

AGENDA
REGULAR MEETING OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1
*** 6:30 p.m. September 20, 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 – Resignation Don Morgado
2. Student Report - Student Council
3. Staff Presentations

E. Committee Reports.

1. Negotiations/Personnel – P. Lewis, S. Senechal, T. Lloyd
2. Policy/Handbook – P. Lewis, S. Steketee, L. Bryant
3. Budget/Insurance/Investments – S. Senechal, K. Jackson, K. Eckmann
4. Building/Grounds/Transportation – K. Jackson, K. Eckmann, T. Lloyd
5. Teaching/Learning – S. Steketee, L. Bryant

F. Unfinished Business

G. New Business.

1. Review policies of District
2. 1st Reading New Policies
 - a. 1420 School board Meeting Procedures
 - b. 3110F Educational Authorization Affidavit
 - c. 3416 Administering Medicines to Students
 - d. Service Animals
3. Review Accreditation Standards
4. Personnel
 - a. Substitute Applications B. Giulio
 - b. Sports Evaluations/Recommendations - Track
 - d. Coaching Vacancies – Head & Asst. Tennis, Asst. Boys' BBall, Asst. Volleyball

H. Commendations and Recognition

I. Clerk's Report

1. Budget/TFS Submission
2. Fund Balance Classifications

J. Superintendent's Report

1. Superintendent submits report to Board concerning annual objectives
2. Superintendent annual report (included 5 points)
3. Superintendent – student accomplishment reports
4. Superintendent – annual report to Board of fee schedules
5. AD Report
 - i. Golf

K. Follow-up/Adjournment

NEXT HIGH SCHOOL BOARD MEETING: 6:30 P.M. October 18, 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

1. **Instructional Leadership**
 - Administrative Structure
 - Best practices
2. **Clear and Focused Mission**
 - Plan the Work and Work the Plan
 - Recruiting and staff development strategies
 - Maximize the potential of each student
 - Comprehensive individualized student school and career planning
3. **Safe and Orderly Environment**
 - Buildings and Grounds
 - Anti-Bullying
4. **Climate of High Expectations**
 - High Student Activity participation
 - Every student can and will learn if given the resources
5. **Frequent Monitoring of Student Progress**
 - Student Performance (in math and in reading)
6. **Positive Community-School Relations**
 - District Enrollment
 - Serviced Learning
7. **Opportunity to Learn and Student Time on Task**
 - Technology (already done)
 - Bell-to-bell instruction
 - Monitoring attendance

All board meetings are generally held in the Jefferson High School Library, on the third Tuesday of each month at 6:30 p.m. (Exceptions often occur in May and August to follow legal requirements.) For updates, call the district office at 225-3740.

08/23/11
11:07:22

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 8/11

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Report ID: AP100

Over spent expenditure

Claim	Warrant	Vendor #/Name	Amount			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
13400		4445 CAREY, MARIAH	190.00					
1		33 08/23/11 lamb	190.00*	7173	215	394-1000	610	63
13401		4446 TIZER MEATS	80.00					
1		1586 08/08/11 lamb processing	80.00*	7172	215	394-1000	610	63
13402		4543 MQEC	750.00					
1		05/18/11 membership	743.57*		215	100-1000	810	60
2		05/18/11 membership	4.20*		215	100-1000	810	327
3		05/18/11 membership	2.23*		215	100-1000	810	19
13403		899 EMPIRE OFFICE MACHINES, INC.	2,049.50					
1		215118 08/10/11 firesafe 4 drwr letter fi	1,600.00	7177	201	999		
2	PO Accounting	(Org/Prog/Func/Obj/Proj: -100-2500-660-215336 08/18/11 Riso Buy out	449.50*		201	100-1000	840	
13404		3959 AMERICAN EXPRESS	74.53					
1		08/17/11 staff breakfast/lunch	52.07*		201	100-2300	800	
2		08/21/11 staff breakfast/lunch	22.46*		201	100-2300	800	
		4540 HAZELDEN	190.00					
		2890373 08/04/11 online bullying survey	190.00*	7186	201	100-2400	610	
13406		3959 AMERICAN EXPRESS	97.00					
1		08/13/11 staff incentive items	93.01*	7181	201	100-2300	800	
2		08/13/11 staff incentive items	3.99*		201	100-2300	800	
13407		4156 BENJAMIN, BONNIE	118.55					
1		05/05/11 election judge 16x7.25	116.00*		201	100-2500	310	
2		05/05/11 mileage 5x.51	2.55*		201	100-2500	310	
13408		4478 GETTEN, TANYA	634.00					
1		08/23/11 fall semester tuition	634.00*		215	420-1000	582	72
13409		4478 GETTEN, TANYA	76.94					
1		08/23/11 books for library endorsement	76.94*		215	420-1000	582	72
13411		3936 BOULDER TECH SERVICE	588.00					
1		1089 08/23/11 400 keyboard	588.00*	7195	228	100-1000	660	
13412		781 EAGLE GLASS	27,000.00					
1		110824 08/24/11 windows in classrooms	27,000.00	7153	201	999		
	PO Accounting	(Org/Prog/Func/Obj/Proj: -100-2600-440-						
		Total:	31,848.52					

31,848.52

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JEFFERSON HIGH SCHOOL
Fund Summary for Claims
For the Accounting Period: 8/11

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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$29,529.58
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$1,730.94
228 TECHNOLOGY FUND	
101	\$588.00
Total:	\$31,848.52

09/13/11
12:15:59

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 9/11

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Report ID: AP100

. Over spent expenditure

Claim Warrant	Vendor #/Name	Amount				Acct/Source/		
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj	
13413	2313 SCHOOL SPECIALTY, INC.	863.23						
1	2081067899 08/16/11 art supplies see attache	37.58	6980	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
2	3081010361 08/15/11 art supplies see attache	825.65	6980	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
13414	4160 DELPHI	968.52						
1	115324 08/15/11 art supplies see attached	968.52	6981	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-							
13415	924 FINSTADS	4,858.00						
1	CG103130 08/17/11 art room tile	4,850.00	7130	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2600-440-							
2	CG103130 08/17/11 art room tile	8.00		201	100-2600		440	
13416	4510 CROSSMAN WHITNEY GRIFFIN PC	2,046.22						
1	201199 08/17/11 architect - roof	2,046.22*		215	100-2600		440 111	
13417	375 MSHWP/BCBS OF MONTANA	2,794.31						
	Ret. & Current Emp. Prem	2,794.31		201	100-1000		260	
13418	1648 MDM SUPPLY CO.	354.96						
1	S2014404.0 08/08/11 closet/toilet parts	354.96	7194	201	100-2600		615	
13419	3583 HOME DEPOT CREDIT SERVICES	14.17						
1	08/08/11 mason nails	14.17	7193	201	100-2600		615	
13420	3135 USABLE LIFE	2.40						
1	LA Premium	2.40		201	100-1000		260	
13421	3088 SHI INTERNATIONAL CORP.	1,241.34						
1	B00372815 08/19/11 server license/cals	1,241.34	7190	228	100-1000		680	
13422	4049 AMAZON.COM	104.10						
1	08/30/11 p-touch black on yellow	104.10	7203	228	100-1000		610	
13423	1304 JEFFERSON COUNTY SOLID WASTE	76.00						
1	12401 08/25/11 tire disposal	76.00		201	100-2600		431	
13424	899 EMPIRE OFFICE MACHINES, INC.	18.78						
1	172951-001 08/23/11 district office supplies	18.78	7143	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2500-610-							

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Claim Warrant	Vendor #/Name	Amount	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
13425	3248 CONTINENTAL FENCE AND SUPPLY	66.52				
1	23778 05/27/11 Ref PO# 7169 posts	66.52		201	720-3500	610
13426	3186 TRI-COUNTY MECHANICAL &	1,676.00				
1	08/12/11 freezer compressor	1,676.00	7155	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -910-3100-440-	--				
13427	4540 HAZELDEN	572.95				
1	6604647 08/05/11 bullying program	572.95	7185	201	100-2400	610
13428	1211 INNOVATIONS ASSOCIATES	130.00				
1	2541 08/15/11 current events sweepstake	130.00	6944	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-					
13429	1846 NASCO MODESTO	39.95				
1	484494 08/10/11 towels/spoons/cups/whip	19.01	6953	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-610-					
2	484494 08/10/11 towels/spoons/cups/whip	20.94		201	390-1000	610
30	4541 SCHOOLMASTER SAFETY	56.95				
	500915 08/24/11 no parking/handicap signs	56.95	7191	201	100-2600	615
13431	4234 WELLS FARGO FINANCIAL LEASING	168.75				
1	6765628476 09/15/11 front office copier	168.75		201	100-1000	840
13432	1645 VERIZON BUSINESS	76.98				
1	74162379 08/25/11 August Service	76.98		201	100-2400	531
13433	1648 MDM SUPPLY CO.	53.98				
1	sloan caps	50.00	6910	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2600-615-					
2	sloan caps	3.98		201	100-2600	615
13434	3936 BOULDER TECH SERVICE	1,900.00				
1	1090 08/30/11 extenders/projectors	1,850.00	7202	228	100-1000	660
2	1090 08/30/11 monitor cable	50.00	7199	228	100-1000	610
13435	2511 SHAFFNER'S BINDERY	118.01				
1	705 08/28/11 national geo bound	115.50	6955	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2220-610-					
2	705 08/28/11 national geo bound	2.51		201	100-2220	610

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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
13436		4077 SCHOOL CENTER	972.82					
1		618940 08/03/11 annual web hosting	972.82*	7208	228	100-1000	682	
13437		4469 RAMEY, DAVID	653.77					
1		08/31/11 disc sander; coping saw	653.77*	7212	215	451-1000	660	73
13438		4404 BOULDER ADMINISTRATION SERVICE	40.00					
1		09/01/11 Sept. 11 admin fees	40.00		201	100-1000	260	
13439		4545 GOLDEN EAGLE CONSTRUCTION	41,003.00					
1		08/12/11 art room roof	38,952.85*		224	100-2600	460	
2		09/06/11 art room roof	2,050.15*		224	100-2600	460	
13440		3959 AMERICAN EXPRESS	935.52					
1		09/06/11 air guns for cake decorat	549.99	7213	217	600-1000	610	
2		09/06/11 air guns for cake decorat	24.48		217	600-1000	610	
3		09/01/11 tech shipping	9.05		228	100-1000	610	
4		08/31/11 video camera	229.99	7198	201	720-3500	610	
5		08/31/11 sd card	16.99		201	720-3500	610	
		08/31/11 staff cups	19.40		201	100-2300	800	
		08/31/11 fcs supplies	15.74	6999	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj:	-390-1000-610-						
8		08/31/11 fcs supplies	69.88	6999	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj:	-390-1000-610-						
13441		386 BOULDER AUTO DIESEL & WELDING	268.84					
1		945 09/01/11 small engines supplies	173.82	6570	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj:	-390-1000-610-						
2		945 09/01/11 jeep repairs	95.02		201	100-2600	440	
13442		3766 ACADIA HEALTHCARE	394.76					
1		5119664 09/06/11 altacare	394.76*		215	280-1000	330	524
13443		157 ACE HARDWARE	1,982.64					
1		42947 08/25/11 woods equipment	27.97	6948	201	999		
	PO Accounting (Org/Prog/Func/Obj/Proj:	-390-1000-660-						
2		various 08/01/11 Ref PO# 23249 Maintenance	1,954.67		201	100-2600	615	
13444		4297 COMDATA	1,433.36					
1		20145732 09/01/11 route	1,276.16		210	100-2700	624	
2		20145732 09/01/11 custodial	119.68		201	100-2600	624	
3		20145732 09/01/11 foods	37.52		201	910-3100	624	

