of the Year must come from a teacher, school administrator, school district trustee, local teacher association, student or parent.

To nominate a teacher: write their name, home address, school where they teach, phone number(s), and a brief paragraph or two about this teacher. Also include name and phone number(s) of person nominating. Please mail your nomination(s) to Montana Teacher of the Year, 1232 E. 6th, Helena, MT, 59601 or e-mail to [dgraveley@mea-mft.org](mailto:dgraveley@mea-mft.org)

**The deadline for nominations is May 27.**

June 3, we will mail an application packet to each nominee.

**Application packets are due August 1.**

We will interview finalists and select the Teacher of the Year in August or early September. If in September, interviews will be on a Saturday so you do not have to miss school. We will honor all finalists and the 2012 Montana Teacher of the Year in a special public ceremony at the annual MEA-MFT Educators' Conference, October 20-21, Missoula.

If you have questions about the nomination and applications process, please call Donna Graveley, 1-800-398-0826 or 442-4250.

Thank you.

BRIAN SCHWEITZER  
GOVERNOR



Jim, Linda and Board,

I want to thank you for recognizing the Value  
of Service-Learning at Jefferson High School.  
Your Commitment to the youth in your district  
makes a difference across Montana.

B. Schweitzer



# 2010-11 Goal Attainment Related to the 4 Day School Week

Goal	Data
<b>Improve Student Achievement</b>	Student achievement in terms of GPA has <b>remained nearly the same</b> , as of third quarter GPA. Sophomores declined by .2; Juniors increased by .4 and Seniors decline by .1. 2010 CRT test scores <b>improved</b> . Unable to obtain ACT & SAT scores.
<b>Improve Student Attendance</b>	Student attendance <b>has increased</b> by nearly 5% over 2009 and 1.6% over 2010. The average number of students absent each week declined by 64 students in 2009 and by 16 in 2010. Our attendance rate is 95.24%.
<b>Improve Student Enrollment</b>	Student enrollment <b>has increased</b> by 3 students or 1.5%. Preregistration has increased by 38%. 44 students have preregistered for the 2011-12 school year.
<b>Improve student motivation to complete homework and comply with conduct rules.</b>	No means of measuring motivation to complete homework. Office referrals <b>have decreased</b> significantly by 48% over 2010 and by 150% over 2009.
<b>Increase student and staff morale.</b>	91.3% of students and 100% of teachers report <b>improved morale</b> . 80% of teachers agreed or strongly agreed that the school climate seems more positive.
<b>Increased quality staff collaboration and professional development time</b>	Not measured
<b>Decrease loss of instruction time by moving activities to Thursday, Friday and Saturday.</b>	Absenteeism due to athletic/activities <b>has decreased</b> to less than 1%. Average number of students absent each week declined by 7 over 2010 and by 19 over 2009.
<b>Additional Measurements</b>	
<b>Activities</b>	No negative impact reported.
<b>Area Business</b>	One local business continues to feel that business is lost by not having students at lunch on Fridays. The other local business reports an <b>increase in business</b> from students in town for athletics and other extracurricular activities.
<b>Crime Rates</b>	Juvenile Probation and Parole reports <b>no increase</b> in crime due to the 4 day week; in fact only 1 citation has been issued on a Friday over the past 2 years. District court reports MIPs have declined.
<b>Area Schools</b>	No negative impact reported.
<b>The Education Process</b>	The education process is enhanced by greater attendance by students and staff. GPA has remained constant.
<b>Maintenance of Facility</b>	100% of maintenance staff report Fridays as extremely valuable for deep cleaning and completion of extra projects. The overall feeling is the building continues to be cleaner and better cared for.
<b>Desire to continue the 4 day school week</b>	Overwhelming support to continue the 4 day school week.
<b>Cost Savings</b>	Substitute Pay has decreased by 40% from \$10,036.64 in 2010 to 6,054.39 and 130% from 2009, where substitute pay was \$14,018.89. Utilities costs have also declined by \$7083 – a 15% savings over 2010 and by \$14,166 in 2009 – a 30% savings. Transportation costs continue to save 20% with the reduction of bus transportation on Fridays. <b>Total savings (excluding transportation) this year \$11,065.32.</b>

# Comparative Summary of 4 day Week Survey Responses from April 2010 to April 2011

	Students			Staff			Teachers			Parents		
	Apr-10	Apr-11	Change	Apr-10	Apr-11	Change	Apr-10	Apr-11	Change	Apr-10	Apr-11	Change
Number of respondents	103-51%	161-79%	28%	9-100%	20-100%	0	19-95%	12-75%	-20%	67-52%*	85-66%*	14%
											*Estimated percentage	
<b>Level of Satisfaction with 4 day school week</b>												
Satisfied to very satisfied	87.30%	92.60%	5.30%	100%	95%	-5%	94.80%	100.00%	5.20%	79.90%	90.50%	10.60%
Neutral	9.70%	5.60%	-4.10%	0.00%	5.30%	5%	5.30%	0.00%	-5.30%	11.90%	2.40%	-9.50%
Dissatisfied to very dissatisfied	2.90%	1.80%	-1.10%	0.00%	0.00%	0%	0.00%	0.00%	0.00%	9.00%	7.10%	-1.90%
<b>I (my student) enjoy school/work more knowing I have a 3 day weekend each week.</b>												
Strongly agreed to Agreed with statement	83.10%	91.30%	8.20%	100%	100.00%	0%	79.00%	100.00%	21.00%	80.60%	85.50%	4.90%
Neutral	13.20%	5.00%	-8.20%	0.00%	0.00%	0%	15.00%	0.00%	-15.00%	6.00%	4.80%	-1.20%
Disagree to Strongly Disagree	2.80%	0.60%	-2.20%	0.00%	0.00%	0%	5.30%	0.00%	-5.30%	13.40%	9.60%	-3.80%
												0.00%
												0.00%
<b>I (We) spend more time with my family or friends.</b>												
Strongly agreed to Agreed with statement	87.70%	86.80%	-0.90%	100%	100.00%	0%	84.20%	90.90%	6.70%	62.70%	NA	NA
Neutral	9.50%	20.80%	11.30%	0.00%	0.00%	0%	10.50%	0.00%	-10.50%	14.90%	NA	NA
Disagree to Strongly Disagree	2.90%	6.90%	4.00%	0.00%	0.00%	0%	5.30%	9.10%	3.80%	19.40%	NA	NA
<b>I (my student) can take care of personal appointments without missing school(work).</b>												
Strongly agreed to Agreed with statement		80.10%	80.10%	100%	100.00%	0%	89.50%	100.00%	10.50%	85.10%	87.10%	2.00%
Neutral		9.30%	9.30%	0.00%	0.00%	0%	0.00%	0.00%	0.00%	6.00%	3.50%	-2.50%
Disagree to Strongly Disagree		5.00%	5.00%	0.00%	0.00%	0%	10.60%	0.00%	-10.60%	9.00%	9.40%	0.40%
<b>Recommendation to the board</b>												
Keep the 4 day school week.		93.10%			95.00%			100.00%			90.60%	
No preference.		3.10%			5.00%			0			1.20%	
Go back to a 5 day school week.		3.80%			0			0			8.20%	



COURSE TITLE	LEVEL	LENGTH	CREDIT	PREREQUISITES
Digital Applications	9-12	Semester	.5	Intro to Computers

This course provides an opportunity for students to develop skills in Web Design, Digital Photography, Game Design and Graphic Design. While this course does not have a certification test, at this time; this course is part of the Business Pathways. This course is differentiated so students may select an intensified approach in one option or may work on a variety of options over the semester. Students may also take this course more than once to work on other areas not previously taken.

COURSE TITLE	LEVEL	LENGTH	CREDIT	PREREQUISITES
Intro to Business	9-12	Semester	.5	None

This course provides an overview of entrepreneurship and business management that includes legal organization, marketing, human resources, accounting, financial management and globalization.

COURSE TITLE	LEVEL	LENGTH	CREDIT	PREREQUISITES
Personal Finance	10-12	Semester - Year	.5 - 1 Credit	Algebra 1*

This course focuses on real life financial responsibilities. Semester 1 starts with college financing, banking, savings, credit, automobile ownership. Semester 2 covers insurance, investing, taxes, home ownership, smart shopping and income maximization

COURSE TITLE	LEVEL	LENGTH	CREDIT	PREREQUISITES
Psychology, Marketing and Ethics	10-12	Semester	.5	None

This course provides an introduction to Psychology and the workings of the human mind. From that foundation, we examine how marketing and behavior are related to psychological concepts.