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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
13445	4376 WHEALON, JAMES	29.68				
1	09/06/11 gas for staff car	29.68		201	100-2300	582
13446	2717 CITY OF BOULDER	1,603.55				
1	09/06/11 August 11 water/sewer	1,603.55		201	100-2600	421
13447	3088 SHI INTERNATIONAL CORP.	49.86				
1	B00386533 09/02/11 win7pro licenses	49.86	7201	228	100-1000	680
13448	3583 HOME DEPOT CREDIT SERVICES	476.87				
1	09/08/11 rebar;pine	476.87*	7214	215	100-2600	440 18
13449	3766 ACADIA HEALTHCARE	690.83				
1	833493 09/12/11 altacare	690.83*		215	280-1000	330 524
13450	3583 HOME DEPOT CREDIT SERVICES	977.90				
1	6973724 07/28/11 2x4 10 feet/2x6 12 feet	61.44	7187	201	100-2600	615
2	8202879 07/26/11 lumber for library wall	735.25	7170	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2600-615-					
	8202879 07/26/11 lumber for library wall	57.23		201	100-2600	615
	08/11/11 wire for library	35.76		201	100-2600	615
	08/11/11 wire for art room	88.22		201	100-2600	615
13451	2461 SUE'S SEWING PALACE	1,218.94				
1	08/23/11 machine repair/parts	1,183.75	6945	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-440-					
2	08/23/11 machine repair/parts	35.19		201	390-1000	440
13452	3481 MT DOJ CRIMINAL RECORDS	87.75				
1	26061 08/08/11 Layng,Mikesell,Armstrong	87.75	7180	201	100-2300	610
13453	386 BOULDER AUTO DIESEL & WELDING	39.95				
1	644 06/03/11 drivers ed car oil chang	39.95	6920	218	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-440-					
13454	4534 BE PUBLISHING	661.20				
1	26454 06/17/11 Pers. Fin. supplies	511.20	6990	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610-					
2	26454 06/17/11 Pers. Fin. supplies	150.00	6990	215	999	573
	PO Accounting (Org/Prog/Func/Obj/Proj: -456-1000-610-573					
13455	1737 NORTHWESTERN ENERGY	2,524.64				
1	252464 09/01/11 August 11 electric	2,286.65		201	100-2600	412
2	252464 09/01/11 August 11 gas	237.99		201	100-2600	411

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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	
13456	1086 GIULIO DISPOSAL SERVICES, INC.	141.00						
1	66471 08/31/11 August 11 service	141.00		201	100-2600	431		
13457	859 EPES SOFTWARE, INC.	115.00						
1	10/01/11 support renewal	115.00		201	100-2400	682		
13458	4196 DEEP SURPLUS	16.58						
1	94299 08/26/11 bnc connectors for surv.	16.58	7200	228	100-1000	610		
13460	1650 MEADOW GOLD DAIRY	80.02						
1	60208852 08/22/11 milk	15.94		201	910-3100	630		
2	60208929 08/29/11 milk	64.08		201	910-3100	630		
13461	4169 PACIFICAD, INC	504.00						
1	23345 09/02/11 autocadd subscriptions	390.00	7141	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1000-680-							
2	23345 09/02/11 autodesk design academy	114.00*	7206	215	451-1000	681	73	
13462	385 BOULDER MONITOR & JEFFERSON CO.	296.00						
1	12789 08/16/11 adult ed ad	240.00*		217	600-1000	540		
	12789 08/16/11 budget ad	56.00		201	100-2300	540		
13463	4401 PICKLEBALL STUFF,LLC	55.45						
1	13222 08/30/11 3 dozen pickleballs	52.00	7196	217	600-1000	610		
2	13222 08/30/11 3 dozen pickleballs	3.45		217	600-1000	610		
13464	3583 HOME DEPOT CREDIT SERVICES	1,648.89						
1	09/02/11 blinds	1,648.89*		215	100-2600	440	18	
	Total:	77,104.94						

77,104.94

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JEFFERSON HIGH SCHOOL
Fund Summary for Claims
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Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$23,446.82
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$1,276.16
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$6,175.34
217 ADULT EDUCATION	
101	\$869.92
218 HIGH SCHOOL TRAFFIC EDUCATION .	
101	\$39.95
224 HARD ROCK MINING	
101	\$41,003.00
228 TECHNOLOGY FUND	
101	\$4,293.75
Total:	\$77,104.94

Please accept this notice as
my letter of Resignation Effective
9-9-11. I have enjoyed my time here
But will be pursuing a personal
opportunity

Thank you

Alon Morgodof

August 8, 2011

CC: District Superintendent

Thank you for the invitation to the coaches training on June 10, 2011. I had reservations about the value of attending at this point, and losing yet another day of work. But I decided I needed to get the training, unlike so many of the other coaches and school board members who failed to take advantage of the opportunity. I guess my real reason for attending was to see if I was the incompetent individual that many in the community described me as, with school board support. Surprisingly, (well not really), I found that I've been on track for the last 40 years, doing what is expected of a coach at the various age levels. My technique, thought processes, principles, goals and objectives, and yes even discipline actions, were validated on nearly every slide that was presented during the session. That training gave me peace that I needed personally to close this chapter in my life, move on, and finally do some things for myself. So thank you again for that opportunity. A positive validation of your own past efforts is always comforting, despite what others may think of you.

I am resigning from, and will not accept any coaching opportunity in any sport at Jefferson High School in the future. I could say a whole lot more, but not right now. I will only comment that the proposed renewal my wrestling contract totally baffles me. It makes absolutely no sense since my removal from football was solely based on character assassination by a few members of the community with the school boards' support. The unsupported accusations toward my family and I, and the lies and deceit used during the process (supported by the school board), was irresponsible and inexcusable. If my character and ability is so questionable, why would I even be considered for a coaching position in a different sport? The school board uses a thought process that has shown to be inconsistent, reference the recent reinstatement of one coach but ignoring the plight of another, me, under similar circumstances. Likewise preliminarily funding the addition of Golf, when the district is short operating capital (to the point of requesting an additional tax levy), leaves one to question any rational thought process at all. As a board member commented, and now I return the comment: "I can't put my finger on it but there's just got to be something wrong."

Therefore, I personally will take the initiative and be consistent in the face of inconsistency. Either I'm coaching material or I'm not...it's as simple as that. They have decided that I'm not. I have come to the point that I regret, and am embarrassed of, ever having my good name associated with Jefferson High in any way.

I have appreciated the support you attempted to give me. I'm pleased to see you were able to add more football coaches this year at the beginning of the season rather than in the middle. That will certainly make their lives much easier than ours was, and allow more individual attention for the athletes. Be aware that discontent with the new head coach has already raised its ugly head around the football community. Complaints that he doesn't live in the area and teaches at another school have surfaced on several occasions during overheard conversations.

I wish you and the new football staff well, and the new tennis staff, and anyone else who is next on the hit list. I do hope that there will be less hassle in the future, but common sense and experience tells me nothing will change. It hasn't in the 25 years that I've lived in this town, and I know you are aware of that as well. I hope that I'm wrong but I doubt it. I'd like to say it has been a pleasure, but the events of the last six months have really stressed me, and tainted forever the love and enjoyment I once had for coaching.

Thanks again,

Ron Smartnick

JHS Student Council

September Board meeting Report:

We are letting FCCLA and Spanish 101 sell the stadium seats for \$20/each to help fund their respective trips – FCCLA to a leadership conference in Denver and Spanish to Costa Rica. Those were the two clubs that were interested in the seats.

We are also letting FCCLA charge teachers \$2 to wear jeans twice a month (1st and 3rd Thurs.).

Homecoming week is going on. Monday was your favorite cartoon character, Tuesday is twin day, Wednesday is western day, and Thursday is Spirit Day. The theme for the week is Cartoon characters. The halls of the school were decorated by Student Council Friday, Sept. 16. The Cheerleaders decorated the cafeteria.

The parade is at 2:00 p.m. The Homecoming Dance is Friday night from 9-12 p.m. with Steve Carey providing the music and lights. We are paying him \$200. Water will be provided at the dance.

Student Council will allow Youth Baseball to reveal the winner of their raffle at a basketball game in December. The council did not approve the selling of the tickets at JHS events at Mr. Whealon's request. (not a school fund raiser)

A group of Clancy Elementary students have been allowed to do ("sell") face painting at the home football games to help raise funds for their trip to Washington D.C.

THE BOARD OF TRUSTEES

School Board Meeting Procedure

Agenda

The agenda for any Board meeting shall be prepared by the Superintendent. Items submitted by Board members to be placed on the agenda must have prior approval of the Board Chairperson. Citizens may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent at least ten (10) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board agenda must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. If the reason for the appearance is a complaint against any District employee, the individual filing the complaint must demonstrate the Uniform Complaint Procedure has been followed. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and may ask for recognition by the Chairperson at the appropriate time.

The agenda also must include a public comment portion to allow members of the general public to comment on any public matter under the jurisdiction of the District which is not specifically listed on the agenda, except that no member of the public will be allowed to comment on contested cases, other adjudicative proceedings, or personnel matters. The Board Chairperson may place reasonable time limits on any public comment period to maintain and ensure effective and efficient operations of the Board. The Board shall not take any action on any matter discussed, unless the matter is specifically noticed on the agenda, and the public has been allowed opportunity to comment.

With consent of a majority of members present, the order of business at any meeting may be changed. Copies of the agenda for the current Board meeting, minutes of the previous Board meeting, and relevant supplementary information will be prepared and distributed to each trustee at least twenty-four (24) hours in advance of a Board meeting and will be available to any interested citizen at the Superintendent office twenty-four (24) hours before a Board meeting. An agenda for other types of Board meetings will be prepared, if circumstances require an agenda.