COURSE TITLE	LEVEL	LENGTH	CREDIT	PREREQUISITES
Montana Digital Academy	10-12	Semester - Year	.5 - 1	None

The Montana Digital Academy provides students the opportunity to take classes not offered at Jefferson. Courses include: PreCalculus, AP Calculus, AP English Language and Composition, AP Literature and Composition; Environment Science, AP Biology, AP Physics, Oceanography; Global Studies, AP U.S. History, Current Issues in Government, A.P. US Government and Politics, Native American Studies, World Languages. For a complete listing go to [www.Montanadigitalacademy.com](http://www.Montanadigitalacademy.com). Students interested in taking Montana Digital Academy Courses must complete an online learner assessment to ensure

# Curriculum Guide

## Course: **Introduction to Computers**

Department: **Business & Technology**

Required: Yes

Grade Level: 9-12

Prerequisites: None

Credits: .5

Length: Semester

### **Content Standards:**

Montana Career and Vocational  
Standards 2007

ISTE Standards 2007

National Business Education Association  
Standards

**TEXTBOOK:** LaBerta, C. (2011). *Computers Are Your Future: Complete 11<sup>th</sup> Edition*. Upper Saddle River, NJ: Pearson

**INTERNET RESOURCES:** YouTube, Learn2Type.com; Howstuffworks.com, Techiewarehouse.com; Kidsonline.net, Sense-Lange.org, MCIS.org, ziplink.net, and many more.



**Ethics**

Research and present information on ethical and legal issues and methods to copyright digital material.

Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.

Advocate and practice safe, legal, and responsible use of information and technology.

**Communication and Collaboration**

Email etiquette, interpersonal communication within group and class setting; written report skills;

**Writing 6:** Use technology, including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.

1. Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.
2. Apply basic social communication skills in personal and professional situations.

Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

3.6 Practice several methods of effective communication.

Proficiency at email; blogs; wikis; introduction of others; greetings; handshakes

Use technology to enhance the effectiveness of communication.

Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

Understand and use technology systems.

Process data and report results.

4.2 Practice safe and appropriate use of technology

Identification of technology and various technological systems  
Written report or presentation of data

Assess the impact of information technology in a global society.

Process data and report results.

4.2 Practice safe and appropriate use of technology

Create image of various technologies around the world; world dependence on availability of technology and backup systems

**Personal expression and knowledge acquisition**

Various reports, projects, illustrations,

Create original works as a means of personal or group expression.

Transfer current knowledge to learning of new technologies  
Apply existing knowledge to generate new ideas, products, or processes

Compare pretest to post test scores

**Career Exploration**

<p>1.1 explores and identifies personal interests, aptitudes and abilities and develops strategies to achieve tentative career goals.</p>	<p>Explore positions and career paths in information technology. Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development</p>	<p>Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.</p>	<p>Completion of Montana Career Information Systems Projects and Activities</p>
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**Time Management**

<p>2.2 Prioritize, allocate time, prepare and follow schedules to complete a project</p> <p>2.3 apply appropriate time to task</p> <p>2.4 Use physical resources wisely to accomplish a goal</p>			<p>Project planning; prioritizing activities; use of planner</p> <p>Time on task and timeliness completion of assignments</p> <p>Limited use of printing; discussion of resources and campaign for conservation/goal setting activity</p> <p>Proficient typing skills and understanding of Google Apps; Word; Excel; Slide Rocket; Open Office, Mac books, online calendars, time management and project management applications and other software and applications</p>
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**Leadership Skills**

<p>3.1 demonstrate active leadership skills by participation in group activities and projects</p> <p>3.2 Demonstrate positive personal and work ethics.</p> <p>3.3 Demonstrate skills to be a productive citizen.</p> <p>3.4 Apply self-esteem building</p>	<p>Contribute to project teams to produce original works or solve problems</p>	<p>Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies. Relate the importance of workplace expectations to career development.</p>	<p>Contribution and work ethic in group assignments; presentations</p> <p>Lab Grade</p> <p>Service Learning: Skills Assessment</p> <p>Personality quizzes; skill building</p>
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practices	ISTE Standards 2007	National Business Education Association Standards 2007	Common Core Standards 2010	activities	Assessment
<b>MT Career and Vocational Standards 2007</b>					
<b>Computer hardware and software</b>					
4.4. Manage and maintain technological tools and follow troubleshooting protocol	Troubleshoot systems and applications.	Describe current and emerging hardware; configure, install, and upgrade hardware; diagnose problems; and repair hardware.			Understanding of parts of a computer; maintenance, troubleshooting, upgrades, life expectancy; diagnostic tools; viruses; spyware;
<b>Critical Thinking</b>					
	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.				Determining appropriate software; websites; methodology; digital resources and final product.

## Units Overview

### Unit 1: What Exactly Is A Computer?

#### Objectives:

- At the conclusion of this unit, students will:
- a. Define the word computer and describe the four basic operations of a computer;
  - b. Describe the two main components of a computer: hardware & software;
  - c. Identify input, output, processing and storage devices;
  - d. Use computer to enhance education and personal life;
  - e. Identify key events in the history of computers
  - f. Explain primary individuals and corporations in computer development to include Microsoft, Apple and IBM.
  - f. Demonstrate responsible computer usage

Timeline: 3 weeks



## **Unit 2: Computer Hardware**

### **Objectives:**

At the conclusion of this unit, students will:

- a. Explain how computers represent data;
- b. Understand measurements used to describe data transfer rates and storage capacity;
- c. Identify internal and external components of a computer system;
- d. Identify and explain the function of key components on the motherboard;
- e. Discuss general maintenance and care of computer components
- f. Differentiate between laptop, notepad, tower, IBM compatible, Macbook, etc.

Timeline: 2 weeks

## **Unit 3: Computer Software**

### **Objectives:**

At the conclusion of this unit, students will:

- a. Identify the role of operating systems, utility and application software;
- b. Explain the evolution of operating systems;
- c. List the five basic functions of operating systems;
- d. Understand the difference between Windows OS and Mac OS;
- e. Describe the seven essential system utility programs;
- f. Assign the appropriate application software (multimedia, desktop publishing, spreadsheet, word processing, etc) to specific tasks;
- g. Explain the differences between freeware, shareware, upgrade, trial version and commercial software;
- h. Identify licensing; system requirements; and troubleshoot
- i. Use both IBM compatible and Macbook software programs.

Timeline: 3 weeks

## **Unit 4: Networks**

### **Objectives:**



At the conclusion of this unit, students will:

- a. Understand basic network concepts
- b. Distinguish between network topologies
- c. Describe advantages and disadvantages of networks
- d. Identify elements of WAN, LAN, MAN, HAN
- e. Describe differences between wired and wireless networking

Timeline: 1 week

### **Unit 5: Cybersafety**

Objectives:

At the conclusion of this unit, students will:

- a. Articulate the dangers and criminal penalties associated with online activities to include predation, identity theft, cyberbullying, sexting, pornography, harassment and threats
- b. Understand appropriate online etiquette
- c. Identify steps to take when being bullied, harassed or in danger

Timeline: 1 week

### **Unit 6: The Internet and World Wide Web**

Objectives:

At the conclusion of this unit, students will:

- a. Differentiate between the world wide web and the internet
- b. Will define and describe related terms and concepts such as http, IP, HTML, URL, domains, cloud computing, search engines, Boolean search, ISP, etc.
- c. Utilize and understand online tools such as e-commerce, research, email, social networking, blogs, wikis, reference, money management, file storage, ebooks, educational tools, etc.
- d. Identify reliable internet resources and will properly cite those sources
- e. Organize and manage web content

Timeline: 3 weeks

### **Unit 7: Keyboard and 10 Key Readiness**

Objec.:

At the conclusion of this unit, students will:

- a. Key at no less than 30 wpm or will double their keyboarding speed
- b. 10 key at no less than 4000 strokes per hour or will double their strokes
- c. Use good posture, hand placement and fingering technique to prevent work related injuries and to maximize speed and accuracy

Timeline: 2 weeks

### **Unit 8: Production and Desktop Publishing**

Objectives:

At the conclusion of this unit, students will:

- a. Produce properly formatted letters; reports; and research papers
- b. Create greeting cards, invitations, flyers, brochures, etc.

Timeline: 3 weeks

### **Unit 9: Career Planning**

Objectives:

At the conclusion of this unit, students will:

- a. Have created an individual portfolio on the Montana Career Information System.
- b. Completed interest and skills inventories to determine potential career paths
- c. Input current information to their MCIS portfolio

Timeline: This unit will be conducted one class period every 4 weeks throughout the semester.

# Curriculum Guide

Course: **Personal Finance**

Department: **Business & Technology**

Required: No

Grade Level: 10-12

Prerequisites: None

Credits: 1

Length: Year (but can be taken for a semester)

## Content Standards:

Montana Career and Vocational Standards 2007

National Business Education Association Standards

Montana Math Standards 2009

Common Core Standards

ISTE Standards 2007

## TEXTBOOK:

**INTERNET RESOURCES:** YouTube, Montana Career Information System; St. Louis Federal Reserve; National Financial Capabilities; mymoney.gov; americasaves; lifeskills; moneyunder30; practicalmoneyskills; bankrate.com, dmv.org, ehow, mint.org; about.com; kbb.com; and many more.

Problem Solving			
Vocational Standards 2007	ISTE Standards 2007	MT Mathematics Standards	Common Core Standards 2010
4.3 Select the appropriate tools, equipment and procedures for the task	Collect and analyze data to identify solutions and/or make informed decisions.	<b>2.2 Evaluating Validity:</b> Evaluate the validity of reports based on collected and/or published data by considering the source of the data, the design of the study, and the way data are displayed, analyzed, and interpreted.	Math. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays
3.5 Demonstrate appreciation for diverse perspective needs and characteristics	Develop cultural understanding and global awareness by engaging with learners of other cultures.		
		<b>3.2 Applications of Geometric Models:</b> Use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture, including Montana American Indians.	<b>Reading 7:</b> Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
	Select and use applications effectively and productively.	Use various input technologies to enter and manipulate information appropriately.	<b>N-Q.2.</b> Define appropriate quantities for the purpose of descriptive modeling. <b>Math:</b> Make sense of problems and persevere in solving them. Use appropriate tools strategically.
4.5 Adapt technical information from a variety of technical sources	Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	Gather, evaluate, use, cite, and disseminate information from technology sources.	<b>Identify and correctly use appropriate tools (hardware &amp; software) and methodologies to organize and analyze data</b>
			<b>Use various online tools to complete assignments</b>
			<b>Identify and use appropriate software for problem solving</b>
			<b>Create presentation of stereotypical views of the financial difficulties of Native Americans versus reality, and programs available to help improve financial wellbeing. Given a problem, determine information needed and appropriate sources to determine potential solutions</b>



Middle School and Vocational Standards 2007	ISTE Standards 2007	National Business Education Standards 2007	Common Core Standards 2010	Assessment
<b>Ethics</b>				
	Advocate and practice safe, legal, and responsible use of information and technology.	Describe, analyze, develop, and follow policies for managing ethical and legal issues in organizations and in a technology-based society.		Demonstrate understanding of ethical considerations; consequences for violating laws;
<b>Communication and Collaboration</b>				
3.6 Practice several methods of effective communication.	Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	<ol style="list-style-type: none"> <li>1. Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels.</li> <li>2. Apply basic social communication skills in personal and professional situations.</li> </ol>	<b>Writing 6:</b> Use technology, including the Internet to produce, publish and update individual or shared writing products in response to ongoing feedback including new arguments or information.	Collaborative projects; presentations;
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats. Process data and report results.	Use technology to enhance the effectiveness of communication.		Proficiency at email; blogs; wikis; Introduction of others; greetings; handshakes
4.2 Practice safe and appropriate use of technology				Math calculations; Math projects; Research, collate and present data
<b>Personal expression and knowledge acquisition</b>				
	Create original works as a means of personal or group expression.			Various reports, projects, illustrations,
	Transfer current knowledge to learning of new technologies. Apply existing knowledge to generate new ideas, products, or processes			Compare pretest to post test scores

Career and Vocational Standards 2007	ISTE Standards 2007	National Business Association Standards 2007	Education Standards 2007	Common Core Standards 2010	Assessment	
<b>Career Exploration</b>						
1.1 explores and identifies personal interests, aptitudes and abilities and develops strategies to achieve tentative career goals.		Explore positions and career paths in information technology. Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development			<b>Completion of Montana Career Information Systems Projects and Activities</b>	
		Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.				
<b>Time Management</b>						
2.2 Prioritize, allocate time, prepare and follow schedules to complete a project						<b>Project planning; prioritizing activities; use of planner</b>
2.3 apply appropriate time to task					<b>Time on task and timeliness completion of assignments</b>	
2.4 Use physical resources wisely to accomplish a goal						
<b>Leadership Skills</b>						
3.1 demonstrate active leadership skills by participation in group activities and projects	Contribute to project teams to produce original works or solve problems	Incorporate appropriate leadership and supervision techniques, customer service standards, and personal ethics effectively with various business constituencies.			<b>Contribution and work ethic in group assignments; presentations</b>	
3.2 Demonstrate positive personal and work ethics.		Relate the importance of workplace expectations to career development.				<b>Lab Grade</b>
3.3 Demonstrate skills to be a productive citizen.						
3.4 Apply self-esteem building practices						<b>Personality quizzes; skill building activities</b>



ISTE Standards 2007	National Business Association Standards 2007	Education Standards 2007	Common Core Standards 2010	Assessment
<b>Critical Thinking</b>				
	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.			Determining appropriate software; websites; methodology; digital resources and final product.

## Units Overview

### Unit 1: Let's start at the beginning

Objectives:

At the conclusion of this unit, students will:

- a. Identify at least one career choice;
- b. Describe educational requirements for career choice;
- c. Review college application procedures; costs associated with room and board and tuition; dorm and independent living requirements; other fees;
- d. Detail requirements and steps involved for completing the FAFSA;
- e. Differentiate forms of financial aid and responsibilities associated with student loans.
- f. Complete a personal budget based on on-campus housing and a sophomore year budget based on independent living
- g. Have up to date information in the MCIS system

Timeline: 4 weeks

### Unit 2: Keeping track of your money

Objectives:

At the conclusion of this unit, students will:

- a. Manage a check book, budget and checking related activities;
- b. Understand the benefits and drawbacks of debit cards, direct deposit, & automatic bill pay
- c. Identify the lure of credit cards and the tactics of credit card companies;
- d. Calculate the costs of credit – compound interest;

- e. Discuss how to obtain a credit report; how to understand, obtain and keep a good credit rating;
- f. Identify three types of savings; necessary amounts for emergency savings; necessary amounts for job loss or medical emergency and savings for investment
- g. Calculate and describe compound interest on savings
- h. Understand the choice between banks and credit unions

Timeline: 4 weeks

### **Unit 3: Getting a job**

Objectives:

At the conclusion of this unit, students will:

- a. Understand the difference between typical policies and pay structures for different types of employees
- b. Explain the value of employee benefits;
- c. Calculate hourly pay; overtime hours & pay; gross and net pay;
- d. Determine outcomes for various withholding scenarios;
- e. Dressing for success
- f. Skills to get ahead
- g. How to get and keep a job

Timeline: 3 weeks

### **Unit 4: Getting Around**

Objectives:

At the conclusion of this unit, students will:

- a. Understand automobiles at each stage of life
- b. Determine the best buy for the money
- c. Describe methods of locating and purchasing a vehicle
- d. Explain typical sales tactics and methods of negotiating a purchase
- e. Calculate mileage and fuel costs in trip planning
- f. Routine maintenance; enhancing trade in value and keeping the vehicle safe and running

## **Unit 5: Insurance**

### **Objectives:**

At the conclusion of this unit, students will:

- a. Understand various types of coverage of vehicle insurance; requirements, minimum coverage
- b. Determine needed automobile coverage
- c. Explain element of risk and risk management
- d. Describe homeowners insurance and types of coverage
- e. Know the importance and costs associated with renters' insurance and others
- f. Compare and contrast various health insurance options to include Medicaid, Medicare, HMO, PPO
- g. Calculate costs associated with health care claims

Timeline: 3 week

## **End of Semester 1**

## **Unit 6: Finding a place to live**

### **Objectives:**

At the conclusion of this unit, students will:

- a. Explain the difference between renting and home ownership;
- b. Calculate typical costs associated with renting;
- c. List ways to improve the return of a security deposit ownership process
- d. Identify roles of realtors, property appraisers, banks or credit unions, and title insurers in the home
- e. Calculate maximum lodging expenses versus income
- f. Calculate costs associated with utilities installation and monthly costs
- g. List methods to conserve money and enhance the value of a home
- h. Calculate annual maintenance costs of a home

Timeline: 3 weeks

### **Unit 7: Savings & Investing**

Objectives:

- At the conclusion of this unit, students will:
- Compare and contrast investment scenarios to maximize retirement funds
  - Evaluate investment options
  - Explain how to invest in the stock market
  - Explain various types of bonds and reasons to invest in bonds
  - Evaluate market conditions and determine appropriate investment strategies
  - Understand IRA accounts, mutual funds, money markets and CDs.
  - Describe the Social Security System

Timeline: 4 weeks

### **Unit 8: Social Responsibility**

Objectives:

- At the conclusion of this unit, students will:
- Compare and contrast different kinds of taxes
  - Understand personal responsibility regarding taxes
  - Complete paper and electronic tax forms
  - Explain electronic filing and records management;

Timeline: 2 weeks

### **Unit 9: Financial Decisions and the Economy**

Objectives:

- At the conclusion of this unit, students will:
- Describe how and when to make high end purchases
  - Understand the value of research
  - Explain comparison shopping and calculate costs and savings
  - Understand the benefits of couponing, shopping clearance, watching advertisements



- d. Prepare for gift giving year round
  - e. Discuss where Wal-Mart saves money and where it is just hype
  - f. Describe the pros and cons of Warehouse stores; online shopping; high end department stores
  - g. Understand marketing
  - h. Understand the role of the consumer, retailer and wholesaler
  - i. Explain consumer protection laws
- programs and projects designed to improve the socioeconomics of those in low income to poverty status.

Time Frame: 4 weeks

### **Unit 10: Life Decisions**

Objectives;

At the conclusion of his unit, students will:

- a. Calculate costs associated with children
- b. Calculate costs of moving to another community
- c. Evaluate employment offers and determine most economically feasible path
- d. Conduct a cost benefit analysis regarding additional education
- e. Develop a plan for retirement
- f. Explain estate planning

Time Frame: 4 weeks

**REPRESENTATIVE  
to the  
PRICKLY PEAR COOPERATIVE  
MANAGEMENT BOARD**

Please accept this as official notification that

Jim Whealon

(Name)

will represent

Jefferson High School District No. 1

(School District)

as a voting member of the  
Prickly Pear Cooperative Management Board  
for the term, of

July 1, 2011 to June 30, 2012

signed,

\_\_\_\_\_  
(Board Chair)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Clerk Attest)

**RETURN NO LATER THAN MAY 20, 2011**





**2010/2011 Surplus List**

Quantity	Description	Quantity	Description
1	bank of lockers		fcs books
1	rock grinder		personal finance books
1	whirlpool washer		trig books
1	whirlpool dryer		math books
1	washer - large load		1 botch air compressor - doesn't work
3	whirlpool range	4	overheads
160	black mats -snap in place	2	black mats -snap in place
1	AC unit haler	2	grey mats
2	toshiba TV	6	panasonic typewriters
1	zenith TV	1	gray cabinet
1	sanyo TV	1	large electric hot water heater
2	rca TV	1	small electric hot water heater
4	TV cart	1	gray file cabinet
1	AC feader	1	set of 5 lockers
1	recorder	1	set of 4 lockers
1	vrc copy machine - 1 deck is working	1	set of 9 lockers
6	frame vices	2	picture enlargers
1	box old dist. Trophy	20	keyboard trays
1	box edit machine	2	3 drawer fire proof safe
5	computers	6	sanders
1	brother printer	1	projector
2	monitors		electrical boxes
1	cart - tarnished	1	planer 10" doesn't work
1	hp printer	1	HP 430 wide format printer
20	computer chairs	18	dell precision 650
3	wooden chairs	1	HP brother 1440 laser printer
1	green chair w/wheels	1	kyocera FS-1010 laser printer
6	plastic chairs	1	HP Scanjet 3300c scanner
1	brown chair	1	table saw
1	tan cart - wooden top		
1	tan metal cart		
1	white cart		
1	black overhead cart		
1	brown table		
6	teachers desks		
3	filing cabinets		
1	black metal shelf		
3	drafting tables		
1	box shelf		
1	wooden desk		
1	popcorn machine warmer		
	pots/pans		
1	blue/white fan		
1	pioneer stereo		
1	paper rack		
1	super pacer vacuum		
1	ceiling mount for TV		
1	small wall mount for TV		



From the desk of:



April 2011

**May 16 – Department of Justice Audit**

We will be audited on our procedures for background check information. I developed a procedure for our office and will attach it for your review.

**Elections – May 3**

As you probably know, there are two running for the Boulder position – Sabrina and Shari Mundaniohl and two running for the at-large position – Lynne and Raphael Gonzalez. The MT City seat has no one running. The process will be that all the names will have to be counted. The “winner” will be contacted to see if they wish to serve. If they do and fill out the required papers, they will be the MT City representative to the board. If they are not interested, then the process to fill a position vacated during the year will begin.

Jan was very helpful in getting the levy info in the paper. I hope you were all okay with how it sounded. I thought it was fine. I’ve put just the bare minimums on the website but if you like what Jan wrote, I can put that there as well.

The absentee ballots went out today. There were over 1050.

**Day-to-Day**

I’m researching some insurance information concerning the choice employees have – insurance or compensation.

The phone guys were here today working on the echo and a little feedback on the handsets.

The fire alarm guys were here today working as well. You can hear the alarm!





## BACKGROUND CHECK PROCEDURES

1. Prospective employee completes *Authorization to release information, including consent to fingerprint background check*.
2. A. If prospective employee has a current background check on file with OPI or another Montana Public School District, prospective employee must complete a *Request for dissemination of background check information* which is then submitted to the appropriate agency.  
B. If prospective employee has no current background check information on file with OPI or another Montana Public School District, fingerprints are taken in the District Office and submitted to Montana Department of Justice.
3. Once the background check is returned from the Montana Department of Justice, it is reviewed by the superintendent. If the prospective employee has no record, the background information is filed in alphabetical files, separate from all other employee data, and in a locked cabinet. If the prospective employee has a record, the superintendent reviews that record to determine if the infraction would prevent the prospective employee from successful employment. Should the prospective employee's record prevent employment with Jefferson High School, the superintendent informs that person in a private meeting.
4. Once the superintendent has reviewed the information and approves the prospective employee, the employee's application is presented to the board for approval.

## BACKGROUND INFORMATION ACCESS, STORAGE, DISSEMINATION, USE, AND DISPOSAL

ACCESS – Only District Office Personnel have access to background information.

STORAGE – Background information will be stored in a separate, alphabetical set of file folders in a locked cabinet in the District Office.

DISSEMINATION – Background information will only be shared with the proper agencies, using the proper procedure.

1. *Request for dissemination of background check information* form must be completed by the requesting agency and signed by the prospective employee.
2. The record only is copied and sent to the requesting agency.
3. The *Request for dissemination of background check information* form is attached to the individual employees background information and placed back in the file.

USE – Background information is used only for the purposes allowed by state and federal law.

DISPOSAL – Background information that requires destruction is shredded.

14 April 2011

Report to JHS school board

I have sent you all the information on the winter coaches along with my thoughts and recommendations. I am not sure I will be able to make the meeting as I will be in Dillon with the track team and not sure when I will be back. I hope you have more than enough information on the coaches.

I get a lot of questions on why everything is not on the web. I have to take the blame for the sports. I have just completed most of the schedules for next year and did not want to put in schedules that were not right. I am not the best computer person and quite frankly I have just been short of time. The schedules will be put on the web in the near future.

I noticed that there is an item on the agenda for a new sport here at Jefferson High. I have not had anyone talk to me about this but have heard second hand that it is golf. I am certainly in favor of all sports as long as we can afford them and it is a benefit to JHS. In all the trips we have made to Clancy and Montana City talking to the kids, the only sport that is continually brought up is soccer. We always have some of the kids tell us that the reason they are not coming to JHS is because we don't offer soccer. Not once have I heard the word golf. I have researched many options and looked into costs, practice areas, fields to play on, schools we would be able to play, etc. I believe golf is a sport that you can play most of your life and could be something to look at so I did some research on how it would fit in at JHS.