Consent Agenda

To expedite business at its meetings, the Board may approve the use of a consent agenda, which includes those items considered to be routine in nature. Any item that appears on the consent agenda may be removed by a member of the Board. Any Board member who wishes to remove an item from the consent agenda must give advance notice in a timely manner to the Superintendent. Remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

1
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4 Minutes

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6 Appropriate minutes of all meetings required to be open must be kept and must be available for
7 inspection by the public. If an audio recording of a meeting is made and designated as official, the
8 recording constitutes the office record of the meeting. If an official recording is made, a written
9 record of the meeting must also be made and must also include:

- 10
11 • Date, time, and place of the meeting;
12 • Presiding officer;
13 • Board members recorded as absent or present;
14 • Summary of discussion on all matters discussed (including those matters discussed during the
15 public comment section), proposed, deliberated, or decided, and a record of any votes taken;
16 • Detailed statement of all expenditures;
17 • Purpose of recessing to closed session; and
18 • Time of adjournment.

19
20 When issues are discussed that may require a detailed record, the Board may direct the Clerk to record the
21 discussion verbatim. Any verbatim record may be destroyed after the minutes have been approved,
22 pursuant to γ 20-1-212, MCA.

23
24 If the minutes are recorded and designated as the official record, a log or time stamp for each main
25 agenda item is required for the purpose of providing assistance to the public in accessing that portion
26 of the meeting.

27
28 Unofficial minutes shall be delivered to Board members in advance of the next regularly scheduled
29 meeting of the Board. Minutes need not be read publicly, provided that Board members have had an
30 opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be
31 maintained in the office of the Clerk, to be made available for inspection upon request. A written copy
32 shall be made available within five (5) working days following approval by the Board.

33
34 Quorum

35
36 No business shall be transacted at any meeting of the Board unless a quorum of its members is present. A
37 majority of the full membership of the Board shall constitute a quorum, whether the individuals are
38 present physically or electronically. A majority of the quorum may pass a resolution, except as provided
39 in γ 20-4-203(1), MCA, and γ 20-4-401(4), MCA.

40
41 Electronic Participation

42
43 The Board may allow members to participate in meetings by telephone or other electronic means. Board
44 members may not simply vote electronically, but must be connected with the meeting throughout the
45 discussion of business. If a Board member electronically joins the meeting after an item of business has
46 been opened, the remotely located member shall not participate until the next item of business is opened.
47 If the Board allows a member to participate electronically, the member will be considered present and
48 will have his or her actual physical presence excused. The member shall be counted present for purposes
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of convening a quorum. The Clerk will document it in the minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board chairperson and superintendent as early as possible. The superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. The superintendent will take measures to verify the identity of any remotely located participants.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. *Robert Rules of Order* may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those trustees in attendance. Voting shall be by acclamation or show of hands.

Rescind a Motion

A motion to rescind (cancel previous action) may be made anytime by any trustee. A motion to rescind must be properly noticed on the Board agenda for the meeting. It is in order any time prior to accomplishment of the underlying action addressed by the motion.

Cross Reference: 1441 Audience Participation

Legal References:	7 2-3-103, MCA	Public participation - governor to ensure guidelines adopted
	7 2-3-202, MCA	Meeting defined
	7 2-3-212, MCA	Minutes of meetings public inspection
	7 20-1-212, MCA	Destruction of records by school officer
	7 20-3-322, MCA	Meetings and quorum
	7 20-3-323, MCA	District policy and record of acts
	<i>Jones and Nash v. Missoula Co., 2006 MT2, 330 Mont 2005</i>	

Policy History:

Adopted on: February 2007
Revised on:

Note: First revision was addition of Legal Reference 2-3-202, MCA (line 34 of page 3).
Second revision was the addition of the Rescind a Motion language.
Note: Third revision was the addition of language for recorded minutes (lines 7-9 and 24-26 of page 2).
It also included a revision of the Rescind a Motion language.

EDUCATIONAL AUTHORIZATION AFFIDAVIT

Jefferson High School District #1

The completion and signing of the affidavit before a notary public are sufficient to authorize educational enrollment and services and school-related medical care for the named child. Please print clearly.

The child named below lives in my home, and I am eighteen (18) years of age or older.

Name of child: _____

Child's date of birth: _____

My name (caretaker relative): _____

My date and year of birth: _____

My home address: _____

My relationship to the child: _____

(The caretaker relative must be an individual related by blood, marriage, or adoption by another individual to the child whose care is undertaken by the caretaker relative, but who is not a parent, foster parent, stepparent, or legal guardian of the child.)

I hereby certify that this affidavit is not being used for the purpose of circumventing school residency laws, to take advantage of a particular academic program or athletic activity, or for an otherwise unlawful purpose.

- The child was subject to formal disciplinary action, including suspension or expulsion, at the child's previous school. The school may either implement the previous school district's disciplinary action without further due process or hold a hearing and determine whether the student's conduct in the previous school district merits denial of enrollment. If the district decides to enroll the child, then the school may require the child to comply with a behavior contract as a condition of enrollment.

Check the following if true (all must be checked for this affidavit to apply):

- A parent of the child identified above has left the child with me and has expressed no definite time period when the parent will return for the child.
- The child is now residing with me on a full-time basis.

- No adequate provision, such as appointment of a legal custodian or guardian or execution of a notarized power of attorney, has been made for enrollment of the child in school, other educational services, or educationally related medical services.

DO NOT SIGN THIS FORM IF ANY OF THE ABOVE STATEMENTS ARE INCORRECT, OR YOU WILL BE COMMITTING A CRIME PUNISHABLE BY A FINE, IMPRISONMENT, OR BOTH.

I declare under penalty of false swearing under the laws of Montana that the foregoing is true and correct.

Signed this _____ day of _____, 20__.

(Signature of caretaker relative)

STATE OF MONTANA _____)

: ss.

County of _____)

On this _____ day of _____, 20__, before me, a Notary Public for the state of Montana, personally appeared _____, known to me to be the person named in the foregoing Educational Authorization Affidavit, and acknowledged to me that _____ executed the same as _____ free act and deed for the purposes therein mentioned. IN WITNESS THEREOF, I have hereunto set my hand and affixed my notarial seal the day and year in this certificate first above written.

(SEAL)

[name]
NOTARY PUBLIC for the state of Montana
Residing at _____, Montana
My commission expires: _____

NOTES:

1. Completion of this affidavit does not affect the rights of the child's parents or legal guardian regarding the care, custody, and control of the child and does not mean that the caretaker relative has legal custody of the child.
2. A person who relies on this affidavit has no obligation to make any further inquiry or investigation.
3. The completed affidavit is effective for the earlier of:
 - a. The end of the first school year after delivery of the affidavit to a school district;
 - b. Until it has been revoked by the caretaker relative; or
 - c. Until the child no longer resides with the caretaker relative.
4. If the child stops living with you, you shall notify anyone to whom you have given this affidavit.

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Jefferson High School District #1

STUDENTS

3416
page 1 of 4

Administering Medicines to Students

Medication means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student health care provider.

The building principal or other administrator may authorize, in writing, any school employee:

To assist in self-administration of any drug that may lawfully be sold over the counter without a prescription to a student in compliance with the written instructions and with the written consent of a student parent or guardian; and

To assist in self-administration of a prescription drug to a student in compliance with written instructions of a medical practitioner and with the written consent of a student parent or guardian.

Except in an emergency situation, only a qualified health care professional may administer a drug or a prescription drug to a student under this policy. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Administering Medication

The Board will permit administration of medication to students in schools in its jurisdiction. A school nurse (who has successfully completed specific training in administration of medication), pursuant to written authorization of a physician or dentist and that of a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, may administer medication to any student in the school or may delegate this task pursuant to Montana law.

Emergency Administration of Medication

In case of an anaphylactic reaction or risk of such reaction, a school nurse or delegate may administer emergency oral or injectable medication to any student in need thereof on school grounds, in a school building, or at a school function, according to a standing order of a chief medical advisor or a student private physician.

In the absence of a school nurse, an administrator or designated staff member exempt from the nurse license requirement under 37-8-103(1)(c), MCA, who has completed training in administration of medication, may give emergency medication to students orally or by injection.

The Board requires that there must be on record a medically diagnosed allergic condition that would require prompt treatment to protect a student from serious harm or death.

A building administrator or school nurse will enter any medication to be administered in an emergency on an individual student medication record and will file it in a student cumulative health folder.

3
4 Self-Administration of Medication
5

6 The District will permit students who are able to self-administer specific medication to do so provided
7 that:

- 8
- 9 • A physician or dentist provides a written order for self-administration of said medication;
 - 10 • Written authorization for self-administration of medication from a student parent, an individual
11 who has executed a caretaker relative educational authorization affidavit, or guardian is on file;
12 and
 - 13 • A principal and appropriate teachers are informed that a student is self-administering prescribed
14 medication.

15
16 A building principal or school administrator may authorize, in writing, any employee to assist with self-
17 administration of medications, provided that only the following may be employed:

- 18
- 19 • Making oral suggestions, prompting, reminding, gesturing, or providing a written guide for self-
20 administering medications;
 - 21 • Handing to a student a prefilled, labeled medication holder or a labeled unit dose container,
22 syringe, or original marked and labeled container from a pharmacy;
 - Opening the lid of a container for a student;
 - 24 • Guiding the hand of a student to self-administer a medication;
 - 25 • Holding and assisting a student in drinking fluid to assist in the swallowing of oral medications;
26 and
 - 27 • Assisting with removal of a medication from a container for a student with a physical disability
28 that prevents independence in the act.

29
30 Self-Administration or Possession of Asthma, Severe Allergy, or Anaphylaxis Medication
31

32 Students with allergies or asthma may be authorized by the building principal or Superintendent, in
33 consultation with medical personnel, to possess and self-administer emergency medication during the
34 school day, during field trips, school-sponsored events, or while on a school bus. The student shall be
35 authorized to possess and self-administer medication if the following conditions have been met.

- 36
- 37 • A written and signed authorization from the parents, an individual who has executed a caretaker
38 relative educational authorization affidavit, or guardians for self-administration
39
 - 40 • of medication, acknowledging that the school district or its employees are not liable for injury
41 that results from the student self-administering the medication.
42
 - 43 • The student must have the prior written approval of his/her primary health care provider. The
44 written notice from the student primary care provider must specify the name and purpose of the
45 medication, the prescribed dosage, frequency with which it may be administered, and the
46 circumstances that may warrant its use.
 - 47 • Documentation that the student has demonstrated to the health care practitioner and the school
48 nurse, if available, the skill level necessary to use and administer the medication.