I contacted Townsend, Three Forks and Manhattan and got some info from them. Costs vary from school to school so there is no set amount we could look at here at JHS. I believe we would be close to what Townsend and Three Forks spends with the exception of they all have golf courses and we do not. As I see it we would have to travel for most practices and scheduling tee times is not always easy. Don't know what the golf courses would charge us.

Townsend replied that the program costs over \$14,000.00 for the year. Two coaches are required, \$5,660.00, substitute teachers, \$1,520.00, entrance fees meals, hotels, transportation, etc. they traveled 2,300 miles during the week and 752 miles during the post season. Most meets are during the week and their kids miss 8-10 days of school. The State meet requires 2-3 nights stay. They have around 10 boys and 10 girls participating.

Three Forks replied with about the same numbers, cost between \$12,000.00-15,000.00 depending on how many advance in the post season. They also reported that the kids miss 8-10 days of school as most meets do take place during the week.

Manhattan replied that they use the school car and rent one car and their costs are a little lower, \$8,000.00-10,000.00. No equipment expenses as the kids have to buy their own equipment, that's with all the schools.



As far as soccer goes, I have asked the other schools in our district if they would be willing to start a soccer program and at this point they are not. Some of them have club soccer and that is something I am looking into. We may be able to start something like that but it would require more information.

As I said before, I am always looking at ways to get more kids involved in sports, I am not against starting new programs but I think with the costs involved and JHS looking at a \$60,000.00 bond issue, I really question the timing. I know what will happen if we ask for the public to pass this bond and then turn around and start a program that could cost \$10,000.00-\$14,000.00 there will be many unhappy people. Again I have not had anyone approach me with this idea, only getting it second hand. Being the AD it normally would be proper to start at this level.

I had some parents contact me that will have kids coming to JHS next year. They were invited with Montana City kids to one of our games during basketball season and were very impressed with the school and the warmth that they received here. As they were talking I was thinking that it sure was a good thing they did not happen to sit by someone who spent the whole time running down a coach or a player. We are gaining on kids coming here the last two years and will be up next year. We all need to stay positive and give our support, this is a wonderful school and we all need to be proud of it.

Dan Sturdevant AD

As a Coach, GOALS are always set but none too often, are they met. So for the 2011 Volleyball Season, as a Coach, I have set some GOALS. I also have drawn up a Volleyball Goal and Expectation Sheet for the Players because I believe it is very important that the Players have GOALS themselves. They can have individual goals as well as team goals. This will be handed out on first day of practice.

COACH'S GOALS:

1. Maintain a positive coaching attitude.
2. Make sure all the Players stay eligible to play.
3. Win one more conference match than the year before.
4. Win a match at Districts.
5. Have at least one player on the all-conference team.
6. Continue to increase the concepts of fundamentals and increase competitiveness.
7. Implement a weight and agility program.
8. Provide gym time during the off season.
9. Provide camp information to the players.

---

RoyAnn Wolfe

# **WELCOME TO JEFFERSON HIGH VOLLEYBALL!**

## **TEAM ORGANIZATION**

Here at Jefferson High, we run three levels of play based on ability level and the number of participants. We have a freshmen team, junior varsity team and a varsity team. Not all freshmen are automatically on the freshmen team. Seniors are automatically on the varsity team and will letter if they complete the season in good standing.

## **TEAM PHILOSOPHY**

Plain and simple, we play to have fun, centered around winning matches. Our goal each night out is to put the best team on the floor that we can. This is a competitive sport and team. We believe that hard work pays great rewards. We expect self-discipline and true dedication to the team.

## **PLAYING TIME**

We do not base success on playing time. No one should have any beliefs that if you participate you play. This is not the case, though all coaches will make an honest effort to see to it that each player will see as much floor time as possible. Coaches will not, however, make playing time become a priority. Each player and parent will appreciate the fact that each person that plays will have earned that right in some way.

## **TEAM CAPTAINS**

Varsity will select their team captains. They will be voted on by the team with final approval given by the coaching staff. JV and the freshmen team captains will be chosen each game by the Coach so every player gets the experience of being a captain.

Captains will be expected to meet the following criteria:

- team spirit
- positive attitude
- respect for others
- work ethic
- self-discipline
- leadership skills
- playing to the best of their ability

Any violations of the good conduct policy removes you from consideration for one season.



## **SEASON LENGTH**

We begin practice in mid-August, and we can continue to practice until the end of the state tournament. Freshmen and JV players season ends on the last regular season match.

## **OFF-SEASON EXPECTATIONS**

Jefferson High is trying to get a strong volleyball program in the making. To become a competitive team, it has to start in the off-season. Those who wish to become a member of the varsity team, at some point, need to work in the off-season too. A weight and an agility program, as well as open gym time, can better a player. We are striving for a strong program here, and someone who only plays volleyball during the season will not be the best player they can be. Also, there are AAU volleyball programs in the spring to give those girls who want to a chance to play volleyball outside of the season and there are camps during the summer.

## **PRACTICES**

Long, hard, hot and intense. This should clarify what we do each day. We want to play hard, so we practice harder. Each player is expected to be in practice each and every day. If you cannot make it due to illness, call and talk to Coach. Take care of yourself so you stay in peak condition for the team. Don't fall in and out of shape from one season to the next. Players that do not stay in condition will have difficulty keeping up with those who do. If you need to be gone, tell Coach before that day comes. Keep mom and dad informed about our schedule and practice times. We practice after school each day. We will practice on Fridays when we don't have a match.

## **LETTERING**

The main playing requirement to letter is to play in 50% of all the games (not matches) played during the season. You also need to complete the season in good standing with the team and the coaching staff. The coaching staff will determine the final list of letter winners at the end of the season.

## **BUS RIDES**

Each player will ride to all matches with the team. If you will be riding home with your parents, you need to give the coach a note signed by your parents. If you are riding with anyone else besides your parents, then you need to turn in a note to the high school office before we leave that day. After the night's matches are over, the entire team (Freshmen, JV and Varsity) will meet in the locker room



before you are turned over to your parents, if you are riding home with them. But riding the bus home as a team gives players a chance to discuss the games and gives the coaches a chance to talk to individual players if needed.

## **GENERAL RULES**

- When a coach is talking, you will listen.
- Hustle, hustle, hustle.
- No whining to the coaching staff, parents, fans, students, or to other team members! This is an elective school activity. You are not required to be here.
- Work up to your ability in the classroom. Go above and beyond in all areas of your student life.
- Obey all team policies and coaching rules.
- Be a positive part of the team!

Players that can meet these expectations will be a positive part of a great thing – Jefferson High Volleyball!

## **TEAM BANQUET AND AWARDS NIGHT**

At the end of the season, we will have a team banquet. Every coach, player, and manager are required to attend. All family members as well as any fan that helped make our year a success is welcome to attend. We turn in uniforms, hand out awards, and talk about the season.

## **PLAYER RESPONSIBILITIES**

These are most of the general responsibilities each player and coach need to meet to be a positive part of the Jefferson High Volleyball Program. Make sure that you understand this list and any additional expectations that you are expected and required to meet. It requires a lot of team and personal dedication to be successful. It is for the strong, the spirited, the dedicated, and the passionate athlete. It is for you.

### **1. Have fun, work hard, and be at your best.**

- I want you to enjoy practice and the matches. But that means we still need to play relaxed and be intense as we drill and play. Having fun does not mean we sacrifice effort. Listen to the coach and hustle at all times.

### **2. Attend every practice.**

- There are few exceptions to this policy. Make sure you do your best to plan appointments around practice.

### **3. Be on time to every practice, bus times, and game times.**

- You need to be dressed and ready to start practice at the scheduled time. It

does not mean you walk into the gym at that time. It means you are ready at that time.

- Be on the bus by the posted bus time.
- Get to the games when you are asked to be there.

#### **4. Communicate with Coaches**

- Call/Text Coach before 8:00 AM if you will not be in school that morning.
- Tell Coach in advance if you will be late, missing, or leaving early from practice.
- If you are leaving school sick, call or text Coach before you go.

#### **5. Support each level of your program: Freshmen, JV, and Varsity.**

- If you are riding home with your parents, you are required to stay until the varsity is done.
- Attend as many matches as possible. Support all three levels. We are one team
- At home games, varsity players will line judge, run clock, and do book for the freshmen team. Freshmen team will line judge, run clock and do book for the JV team. Varsity parents will take turns being line judge for the varsity game.

#### **6. Communicate with your parents.**

- Always keep your parents informed of practice times and game schedules.
- Make sure your parents know the team's expectations and understand the reasons behind them.
- Make sure your parents know their role as a "fan."

#### **7. Put in as much extra time as you can.**

- Spend what time you can working extra with your teammates and/or coaches.
- Do specific position work and work on your weaknesses as a player.

#### **8. Assist team captains with their duties.**

- Help plan events like team meals on game days, seniors' night, and team builders.

#### **9. Help build yourself, the team, and the future of the Jefferson High Volleyball Program.**

- Work in the off-season. (AAU, open gym, weight room, camps, at-home time, etc.)
- Have Fun!!!
- ALWAYS BE POSITIVE ABOUT EACH OTHER AND THE PROGRAM. Keep problems in our volleyball "family."

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Signature

---

Date

## Personal and Confidential

Team: JHS Volleyball

Year: 2011

Player: \_\_\_\_\_

Goals:

**Do-Your-Best Goals:** Do-your-best goals are obvious from the title itself. The focus is not on specific standards of proficiency, process or outcome other than asking the participants to "give it their best shot", try hard and "do your best".

1. \_\_\_\_\_
2. \_\_\_\_\_

**Outcome Goals:** Outcome goals are goals in which participants focus on the end result or the outcome. These are the most often recited and typically utilized types of goals among coaches and athletes.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Performance Goals:** Performance goals emphasize the PROCESS by which a given outcome is achieved. The Athlete has more control over a successful outcome when setting performance goals and should consider their own best performance capabilities.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Team Goals:** Please list two team goals.

1. \_\_\_\_\_
2. \_\_\_\_\_



#### BOYS BBALL PROGRAM GOALS:

- 1) Develop student athletes by encouraging hard work, fair play, and setting a good example on and off the court. This includes improving behavior in classrooms, hallways, on busses, and on road trips.
- 2) Develop player individual skills and team understanding of the game of basketball. Meet students at their current skill level and push them as far as they can go.
- 3) Develop a program that is competitive year in and year out in our conference, division, and state.
- 4) Develop student athletes that have a positive impact on the school and their surrounding communities.

#### SEASON EVALUTION:

- 1) For the most part, I felt like our students were well-behaved in the classroom, hallways, and on road trips. We were complimented at tournaments at Buffalo Wild Wings about how well our students behaved. We did have a few issues with classroom discipline and grade ineligibility that resulted in extra conditioning or game suspensions.
- 2) We worked hard to emphasize fundamental skills and to teach proper techniques to our student athletes. The addition of Coach Norden as a volunteer assistant helped our defensive fundamentals tremendously. We still have a long way to go, however, especially in improving shooting form, ball handling, and individual strength. As we continue to work with the younger students, these areas should improve.
- 3) We were not very competitive in our conference this year. We did, however, see the potential of our students in a few games and this is an encouraging sign for the future of the program. We were picked to finish 6<sup>th</sup> in our pre-season coaches poll and that's exactly where we ended up.
- 4) We continued our Panther Cub program this year for boys and girls basketball players in grades 3-6. Our players did a great job of teaching fundamentals to the younger kids on Saturday mornings and it is rewarding to see the joy that this program brings to some of our younger students in the community.

OVERALL ASSESSMENT: We have started to take this program in the right direction, but need time and patience from the parents and school board to get to where we need to be. When I took the job, I figured it would be a ten year project. I think it is too early to determine if we have a successful program at this time.



Rex Sonsteng, BBB  
Jefferson High School



P.O. BOX 104  
 Three Forks, MT 59752  
 (w) 285-6830  
 (h) 285-4674 (c) 581-9899



Jerry Kuntz  
 2705 5th Ave. No.  
 Great Falls, MT 59401  
 (w) 268-6161  
 (h) 453-7308 (c) 899-3917

Class C  
 Mike Mason  
 135  
 MT 59479  
 (w) 506-2265  
 (h) 566-2748 (c) 788-9372

# ACADEMIC ALL-STATE QUALIFIERS

2008-2009

This is to certify that the athletes and/or cheerleaders listed below earned a 3.5 or better GPA (on a 4.0 scale) for the 2ND quarter and also earned a varsity letter in the MHSAA sanctioned sport.

Class A  
 Tracy Scott  
 2309 Lyman Ave.  
 Billings, MT 59102  
 (w) 245-6651  
 (h & c) 861-1973

NAME	YEAR (9,10,11,12)	GPA	SPORT
TIM MUNDANIOHL	11	3.645	BBB
SCOTT MUNDANIOHL	11	3.822	BBB
LOGAN WILLIAMS	9	3.667	BBB
CHELSEA BRYANT	10	3.511	GBB
SHELBY CONNOL	12	3.911	GBB
KERRI HUSO	9	4.000	GBB
KATHERINE MARTINI	11	3.822	GBB
LACEE VOSSLER	11	3.905	GBB
REBECCA WACKEN	10	4.000	GBB
EMILY SCHROECK	11	3.714	GBB
BERT SMARTNICK	11	3.509	WR
BRIAN WARREN	12	3.667	WR

NAME	YEAR (9,10,11,12)	GPA	SPORT
CHRISTINA BUTLER	12	3.945	CHEER
MORGAN CALMAN	9	3.571	CHEER
EMILY FLATHERS	12	3.795	CHEER
DESIRE MCDONUGALL	10	3.711	CHEER
REBECCA MIXAN	9	3.810	CHEER
KRISTIAN RASCH	11	3.778	CHEER
JESSICA WACKEN	12	3.692	CHEER

Jim Wheelon  
 Principal

Dan Hunter  
 Athletic Director

(Only one signature required if the same individual acts in both capacities.)

JEFFERSON HIGH SCHOOL  
 School

3/31/11  
 Date

This form should be completed as soon as possible after the conclusion of the sport season, and mailed to your class representative listed above. Further instructions are listed on the back. If cheerleaders cheer for the first 2 quarters - use any one of them for grade point determination. Only one certificate per year! **THANK YOU!**

THE MCA APPRECIATES YOUR SUPPORT AND COOPERATION.  
 FEEL FREE TO PHOTOCOPY ADDITIONAL FORMS IF NECESSARY.



# HS 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):

Soccer Volleyball Boys Basketball Girls Basketball Wrestling Cross Country

CHEER/DANCER

Please circle your rating for each statement:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
<b>OVERALL</b>					
I am happy with this program	91	72	3	4	5
Participation in this program is a positive experience	91	72	3	4	5
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>					
My participation in this activity...					
Provided me growth in emotional control	41	82	23	24	5
Helped my social-interpersonal skills	71	42	33	14	5
Helped me in making decisions	61	72	33	4	5
Improved my physical condition	51	62	53	4	5
Helped me learn to manage my time better	31	82	33	4	15
My grades were better while participating	31	72	43	14	5
My sleeping or eating patterns did not suffer	61	32	63	14	5
I am a better person after participating in this activity	61	82	23	4	5
My actions were always what I will be proud of in life	101	62	3	4	5
<b>PROGRAM</b>					
Adequate equipment is available	71	102	43	4	5
Athletic policies and procedures are clearly defined and effective	101	62	3	4	5
<b>PERSONNEL</b>					
My coaches...					
They encouraged me to maintain high academic performance	141	22	3	4	5
They required each person to comply with school and team rules	121	42	3	4	5
They stressed that safety was important	2				
They clearly explained what was expected of me as a student athlete	121	42	3	4	5
They communicated clearly regarding my skills and helped me to work toward improving them	101	52	13	4	5
They stressed positives	81	62	23	4	5
<b>COMMUNICATION</b>					
Communication was honest	101	52	13	4	5
Communication was effective	81	52	33	4	5
Criticism or issues were addressed privately	81	52	33	4	5
Coaches teach positive values to athletes	91	72	3	4	5
Coaches demonstrate competence in teaching about their sport or activity	91	72	3	4	5
Coaches demonstrate competence in game strategies	81	82	3	4	5
Athletes can approach coaches freely to discuss personal issues	111	32	13	24	5