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4 • Documentation of a doctor-formulated written treatment plan for managing asthma, severe
5 allergies, or anaphylaxis episodes of the student and for medication use by the student during
6 school hours.
7

8 Authorization granted to a student to possess and self-administer medication shall be valid for the current
9 school year only and must be renewed annually.
10

11 A student authorization to possess and self-administer medication may be limited or revoked by the
12 building principal or other administrative personnel.
13

14 If provided by the parent, an individual who has executed a caretaker relative educational authorization
15 affidavit, or guardian, and in accordance with documentation provided by the student doctor, backup
16 medication must be kept at a student school in a predetermined location or locations to which the student
17 has access in the event of an asthma, severe allergy, or anaphylaxis emergency.
18

19 Immediately after using epinephrine during school hours, a student shall report to the school nurse or
20 other adult at the school who shall provide follow up care, including making a 9-1-1 emergency call.
21

22 Administration of Glucagons

23
24 School employees may voluntarily agree to administer glucagons to a student pursuant to § 20-5-412,
25 MCA, only under the following conditions: (1) the employee may administer glucagon to a diabetic
26 student only in an emergency situation; (2) the employee has filed the necessary designation and
27 acceptance documentation with the District, as required by § 20-5-412(2), MCA, and (3) the employee
28 has filed the necessary written documentation of training with the District, as required by § 20-5-412(4),
29 MCA.
30

31 Handling and Storage of Medications

32
33 The Board requires that all medications, including those approved for keeping by students for self-
34 medication, be first delivered by a parent, an individual who has executed a caretaker relative educational
35 authorization affidavit, or other responsible adult to a nurse or employee assisting with self-administration
36 of medication. A nurse or assistant:
37

- 38 • Must examine any new medication to ensure it is properly labeled with dates, name of student,
39 medication name, dosage, and physician name;
40 • Must develop a medication administration plan, if administration is necessary for a student,
41 before any medication is given by school personnel;
42 • Must record on the student individual medication record the date a medication is delivered and
43 the amount of medication received;
44 • Must store medication requiring refrigeration at 36– to 46– F;
45 • Must store prescribed medicinal preparations in a securely locked storage compartment; and
46 • Must store controlled substances in a separate compartment, secured and locked at all times.
47

48 The District will permit only a forty-five-(45)-school-day supply of a medication for a student to be
49 stored at a school; and all medications, prescription and nonprescription, will be stored in their original
50 containers.

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The District will limit access to all stored medication to those persons authorized to administer medications or to assist in the self-administration of medications. The District requires every school to maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

Disposal of Medication

The District requires school personnel either to return to a parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian or, with permission of the parent, an individual who has executed a caretaker relative educational authorization affidavit, or guardian, to destroy any unused, discontinued, or obsolete medication. A school nurse, in the presence of a witness, will destroy any medicine not repossessed by a parent or guardian within a seven-(7)-day period of notification by school authorities.

Legal Reference:	7 20-5-412, MCA	Definition parent-designated adult administration of glucagons training
	8.32.1733, ARM	Tasks Which May Be Routinely Assigned to an Unlicensed Person in any Setting When a Nurse-Patient Relationship Exists

Policy History:

Adopted on: February 2007
Revised on: April 15, 2008

Note: The revision adds references to caretaker relative. It removed the specification of epipen or asthma inhalers and added severe allergy references. It also defined the administration of glucagons.

Note: The revision re-defined that an employee may administer glucagon ONLY in an emergency situation (page 3, lines 25, 26).

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DESIGNATION AND ACCEPTANCE TO ADMINISTER GLUCAGON

As a parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or a guardian of a diabetic student, I have designated _____ to administer glucagon to _____ only in emergency situations. I understand the designee must be an adult.

Signature

Date

As the parent-designated adult, I agree to administer glucagon in emergency situations to _____. I understand the glucagon must be provided by the parent, an individual who has executed a caretaker relative educational authorization affidavit, an individual who has executed a caretaker relative medical authorization affidavit, or the guardian of the student. I confirm that I have been trained in recognizing hypoglycemia and the proper method of administering glucagon. I have been trained by _____ on the _____ day of _____, 20__.

Signature of parent-designated adult

Date

Jefferson High School District #1

NONINSTRUCTIONAL OPERATIONS

8425

Service Animals

For the purposes of this policy, service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The District shall permit the use of a miniature horse by an individual with a disability, according to the assessments factors as outlined in Policy 8425P, if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

The Jefferson High School District will permit the use of service animals by an individual with a disability according to federal regulations. The work or tasks performed by a service animal must be directly related to the handler disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal handler does not take effective action to control it; or
- The animal is not housebroken

The District is not responsible for the care or supervision of the service animal.

Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

Cross Reference:	Policy 8425P	Procedure for allowance of service animals
	Policy 8425F	Service Animals in District Facilities Form
	Policy 2161	Special Education
	Policy 2162	Section 504 of the Rehabilitation Act of 1973

Legal Reference: 28 CFR 35.136 Service Animals

Policy History:

Adopted on:

Reviewed on:

Revised on:

Service Animals in District Facilities

Please provide the following information about the service animal.

1. Parent/Staff and/or emergency contact information: _____

2. Type of service animal (breed, age, and history): _____

3. Insurance company insuring the service animal: _____
Attached proof of insurance: Received Not Received
4. Agent name and address: _____
5. Phone number: _____
6. Proof of current and proper vaccinations: Received Not Received
7. Documentation of Public Access Test (PAT): Received Not Received
8. Name of trainer or organization who administered the PAT: _____

9. Address of trainer or organization: _____
10. Phone number of trainer or organization: _____
11. List and attach any letters or other documentation from medical providers or other service providers regarding the student's/staff's need for the service animal: _____
 Received Not Received
12. Has the student/staff member requesting use of the animal been trained as the animal's handler? Yes
 No

If no, who will act as the trained handler for the animal during the school/work day? _____
13. Is the student/staff able to independently care for the service animal's needs (i.e., bathroom, feeding, cleaning up messes, hygiene, etc.) Yes No
14. Describe the manner in which the service animal will meet the student's/staff's individual needs:

NONINSTRUCTIONAL OPERATIONS

Service Animal Allowance Procedure

The following procedures have been developed which will help guide the administration when a request for the use of a service animal has been presented by an individual with a disability.

Inquiries: The administration shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The administration may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The administration shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the administration may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

Exclusions: The administration may ask the individual to remove the service animal from the premises if the animal is out of control and the handler does not take effective action to control it, or if the animal is not housebroken. If the administration properly excludes the service animal, it shall give the individual the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Surcharges: The administration shall not ask or require the individual to pay a surcharge, even if people who are accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for the damage they cause, the individual may be charged for damage caused by his or her service animal.

Miniature horses assessment factors: In determining whether reasonable modifications can be made to allow a miniature horse into a specific facility, the District shall consider:

- The type, size, and weight of the miniature horse
- Whether the miniature horse is housebroken, and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

Policy History:

Promulgated on:

Reviewed on:

Revised on:

JULY 2011 POLICY NOTES: Policy No. & Recommendation (Pat's note: revisions noted on "Policy Notes" may or may not include the information printed at the bottom of each policy revised by MTSBA. The information is not significant).	1 st	2 nd	PDF
<p>POLICY 2100. (Revised) School Year Calendar and Day. <i>Revision from MTSBA: SB 208 established added language which will allow a school district (at their discretion) to hold school on Saturday for the purpose of providing additional pupil instruction, provided the day does not count toward the minimum aggregate hours of pupil instruction and student attendance is voluntary.</i> (Pat's comment: Policy Notes only covered the above paragraph; the actual working copy of the marked up policy further remarked on additional revisions and those are highlighted also...)</p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 7320. (Revised) Purchasing. <i>Revision from MTSBA: A portion of SB 329 enhanced the cooperative purchasing possibilities for school districts. It will allow school districts participating in a cooperative purchasing group to purchase supplies and services through the group without complying with the provisions of 20-9-204(3) MCA as long as they follow the criteria set in 20-9-204(3) MCA. Added & revised language to Cooperative Purchasing section: (pg 2, line 12, sentence 2) "<u>A district participating in a cooperative purchasing group may purchase supplies and services through the group without complying with the provisions of 20-9-204(3) MCA if the cooperative purchasing group has a publicly available master list of items available with pricing included and provides an opportunity at least twice yearly for any vendor, including a Montana vendor, to compete, based on a lowest responsible bidder standard, for inclusion of the vendor's supplies and services on the cooperative purchasing group's master list.</u>"</i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 3416. (Revised) Administering Medicine to Students. <i>Revision from MTSBA: This section under "Administration of Glucagons" is added to clarify that an employee may administer glucagon to a diabetic student <u>only in an emergency situation</u>. An employee is not allowed to administer it on a regular basis.</i></p> <p>Designation and Acceptance to Administer Glucagon (form): Add form number to this document "3416F".</p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; add 3416F to glucagon administration form; pass on 1st reading; waive 2nd.</p>			



JULY 2011 POLICY NOTES: Policy No. & Recommendation (Pat's note: revisions noted on "Policy Notes" may or may not include the information printed at the bottom of each policy revised by MTSBA. The information is not significant).	1 st	2 nd	PDF
<p>POLICY 1400. (Revised) Board Meetings - item "Budget Meetings". <i>Revision from MTSBA: HB 123 revised the dates of the final budget meeting and adoption. The new law allows a Board to continue their budget meeting until August 10. A final budget must be adopted no later than August 25th. This replaces language stating "not later than the 4th Monday in August." It also revised the deadline for date, time and place of the notice for the final budget adoption from August 15 to <u>August 20.</u></i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>* POLICY 1420. (Revised) School Board Meeting Procedure. <i>Revision from MTSBA: Item on "Minutes" - HB 120 added some new language regarding recorded minutes of a board meeting. Now the audio recording of a meeting can be designated as the official record of the meeting. If so designated, certain guidelines must be followed. The new language reads: "<u>Appropriate minutes of all meetings required to be open must be kept and must be available for inspection by the public. If an audio recording of a meeting is made and designated as official, the recording constitutes the office record of the meeting. If an official recording is made, a written record of the meeting must also be made and must also include:</u>" (followed by bullet points - no changes)</i></p> <p><i>Also added to revisions (not found on JHS policy): "<u>If the minutes are recorded and designated as the official record, a log or time stamp for each main agenda item is required for the purpose of providing assistance to the public in accessing that portion of the meeting.</u>"</i></p> <p>MTSBA also revised the language under the section "Rescind a Motion" (page 3). The previous language was unclear and confusing.</p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 1532. (Revised) Trustee Insurance. <i>Revision from MTSBA: Added language based upon HB 204. It clarifies that if an additional trustee is added [as provided for in 20-3-352(2) MCA] and that trustee is a nonvoting chair, they are entitled to all of the immunization, defenses, and indemnifications as described in 20-3-323 MCA.</i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			

JULY 2011 POLICY NOTES: Policy No. & Recommendation

(Pat's note: revisions noted on "Policy Notes" may or may not include the information printed at the bottom of each policy revised by MTSBA. The information is not significant).

1st

2nd

PDF

AFFIDAVIT FORM: (Revised) EDUCATIONAL AUTHORIZATION AFFIDAVIT.