COPY



# IS 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:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
<b>OVERALL</b>					
I am happy with this program	13	6	1	4	5
Participation in this program is a positive experience	14	5	1	4	5
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>					
My participation in this activity...					
It provided me growth in emotional control	8	10	1	4	5
It helped my social-interpersonal skills	9	9	2	4	5
It helped me in making decisions	7	10	2	4	5
It improved my physical condition	17	3	3	4	5
It helped me learn to manage my time better	11	7	1	0	4
My grades were better while participating	7	11	2	4	5
My sleeping or eating patterns did not suffer	4	11	2	4	5
I am a better person after participating in this activity	8	10	2	1	4
My actions were always what I will be proud of in life	8	12	2	4	5
<b>PROGRAM</b>					
Adequate equipment is available	13	5	2	4	5
Athletic policies and procedures are clearly defined and effective	15	2	2	3	4
<b>PERSONNEL</b>					
My coaches...					
They encouraged me to maintain high academic performance	13	6	1	4	5
They required each person to comply with school and team rules	10	6	2	4	5
They stressed that safety was important	4	5			
They clearly explained what was expected of me as a student athlete	13	5	2	4	5
They communicated clearly regarding my skills and helped me to work toward improving them	14	4	2	4	5
They stressed positives	12	4	2	4	5
<b>COMMUNICATION</b>					
Communication was honest	13	3	2	3	4
Communication was effective	9	9	2	4	5
Criticism or issues were addressed privately	10	8	2	1	3
Coaches teach positive values to athletes	13	6	2	1	3
Coaches demonstrate competence in teaching about their sport or activity	11	9	2	3	4
Coaches demonstrate competence in game strategies	12	8	2	3	4
Athletes can approach coaches freely to discuss personal issues	13	4	2	4	5



# IS 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:

	1- Strongly Agree	2- Agree	3- Disagree	4- Strongly Disagree	5- Not Applicable
<b>OVERALL</b>					
I am happy with this program	31	102	23	24	5
Participation in this program is a positive experience	71	82	13	24	5
<b>PARTICIPANT PERSONAL GROWTH AND DEVELOPMENT</b>					
My participation in this activity...					
It provided me growth in emotional control	61	82	33	4	5
It helped my social-interpersonal skills	61	82	33	4	5
It helped me in making decisions	51	102	23	4	5
It improved my physical condition	91	62	03	24	5
It helped me learn to manage my time better	61	82	33	4	5
My grades were better while participating	71	92	13	4	5
My sleeping or eating patterns did not suffer	41	102	23	14	5
I became a better person after participating in this activity	41	82	43	4	15
My actions were always what I will be proud of in life	41	112	23	4	5
<b>PROGRAM</b>					
Adequate equipment is available	61	92	23	4	5
Athletic policies and procedures are clearly defined and effective	71	72	33	4	5
<b>PERSONNEL</b>					
My coaches...					
They encouraged me to maintain high academic performance	111	52	13	4	5
They required each person to comply with school and team rules	121	42	03	14	5
They stressed that safety was important	4	5	1		
They clearly explained what was expected of me as a student athlete	91	72	13	4	5
They communicated clearly regarding my skills and helped me to work toward improving them	91	62	23	4	5
They stressed positives	51	82	23	14	15
<b>COMMUNICATION</b>					
Communication was honest	41	72	63	4	5
Communication was effective	41	82	43	14	5
Criticism or issues were addressed privately	21	72	33	44	15
Coaches teach positive values to athletes	61	102	13	4	5
Coaches demonstrate competence in teaching about their sport or activity	61	82	23	14	5
Coaches demonstrate competence in game strategies	31	82	53	14	5
Athletes can approach coaches freely to discuss personal issues	71	62	33	04	15



# S 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:

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

Montana University Writing Assessment results.

49 students were tested.

37 out 49 scored 3.5 or higher.

3.5 is the minimum score to gain entrance into the Montana University System.

Students who scored below the 3.5 or did not take the test can retake as Seniors.



Policy No. & Recommendation	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<p>2410P (Revised Policy) - <b>High School Graduation Requirements</b>            2/10/11: <b>Committee recommendation:</b> strike lines 42-44; adopt.            2/15/11: missed agenda deadline; deferred until March board meeting.            3/15/11: 1<sup>st</sup> reading. <b>Board moved to reduce credits needed from 24 to 21. Revise lines 42-44; go to second reading.</b></p>	3/15		
<p>3310 (Revised Policy) - <b>Student Discipline</b>            2/10/11: <b>Committee recommendation:</b> current policy suffices - do not adopt.            2/15/11: missed agenda deadline; deferred until March board meeting.            3/15/11: <b>Board accepts committee recommendation to not adopt Policy. No further action.</b></p>	3/15	N/A	N/A
<p>5328P (Revised Policy) - <b>Family Medical Leave</b>            2/10/11: <b>Committee recommendation:</b> need further clarification on what is "required". Conflicts with current JHS Collective Bargaining Agreement. No action. <b>Asking Jim to follow up with MTSBA.</b>            2/15/11: missed agenda deadline; deferred until March board meeting            3/15/11: <b>Board tabled until clarification on what is "required".</b></p>			
<p>5122F (Revised Form) - <b>Authorization to Release/Consent to Fingerprint for Background Check</b>            2/10/11: <b>Committee recommendation:</b> Replace current form after deleting line 10 &amp; 11.            2/15/11: missed agenda deadline; deferred until March board meeting.            3/15/11: <b>Board moved to adopt form with lines 10 &amp; 11 deleted. Go to 2<sup>nd</sup> reading.</b></p>	3/15		
<p>3415 (New Policy) - <b>Management of Sports Related Concussions</b>            2/10/11: <b>Committee recommendation:</b> info is covered elsewhere; <b>do not adopt.</b>            2/15/11: missed agenda deadline; deferred until March board meeting            3/15/11: <b>Board accepts committee recommendation that staff is following appropriate and current procedures as emphasized by Coach Smartnick at this board meeting. No further action needed.</b></p>	N/A	N/A	N/A
<p>3415P (New Procedure) - <b>Management of Sports Related Concussions</b>            2/10/11: <b>Committee recommendation:</b> <b>Refer to AD</b> to make sure procedure is addressed.            2/15/11: missed agenda deadline; deferred until March board meeting            3/15/11: <b>Board accepts committee recommendation that staff is following appropriate and current procedures as emphasized by Coach Smartnick at this board meeting. No further action needed.</b></p>	N/A	N/A	N/A
<p>5510F (New Form) - <b>Request for Protected Health Information</b>            2/10/11: <b>Committee recommendation:</b> Suggest this form be made available in the office; do not adopt as a policy.            2/15/11 - missed agenda deadline; deferred until March board meeting            3/15/11: <b>Board accepts committee recommendation to have form available in the office and to not adopt as a policy. No further action.</b></p>	N/A	N/A	N/A

LORIE CAREY

14 April 2011

Report to JHS school board

I have sent you all the information on the winter coaches along with my thoughts and recommendations. I am not sure I will be able to make the meeting as I will be in Dillon with the track team and not sure when I will be back. I hope you have more than enough information on the coaches.

I get a lot of questions on why everything is not on the web. I have to take the blame for the sports. I have just completed most of the schedules for next year and did not want to put in schedules that were not right. I am not the best computer person and quite frankly I have just been short of time. The schedules will be put on the web in the near future.

I noticed that there is an item on the agenda for a new sport here at Jefferson High. I have not had anyone talk to me about this but have heard second hand that it is golf. I am certainly in favor of all sports as long as we can afford them and it is a benefit to JHS. In all the trips we have made to Clancy and Montana City talking to the kids, the only sport that is continually brought up is soccer. We always have some of the kids tell us that the reason they are not coming to JHS is because we don't offer soccer. Not once have I heard the word golf. I have researched many options and looked into costs, practice areas, fields to play on, schools we would be able to play, etc. I believe golf is a sport that you can play most of your life and could be something to look at so I did some research on how it would fit in at JHS.

I contacted Townsend, Three Forks and Manhattan and got some info from them. Costs vary from school to school so there is no set amount we could look at here at JHS. I believe we would be close to what Townsend and Three Forks spends with the exception of they all have golf courses and we do not. As I see it we would have to travel for most practices and scheduling tee times is not always easy. Don't know what the golf courses would charge us.