Revision from MTSBA: The 2011 legislature revised the criteria for a student living with a Caretaker Relative and enrolling in the school of the caretaker residence. The student who comes to your district under the Caretaker Relative status will now be considered an "In-District" student, where previously they were still counted as an "Out-of-District" student. The revision also included the deletion of some language and the revision of other language regarding following previous disciplinary action from the previous school and appointment of a legal guardian or execution of a notarized power of attorney.

8/16/11: Back to committee for recommendation.

8/18/11: Committee recommends proposed MTSBA revisions; add a policy number 3110F to affidavit document; pass on 1st reading; waive 2nd.

POLICY 8425 & 8425P & 8425F. (NEW/REQUIRED) Service Animals.

MTSBA: Federal law 28 CFR 35.136 (Service Animals) requires school districts to adopt a Service Animal policy and guidelines. MTSBA has developed a model policy, procedures, and form for Service Animals based on the requirements of the federal law. This is a required policy and needs to be adopted by each District.

8/16/11: Back to committee for recommendation.

8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.

POLICY 7515. (NEW/REQUIRED) Financial Management GASB 54.

MTSBA: Each District is required to have a policy complying with GASB 54 in place by June 30, 2011 (or at least by the time of the upcoming audit). MTSBA has drafted a model policy which is a good guide for the Districts. Purpose of the Policy: fund balance policy establishes a framework for the management of all excess funds managed by JHS. Districts have the ability to revise this model policy in ways that it best works for your District. This is also a required policy, but can be revised to meet individual district's needs.

8/16/11: Back to committee for recommendation.

8/18/11: Committee believes this was addressed in a previous board meeting and asks the question if Lorie or staff produced a policy tailored to JHS. If so, the document needs to go into the Policy Manual. Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd. Should have this answer by September 2011 board meeting.

Done

JULY 2011 POLICY NOTES: Policy No. & Recommendation (Pat's note: revisions noted on "Policy Notes" may or may not include the information printed at the bottom of each policy revised by MTSBA. The information is not significant).	1 st	2 nd	PDF
<p>POLICY 1110. (Revised) Taking Office. <i>Revision from MTSBA: Allows for the county superintendent to designate someone to administer the oath of office to new trustees, or any office provided for in 1-6-101 MCA or 2-16-116 MCA. Added language reads: "... <u>The person shall qualify by taking an oath of office administered by the county superintendent, the superintendent designee, or any office provided for in 1-6-101, MCA or 2-16-116, MCA....</u>"</i></p> <p>8/16/11: Back to committee for recommendation 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 1111. (Revised) Election. <i>Revision from MTSBA: Added language to 20-3-305 MCA giving guidelines to a candidate intending to withdraw from the election and a deadline for the intention of withdrawal. Lines 26-30 page 1. The added paragraph (paragraph 3) reads: "<u>A candidate intending to withdraw from the election shall send a statement of withdrawal to the clerk of the district containing all information necessary to identify the candidate and the office for which the candidate was nominated. The statement of withdrawal must be acknowledged by the clerk of the district. A candidate may not withdraw less than thirty-eight (38) days before the school election.</u>"</i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 1120. (Revised) Annual Organization Meeting. <i>Revision from MTSBA: House Bill 327 changed the timeline for the annual mandatory reorganizational meeting. The new deadline is "<u>no later than 15 days after the election</u>". Changed from the old deadline of "on or before the 3rd Saturday in May".</i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			
<p>POLICY 1210. (Revised) Qualifications, Terms, and Duties of Board Officers. <i>Revision from MTSBA: HB 204 (2011) changed the qualifications of the Board Chair. The Board Chair can be any trustee on the board including an additional trustee as provided for in 20-3-352(2). This eliminates the question of whether or not an outlying trustee serving on the board can be the chair.</i></p> <p>8/16/11: Back to committee for recommendation. 8/18/11: Committee recommends proposed MTSBA revisions; pass on 1st reading; waive 2nd.</p>			

JULY 2011 POLICY NOTES: Policy No. & Recommendation (Pat's note: revisions noted on "Policy Notes" may or may not include the information printed at the bottom of each policy revised by MTSBA. The information is not significant).	1 st	2 nd	PDF
UNFINISHED POLICIES Scheduled to be addressed at committee meeting on 8/25.			
POLICY 7400 - P cards <i>8/16/11 - Board moved to approve; waived 2nd reading. Motion 2nd and passed.</i> <i>8/18/11 - Committee suggests staff follow up with a procedure/policy document. Lorie stated that she sent Joe Brott the JHS details.</i>	8/16 2011	waive	
POLICY 4330 - Facility Use Agreement <i>8/16/11 - Board tabled for September 2011 board meeting.</i>			
POLICY 1310P - (NEW Procedure) - Handling of Policy Process. <i>8/18/11 - Committee: Addition to Policy 1310</i>			
POLICY 5328 & 5328P - Family Medical Leave <i>8/16/11 - Committee: Clarify eligibility language to match; put on Agenda and waive 2nd reading.</i>			

Revised date: 8/19/11, 8/23/11

\\JHS\JUL 2011 POLICY NOTES\Table PolicyNotes JUL 2011.wpd



JEFFERSON HIGH SCHOOL

Substitute Teaching Application

PO Box 838, Boulder MT 59632 Phone:(406)225-3740 Fax:(406)225-3289

PERSONAL DATA:

Name: Branna Giulio

Address: P.O. Box 1020 Boulder, MT 59632

Phone: (406) 292-4825 Message Phone: () Email: _____

TEACHING PREFERENCES: Please check all areas you are interested in teaching.

Elementary/Junior High

- K-3
- 4-6
- 7-8
- Mathematics
- Science
- Social Studies
- English

- Physical Education
- Music
- Library
- Art
- Special Education

High School

- Mathematics
- Science
- English
- Vocational
- Family & Consumer Science
- Social Studies
- Physical Education

- Music
- Business & Technology
- Foreign Language
- Art
- Special Education

LICENSURE/CERTIFICATION:

Do you hold a Montana Certificate/License? Yes Folio Number: 86480 Class: 2 Level: 1

Please list your Endorsements:

Number	Area	College Credits in this area	Number	Area	College Credits in this area
<u>00</u>	<u>Elementary Curr.</u>	<u>78</u>			

EDUCATION: List most recent first.

Attendance Dates	School/Location	Degree	Credits Earned	G.P.A.
<u>08/07 - 12/11</u>	<u>University of Montana-Western Dillon, MT</u>	<u>Elementary Curriculum B.S.</u>	<u>130</u>	<u>3.62</u>
<u>08/03 - 05/07</u>	<u>Jefferson High School Boulder, MT</u>	<u>General</u>	<u>24</u>	<u>3.8</u>

PREFERENCES: Please attach a copy of your DD 214.

Are you claiming Veteran's preference? N/A Are you a disabled Veteran? N/A

From the desk of:



September 2011

Day-to-Day

This year the tuition entry has been a nightmare! The OPI person has been diligent in verifying signatures but wasn't very clear in the directions at times. The result is that Heather has been spending hours tracking down signatures on Attendance Agreements for the students at AYA YDI.

The first payroll of the year seemed to go smoothly.

I hope to have the designations of fund balances for you at the meeting. Mr. Whealon and I will work through those with the help of Rebecca from OPI.

Universal Athletics, always very helpful in getting orders for us, can't seem to get organized to send us invoices in a timely fashion. Therefore, we are receiving invoices from last winter. We will be working with them to get things wrapped up more efficiently.

Back to School

The items that Heather assembled as welcome back items for the staff were well received. They were cups (some hot, some cold) filled with sticky notes, pens, glue sticks, trail mix, candy, etc.

Audit Info

Our audit contract with Strom and Associates has been purchased by Tripp and Associates. Actually, Sharon Tripp worked for Strom for the past several years and has been an auditor here maybe 3 times. I really like her though was very intimidated by her initially. She has developed a really good rapport with us lately so I'm confident she will do a good job. Our audit will be November 7 this year. This is sooner than last year but is kind of a good thing because if there are any glaring changes needed in the TFS, they can be done by Dec.

13 September 2011

Report to JHS School Board

We have offered the assistant volleyball coaching position to Ashley Mathis. She has been working with the girls this month and is doing a great job. We need the board's approval to make it official.

Advertising for the custodian position that was vacated by Don Morgado, who resigned, along with coaching positions for assistant boy's basketball, assistant wrestling, head and assistant tennis, head and assistant golf will begin very soon.

On the golf program, we need to get some top soil right away and get the grass planted in order to have any chance of having something ready by spring. I am under the understanding that the committee is working on funding for this as well as a driving range. At least that is what I came away with when it was approved. The \$12,000.00 a year that was approved will only run the program, not build the facility. This is legal to do as it is a facility improvement and serves both boys and girls. Mr. Whealon and I have some ideas and options on where the putting and driving ranges can be located on our school property. For this Spring I think we can use the old tennis courts for the putting range and put up a cage for the driving part. When the grass is able to be walked on at the new putting course we will no longer need to use the tennis courts. Mr. Whealon has been in contact with the golf coach in Anaconda and after talking to him at great length, we think it would be better to put artificial turf down for the greens on the putting range. The driving range we are looking at will need dozer work to remove rocks and then a covering of decomposed granite, or something similar to cover the rocks. May have to cut down a tree or so but there is around 250 yards of length. We are ready to go on this but need to know where the funding is coming from to pay for it. As mentioned above, it is vital to get moving on this right away.

I am still waiting on the architect on the drawings for the new cover over the front entrance. Once I have them I can get going on the funding.

The fall sports programs are going well at this point, the football team is learning the new system, they had a little burp in Choteau but I know they will be improving each week. The game with Manhattan this Friday will be a real test as Manhattan is big and have some very good athletes. The JV football team has rolled over Townsend, 36-8, and Manhattan 38-0 so the program is going the right direction. The volleyball team shows improvement and is knocking on the door so I look for them to be in the thick of things by tournament time. Coach Wolfe has sent a letter home with the players asking if the parents would like to have another meeting with the coaches. Cross country teams are doing very well with 6 boys and 6 girls they are able to get team scores for the first time in several years. The girls have placed second in both of their meets this year.

The JHS band has been invited to play with the U of M at their football game September 17th. This will be a great experience for our kids and good exposure for JHS. Mr. Garnaas is also working with Carroll to get our kids with them in the near future.

The week of September 19th is homecoming at JHS. The volleyball team will play Manhattan on Thursday here at JHS the football team will play Three Forks on Friday, the volleyball team will play Whitehall here at JHS on Saturday and the cross country teams will be at Missoula on Saturday. Lots of action here at JHS and a lot of fun

The cheer girls have been performing at the games and are doing well. I had the Boulder scouts present the flags at one of our volleyball games and that went over very well. I have asked them to present the flags at the football game on October 14th.