Townsend replied that the program costs over \$14,000.00 for the year. Two coaches are required, \$5,660.00, substitute teachers, \$1,520.00, entrance fees meals, hotels, transportation, etc. they traveled 2,300 miles during the week and 752 miles during the post season. Most meets are during the week and their kids miss 8-10 days of school. The State meet requires 2-3 nights stay. They have around 10 boys and 10 girls participating.

Three Forks replied with about the same numbers, cost between \$12,000.00-15,000.00 depending on how many advance in the post season. They also reported that the kids miss 8-10 days of school as most meets do take place during the week.

Manhattan replied that they use the school car and rent one car and their costs are a little lower, \$8,000.00-10,000.00. No equipment expenses as the kids have to buy their own equipment, that's with all the schools.



As far as soccer goes, I have asked the other schools in our district if they would be willing to start a soccer program and at this point they are not. Some of them have club soccer and that is something I am looking into. We may be able to start something like that but it would require more information.

As I said before, I am always looking at ways to get more kids involved in sports, I am not against starting new programs but I think with the costs involved and JHS looking at a \$60,000.00 bond issue, I really question the timing. I know what will happen if we ask for the public to pass this bond and then turn around and start a program that could cost \$10,000.00-\$14,000.00 there will be many unhappy people. Again I have not had anyone approach me with this idea, only getting it second hand. Being the AD it normally would be proper to start at this level.

I had some parents contact me that will have kids coming to JHS next year. They were invited with Montana City kids to one of our games during basketball season and were very impressed with the school and the warmth that they received here. As they were talking I was thinking that it sure was a good thing they did not happen to sit by someone who spent the whole time running down a coach or a player. We are gaining on kids coming here the last two years and will be up next year. We all need to stay positive and give our support, this is a wonderful school and we all need to be proud of it.

Dan Sturdevant AD

March 13, 2011

Boy's basketball

Coaches Rex Sonsteng, Steve McCauley and Hunter Nance

Coach Sonsteng is the head coach and is assisted by McCauley and Nance. Past long time Coach Dick Norden volunteered and really helped the team. The coaches worked very well with each other and the teams improved during the year.

I have received five evaluations, three good and two bad. Coach Sonsteng is a very dedicated person; he spends countless hours with the kids with open gym and weight room monitoring. He started the little guy/gal basketball on Saturday mornings and involved the high school players who helped teach the younger kids. Some Saturdays there were as many as 25 young kids attending. He keeps excellent records and a good inventory of uniforms, etc. He communicates well with me and has attended numerous coaching clinics. Coach Sonsteng really enjoys coaching and loves the game. As a teacher at JHS he helps out with everything, if you need help just ask and he will be there. He demands respect and that all the kids put in 100%, if they don't he will let them know. Sometimes that does not go over well but if you are going to run a program it has to be done. I have seen a lot of positive improvement during the year but Coach Sonsteng could still work on his sideline actions and communications with the kids.

Coach McCauley is very good with the kids and does a great job with teaching the basics. Coach Sonsteng comments that Coach Mac has a very professional attitude and approach to coaching. He has a great sideline and practice demeanor and is a fantastic teacher and coach and makes any program he is involved with better.

Coach Nance is a young, first time coach who learned a lot. His actions on the sidelines were sometimes a little bold but I feel he will improve with experience. If he will put forth some effort to attend coaching clinics and learn more about the sport I believe he will be an asset to JHS.

I feel the basketball program is on the right track and I recommend the coaches be brought back for the 2011-2012 year.

Dan Sturdevant AD

March 14, 2011

Cheer and dance

Coach Laura Butler and Megan Burton

Coach Butler is the head coach and Coach Burton is the assistant. The two have worked well together this year and have had 20-30 girls participating in cheer or dance. I think the girls came a long way in learning as most of them were involved for the first time in dance. I did not receive any written comments but had several talk to me in person, which is the way I like it. Most comments were positive; a few questioned some of the moves, clothes, etc. I feel after I talked to those who had concerns there was not a problem.

Coach Butler is charged with controlling the kids in the stands and had several problem students that required extra attention. I believe she did a good job in that area and as the cheer coach. Some thought she was a little strict but when you deal with 14-18 year old kids it is not easy and you have to have rules. Coach Burton did a great job with the dance team and they came a long way. I think if they continue to practice they can be one of the top teams in our area.

I recommend both coaches be brought back for the 2011-2012 school year.

Dan Sturdevant AD

March 12, 2011

Girl's basketball

Coach Scott Connole, Anthony Connole and Lorie Carey

Coach Scott is the head coach and is assisted by Anthony and Lorie. Past long time JHS coach Mike Charlton volunteered and helped out very much. The coaches worked very well with each other during the year and the girls improved very much during the season.

I received three evaluations, two good one semi bad. Coach Scott is very good working with the girls; Anthony and Lorie do a great job in their roles as assistants. For a first year coach, Anthony did a fine job. Coach Carey is excellent in keeping track of everything from uniforms to books and fills in great with the girls.

The teams started out with several girls who had never played basketball before and by the end of the year they were doing great. The varsity girls improved a great deal over the year and I can see nothing but good coming out of this program in the next several years. Lots of good young girls to work with the older girls.

Coach Connole has set goals for the girls to work on during the off season in order to improve themselves. He does a great job in teaching the girls to be polite, always reminding them to thank the bus driver, etc. I have received many compliments on the team being good sports and good examples of our school.

I am proud to have a high quality program like this at JHS and I strongly recommend the coaches be brought back for the 2011-2012 school year.

Dan Sturdevant AD



March 12, 2011

## Wrestling

Troy Humphrey and Ron Smartnick

Coach Humphrey is the head coach and is assisted by Coach Ron Smartnick. The two of them have worked together for many years and have a good relationship. I get nothing but good compliments on the coaches and the wrestling program.

Coach Humphrey is the most organized coach we have; he has everything in order long before the season starts and keeps me updated as the year goes along. I get compliments from the other schools and the referees on our kids and the program all the time.

Between the two of them they keep the weight room open most every school day and most days during the summer for our kids. They do this at no charge to our school.

Numbers have been down the last couple of years and we really can not say why. All the kids enjoy the coaches and the program does very well with the numbers we have out. My only guess is that it takes place during basketball and it is a lot of work.

We are very fortunate to have these coaches at JHS and I strongly recommend that they both be brought back for the 2011-2012 school year.

Dan Sturdevant AD

## Season Goals

1. Build a dance team
2. Add a JV team to build the cheer program
3. Develop a stunting program with outside training
4. Teach the cheerleaders how to deal with conflict and build a lasting team.

What a great group of ladies. This team deserves to be acknowledged for the great effort and team spirit it conveyed to the crowds night after night. Way to go ladies.

I had a good season. I grew in confidence in the basic structure of the program. I still need to build on my knowledge of all the rules and plan stunts according to skill level. I also need to build confidence in my relationship of my team to me. Those cheerleaders' who have cheered for a while at JHS want me to go by the past leaders plans. I want to leave my own mark on the program. I have to learn a balance in this area.

## Goals for next season

1. Add 2 more girls to my Varsity program and a 1-2 guys. Keep my JV # at 6 girls.
2. Have my halftime dances ready before school starts in Aug.
3. Plan at least 4 days of practice before season begins. Two days at the gym in Helena for stunt training.
4. plan a fundraiser to buy new uniforms.

Cheer budget for 2011-2012

Paint supplies	25.00
Paper supplies	20.00
Poster Boards	40.00
Assembly activities	<u>40.00</u>
Total budget	125.00

Questions answered 2010-2011

Need for personal water bottles for each cheerleader

Can we fund raise for uniforms specific for homecoming dance and competitions? **We did get new uniforms and parents paid for dance costumes**

How can I do a better job recruiting new cheerleaders? **I see as we build a program and it is successful it naturally grows**

How do I keep cheerleaders from quitting? **I can't. I have found depending on the reason I encourage them to stay.**

Summer camp what can I do and not do? **We will host a middle school dance team this summer. We plan to have them perform at Football game 2011**

Can I plan a young cheerleader camp for a fee? Do I need liability insurance?

Questions for 2011-2012

None at this point

**Budget request 2011-2012**

Orange poster board 20 sheets

Black markers 2 boxes

White Paint 1 gallon

Paint brushes misc sizes

Water bottles 14

Case of CD's for dance 1 case