It has been very busy here at JHS but has been running smooth so far.

Dan Sturdevant AD

**Montana Writing Assessment Results
Frequency Distributions
Spring 2011**

School: Modes:	Jefferson High School All	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
1.5	2.0%	2.0%	--	0.0%	7.7%	0.0%	0.0%	--	0.0%	--
2.0	6.1%	6.1%	--	0.0%	7.7%	25.0%	50.0%	--	0.0%	--
2.5	6.1%	6.1%	--	12.5%	0.0%	0.0%	0.0%	--	16.7%	--
3.0	10.2%	10.2%	--	12.5%	7.7%	0.0%	0.0%	--	16.7%	--
3.5	10.2%	10.2%	--	20.8%	30.8%	0.0%	0.0%	--	33.3%	--
4.0	22.4%	22.4%	--	25.0%	23.1%	25.0%	0.0%	--	16.7%	--
4.5	24.5%	24.5%	--	12.5%	15.4%	0.0%	0.0%	--	0.0%	--
5.0	14.3%	14.3%	--	0.0%	7.7%	0.0%	0.0%	--	0.0%	--
5.5	2.0%	2.0%	--	4.2%	0.0%	0.0%	0.0%	--	0.0%	--
6.0	2.0%	2.0%	--	4.0	4.0	3.6	3.0	0.0	4.1	0.0
Mean	3.9	3.9	0.0	0.9	1.1	1.2	1.0	0.0	0.7	0
SD	1.0	1.0	0	24	13	4	2	0	6	
N	49	49	0	24	13	4	2	0	6	

Ed1 : Continue my education at a college or university in Montana
 Ed2 : Continue my education at a college or university in another state
 Ed3 : Seek employment after I leave high school
 Ed4 : Join the military after I leave high school
 Ed5 : Stay at home and take care of my family
 Ed6 : Other

**Montana Writing Assessment Results
Frequency Distributions
Spring 2011**

Teacher: HESFORD
Period: 3

Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
1.5	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
2.0	9.1%	9.1%	--	0.0%	0.0%	50.0%	50.0%	--	0.0%	--
2.5	9.1%	9.1%	--	20.0%	0.0%	0.0%	0.0%	--	0.0%	--
3.0	22.7%	22.7%	--	30.0%	0.0%	50.0%	0.0%	--	33.3%	--
3.5	13.6%	13.6%	--	20.0%	0.0%	0.0%	0.0%	--	33.3%	--
4.0	18.2%	18.2%	--	10.0%	40.0%	0.0%	50.0%	--	0.0%	--
4.5	9.1%	9.1%	--	0.0%	20.0%	0.0%	0.0%	--	33.3%	--
5.0	9.1%	9.1%	--	10.0%	20.0%	0.0%	0.0%	--	0.0%	--
5.5	4.5%	4.5%	--	0.0%	20.0%	0.0%	0.0%	--	0.0%	--
6.0	4.5%	4.5%	--	10.0%	0.0%	0.0%	0.0%	--	0.0%	--
Mean	3.7	3.7	0.0	3.6	4.6	2.5	3.0	0.0	3.7	0.0
SD	1.1	1.1		1.1	0.6	0.5	1.0		0.6	
N	22	22	0	10	5	2	2	0	3	0

Ed1 : Continue my education at a college or university in Montana
 Ed2 : Continue my education at a college or university in another state
 Ed3 : Seek employment after I leave high school
 Ed4 : Join the military after I leave high school
 Ed5 : Stay at home and take care of my family
 Ed6 : Other

Montana Writing Assessment Results
Frequency Distributions
Spring 2009

School: JEFFERSON HIGH SCHOOL
 Modes: All

Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
1.5	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
2.0	12.5%	12.5%	--	7.7%	16.7%	100.0%	0.0%	--	16.7%	--
2.5	2.5%	2.5%	--	3.8%	0.0%	0.0%	0.0%	--	0.0%	--
3.0	30.0%	30.0%	--	34.6%	33.3%	0.0%	0.0%	--	16.7%	--
3.5	7.5%	7.5%	--	7.7%	0.0%	0.0%	0.0%	--	16.7%	--
4.0	32.5%	32.5%	--	30.8%	16.7%	0.0%	100.0%	--	50.0%	--
4.5	7.5%	7.5%	--	11.5%	0.0%	0.0%	0.0%	--	0.0%	--
5.0	5.0%	5.0%	--	0.0%	33.3%	0.0%	0.0%	--	0.0%	--
5.5	2.5%	2.5%	--	3.8%	0.0%	0.0%	0.0%	--	0.0%	--
6.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	0.0%	--	0.0%	--
Mean	3.5	3.5	0.0	3.5	3.7	2.0	4.0	0.0	3.4	0.0
SD	0.9	0.9	0	0.8	1.1	0.0	0.0	0	0.7	0
N	40	40	0	26	6	1	1	0	6	0

- Ed1 : Continue my education at a college or university in Montana
- Ed2 : Continue my education at a college or university in another state
- Ed3 : Seek employment after I leave high school
- Ed4 : Join the military after I leave high school
- Ed5 : Stay at home and take care of my family
- Ed6 : Other

Montana Writing Assessment Results
Frequency Distributions
Spring 2011

Teacher: HESFORD MICHAEL T
 Period: 5

Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	--	--	0.0%	--
1.5	3.7%	3.7%	--	0.0%	12.5%	0.0%	--	--	0.0%	--
2.0	3.7%	3.7%	--	0.0%	12.5%	0.0%	--	--	0.0%	--
2.5	3.7%	3.7%	--	7.1%	0.0%	0.0%	--	--	0.0%	--
3.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	--	--	0.0%	--
3.5	7.4%	7.4%	--	7.1%	12.5%	0.0%	--	--	0.0%	--
4.0	25.9%	25.9%	--	28.6%	25.0%	0.0%	--	--	0.0%	--
4.5	37.0%	37.0%	--	42.9%	25.0%	50.0%	--	--	33.3%	--
5.0	18.5%	18.5%	--	14.3%	12.5%	50.0%	--	--	33.3%	--
5.5	0.0%	0.0%	--	0.0%	0.0%	0.0%	--	--	0.0%	--
6.0	0.0%	0.0%	--	0.0%	0.0%	0.0%	--	--	0.0%	--
Mean	4.1	4.1	0.0	4.2	3.6	4.8	0.0	0.0	4.5	0.0
SD	0.9	0.9		0.6	1.2	0.3			0.4	
N	27	27	0	14	8	2	0	0	3	0

- Ed1 : Continue my education at a college or university in Montana
- Ed2 : Continue my education at a college or university in another state
- Ed3 : Seek employment after I leave high school
- Ed4 : Join the military after I leave high school
- Ed5 : Stay at home and take care of my family
- Ed6 : Other

**Montana Writing Assessment Results
Frequency Distributions
Spring 2009**

Statewide Modes:	All	Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
		1.0	0.6%	0.6%	0.9%	0.3%	0.3%	2.2%	2.1%	0.0%	1.8%	2.4%
		1.5	0.7%	0.7%	0.4%	0.3%	0.7%	2.0%	2.1%	0.0%	2.0%	0.0%
		2.0	5.2%	5.1%	6.4%	3.5%	3.6%	12.6%	11.0%	17.2%	13.3%	7.1%
		2.5	5.6%	5.5%	6.6%	4.5%	4.2%	10.9%	9.5%	10.3%	10.2%	12.9%
		3.0	16.9%	16.9%	18.1%	16.2%	13.2%	27.1%	26.7%	13.8%	23.2%	20.0%
		3.5	15.9%	15.8%	18.1%	17.3%	13.3%	17.3%	17.5%	24.1%	15.2%	12.9%
		4.0	28.1%	28.0%	28.3%	30.6%	27.9%	20.7%	20.2%	24.1%	21.9%	22.4%
		4.5	11.9%	12.1%	10.4%	12.6%	14.3%	5.3%	6.1%	0.0%	7.2%	9.4%
		5.0	10.5%	10.7%	7.9%	10.9%	14.6%	1.4%	3.7%	3.4%	3.1%	10.6%
		5.5	3.1%	3.2%	2.0%	2.6%	5.3%	0.6%	0.6%	3.4%	1.2%	1.2%
		6.0	1.5%	1.6%	1.1%	1.2%	2.7%	0.0%	0.3%	3.4%	0.9%	1.2%
		Mean	3.8	3.8	3.6	3.8	4.0	3.2	3.2	3.4	3.3	3.5
		SD	0.9	0.9	0.9	0.9	0.9	0.9	0.9	1.0	1.0	1.1
		N	7753	7180	559	4018	2253	358	326	29	684	85

Ed1 : Continue my education at a college or university in Montana
 Ed2 : Continue my education at a college or university in another state
 Ed3 : Seek employment after I leave high school
 Ed4 : Join the military after I leave high school
 Ed5 : Stay at home and take care of my family
 Ed6 : Other

**Montana Writing Assessment Results
Frequency Distributions
Spring 2009**

Statewide
Modes: All Word Processed

Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.6%	0.6%	1.0%	0.3%	0.3%	2.4%	2.3%	0.0%	1.7%	1.4%
1.5	0.7%	0.7%	0.4%	0.2%	0.6%	2.1%	2.0%	0.0%	2.2%	0.0%
2.0	5.1%	5.0%	6.5%	3.5%	3.5%	12.9%	10.9%	11.5%	13.0%	4.2%
2.5	5.2%	5.2%	5.5%	4.2%	3.9%	10.5%	8.6%	11.5%	10.3%	11.3%
3.0	16.9%	16.8%	18.4%	16.3%	13.1%	26.3%	27.6%	11.5%	23.6%	18.3%
3.5	15.7%	15.5%	17.4%	17.0%	13.1%	17.1%	17.1%	26.9%	14.8%	14.1%
4.0	28.3%	28.3%	27.9%	30.8%	27.9%	21.3%	20.7%	26.9%	22.2%	25.4%
4.5	12.0%	12.1%	10.9%	12.8%	14.1%	5.4%	5.9%	0.0%	7.2%	9.9%
5.0	10.7%	10.8%	8.4%	11.0%	15.0%	1.5%	3.9%	3.8%	3.0%	12.7%
5.5	3.2%	3.3%	2.3%	2.6%	5.7%	0.6%	0.7%	3.8%	1.1%	1.4%
6.0	1.6%	1.7%	1.3%	1.3%	2.9%	0.0%	0.3%	3.8%	0.9%	1.4%
Mean	3.8	3.8	3.7	3.8	4.0	3.2	3.3	3.5	3.3	3.7
SD	0.9	0.9	0.9	0.9	0.9	0.9	0.9	1.0	1.0	0.9
N	7221	6730	477	3741	2105	334	304	26	640	71

- Ed1 : Continue my education at a college or university in Montana
- Ed2 : Continue my education at a college or university in another state
- Ed3 : Seek employment after I leave high school
- Ed4 : Join the military after I leave high school
- Ed5 : Stay at home and take care of my family
- Ed6 : Other

**Montana Writing Assessment Results
Frequency Distributions
Spring 2009**

Statewide
Modes: Handwritten

Score	Total	11th	12th	Ed1	Ed2	Ed3	Ed4	Ed5	Ed6	N/R
1.0	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	9.1%
1.5	1.3%	1.5%	0.0%	1.2%	1.6%	0.0%	5.0%	0.0%	0.0%	0.0%
2.0	7.2%	7.3%	6.5%	3.6%	5.6%	9.1%	15.0%	66.7%	19.5%	27.3%
2.5	10.2%	9.6%	13.0%	9.2%	8.7%	18.2%	25.0%	0.0%	9.8%	9.1%
3.0	17.6%	18.2%	14.3%	16.5%	15.9%	36.4%	15.0%	33.3%	17.1%	27.3%
3.5	19.9%	19.5%	22.1%	20.9%	18.3%	22.7%	20.0%	0.0%	22.0%	9.1%
4.0	24.6%	23.3%	31.2%	27.7%	27.0%	9.1%	15.0%	0.0%	17.1%	9.1%
4.5	11.2%	11.9%	7.8%	10.0%	17.5%	4.5%	5.0%	0.0%	7.3%	9.1%
5.0	7.0%	7.3%	5.2%	9.6%	5.6%	0.0%	0.0%	0.0%	4.9%	0.0%
5.5	0.6%	0.8%	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mean	3.5	3.5	3.5	3.7	3.6	3.1	3.0	2.3	3.2	2.8
SD	0.9	0.9	0.9	0.9	0.8	0.6	0.8	0.5	0.9	1.2
N	472	395	77	249	126	22	20	3	41	11

- Ed1 : Continue my education at a college or university in Montana
- Ed2 : Continue my education at a college or university in another state
- Ed3 : Seek employment after I leave high school
- Ed4 : Join the military after I leave high school
- Ed5 : Stay at home and take care of my family
- Ed6 : Other



Figure 1
 School Funding Remains Below 2008 Levels in Many States
 (Percent Change Per Student)

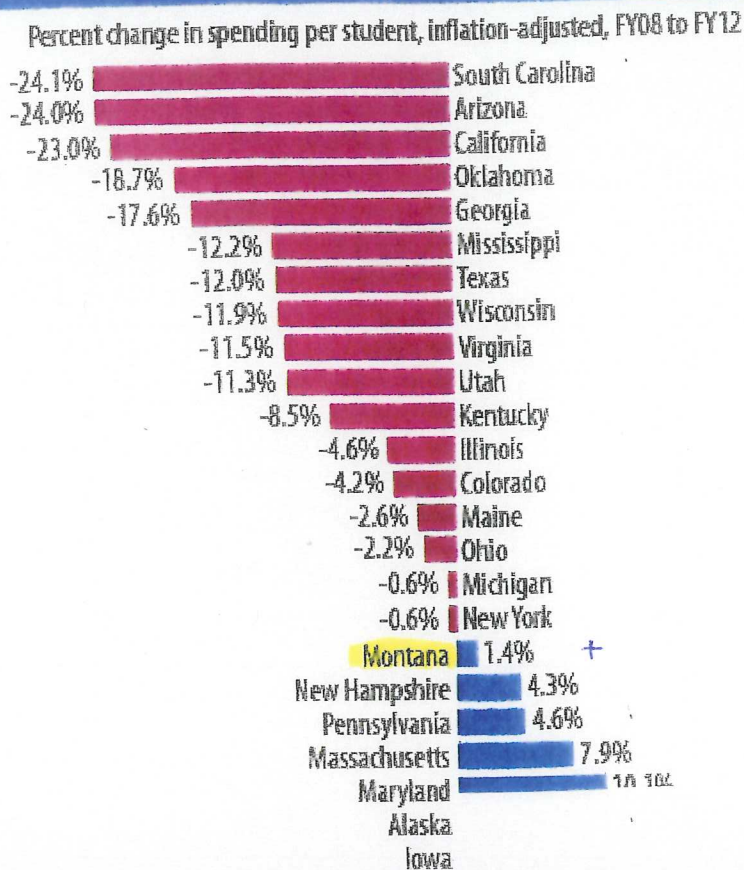


Figure 2
 School Funding Remains Below 2008 Levels in Many States
 (Dollar Change Per Student)

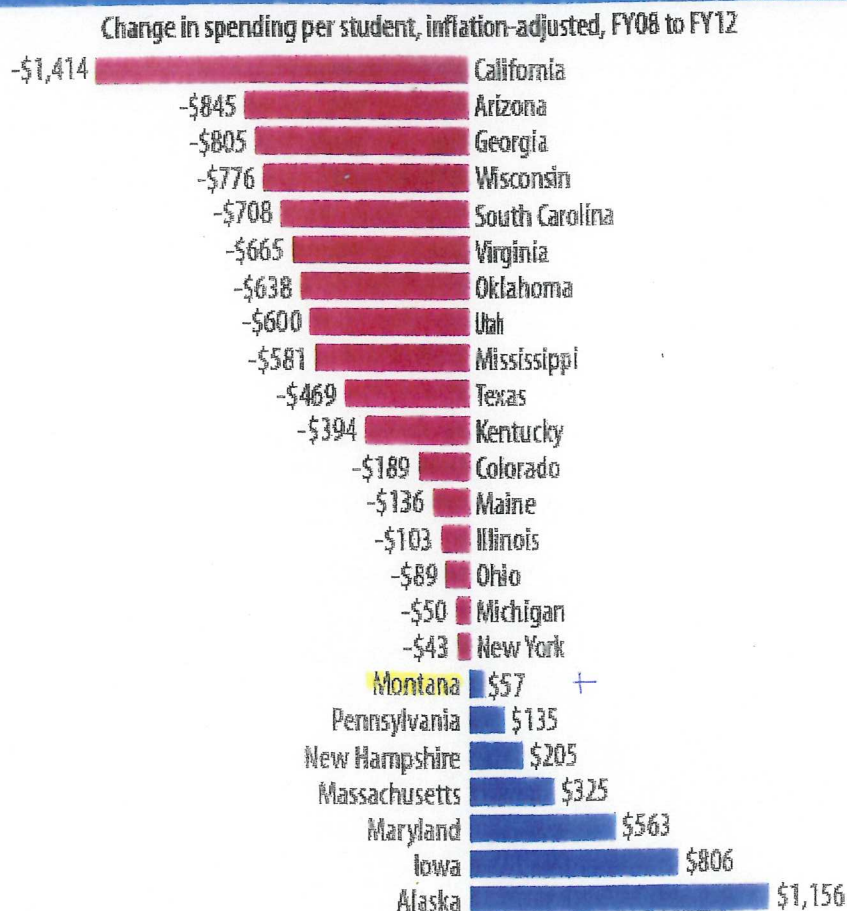


Figure 3
 Many States Have Cut School Funding This Year
 (Percent Change Per Student)

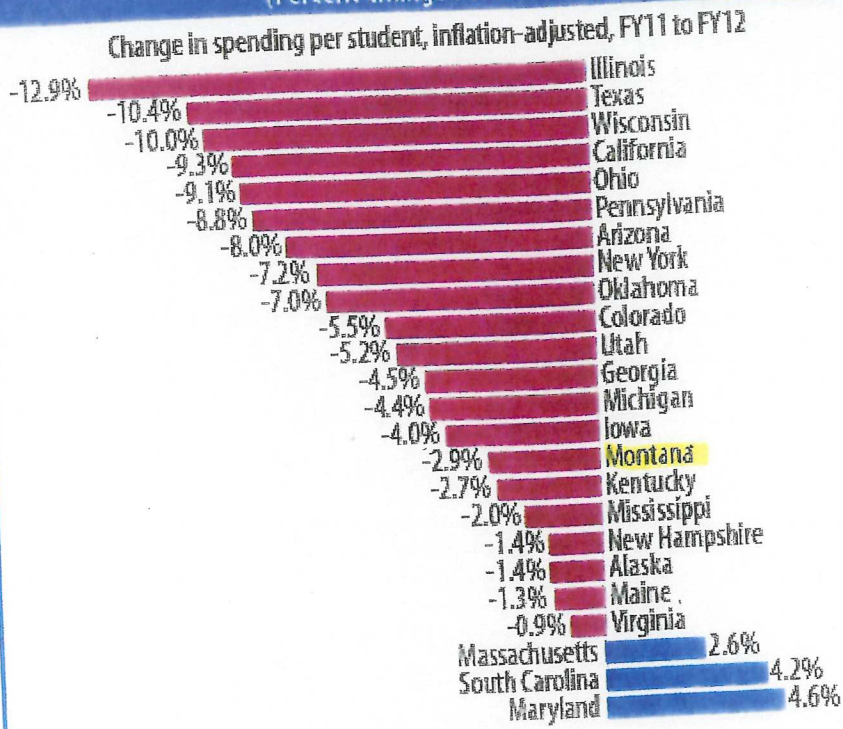
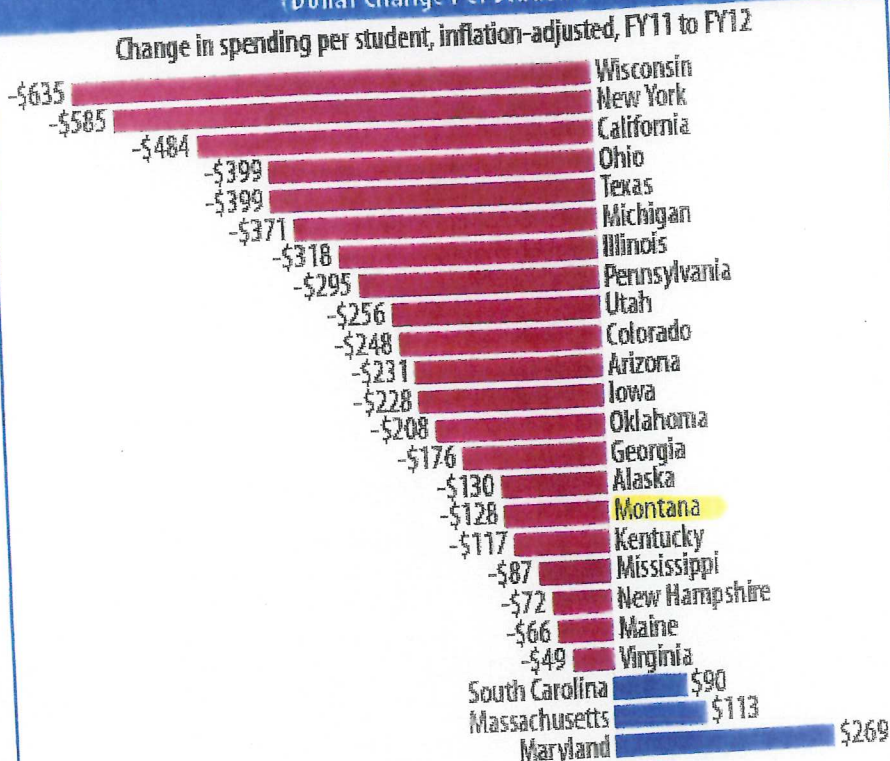


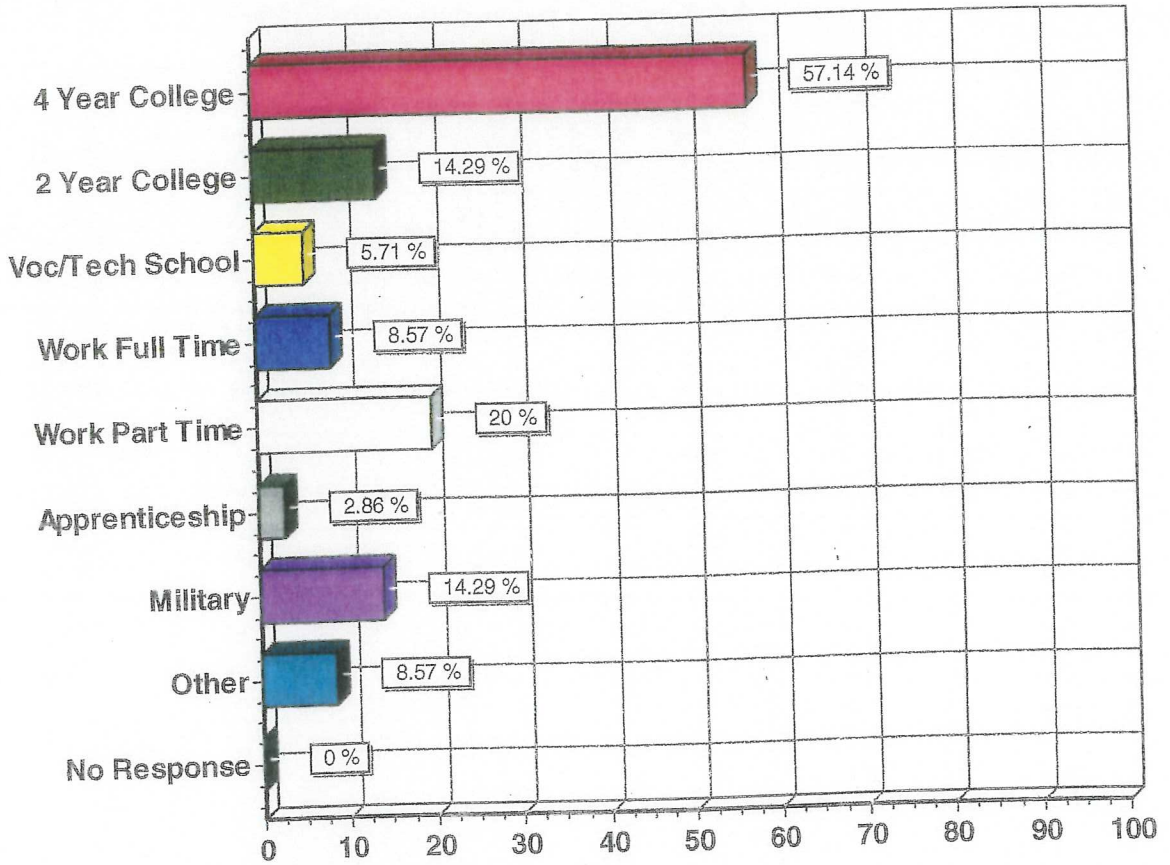
Figure 4
 Many States Have Cut School Funding This Year
 (Dollar Change Per Student)



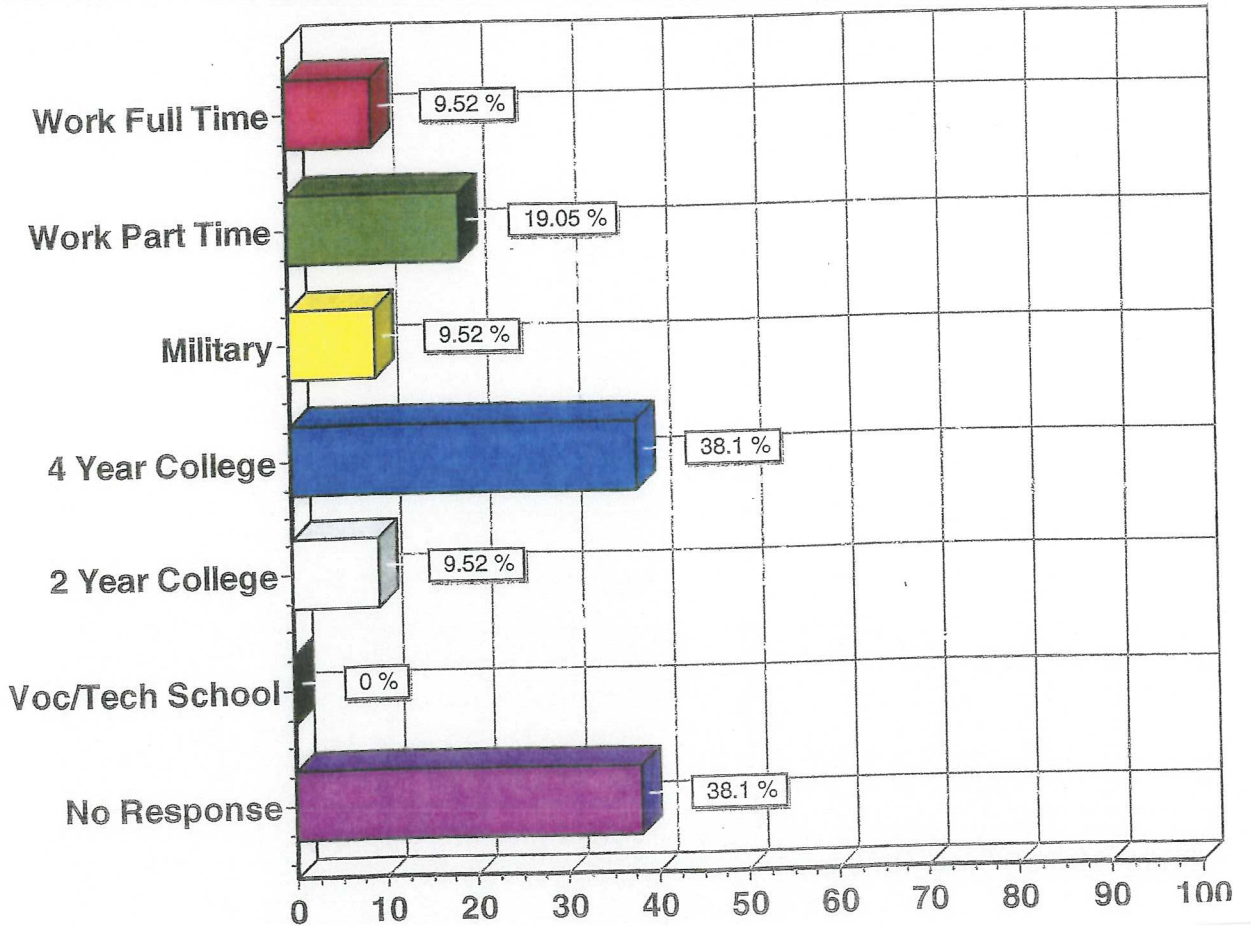
Sources: CBPP budget analysis and National Center for Education Statistics enrollment estimates.



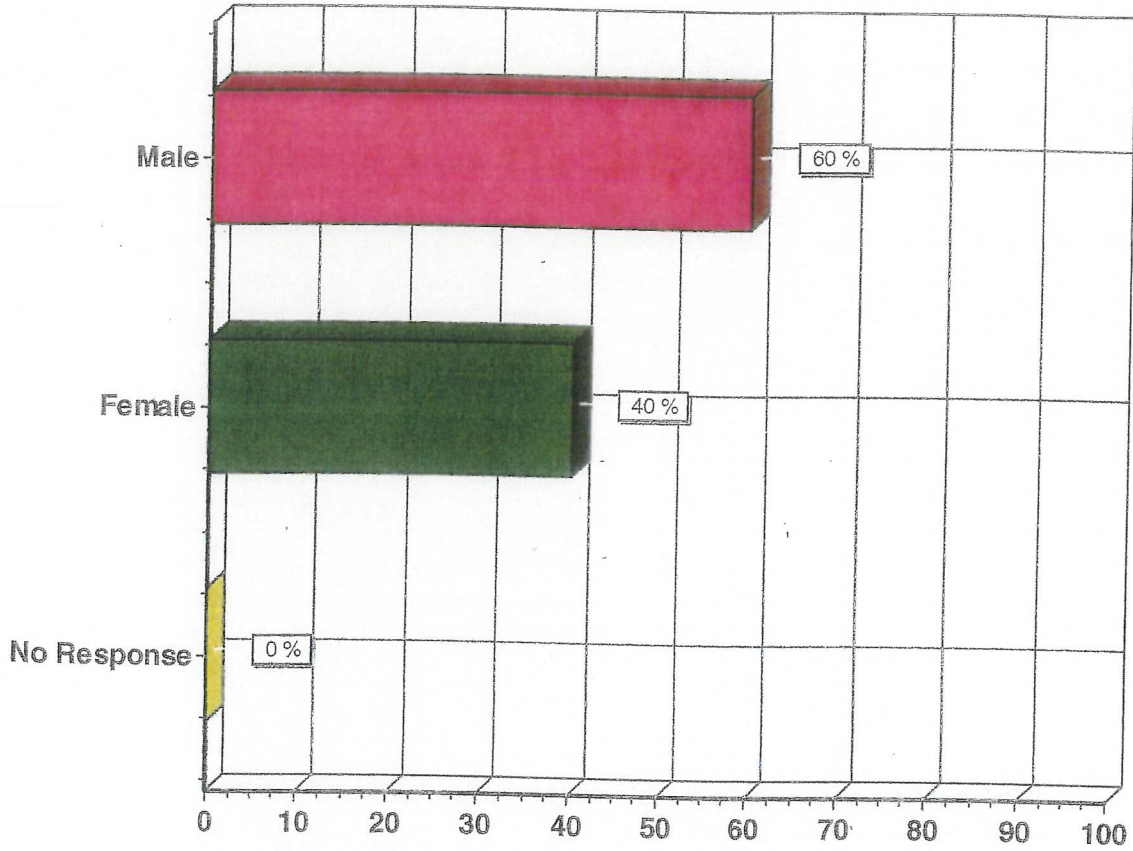
What area(s) do you plan to pursue immediately after high school?



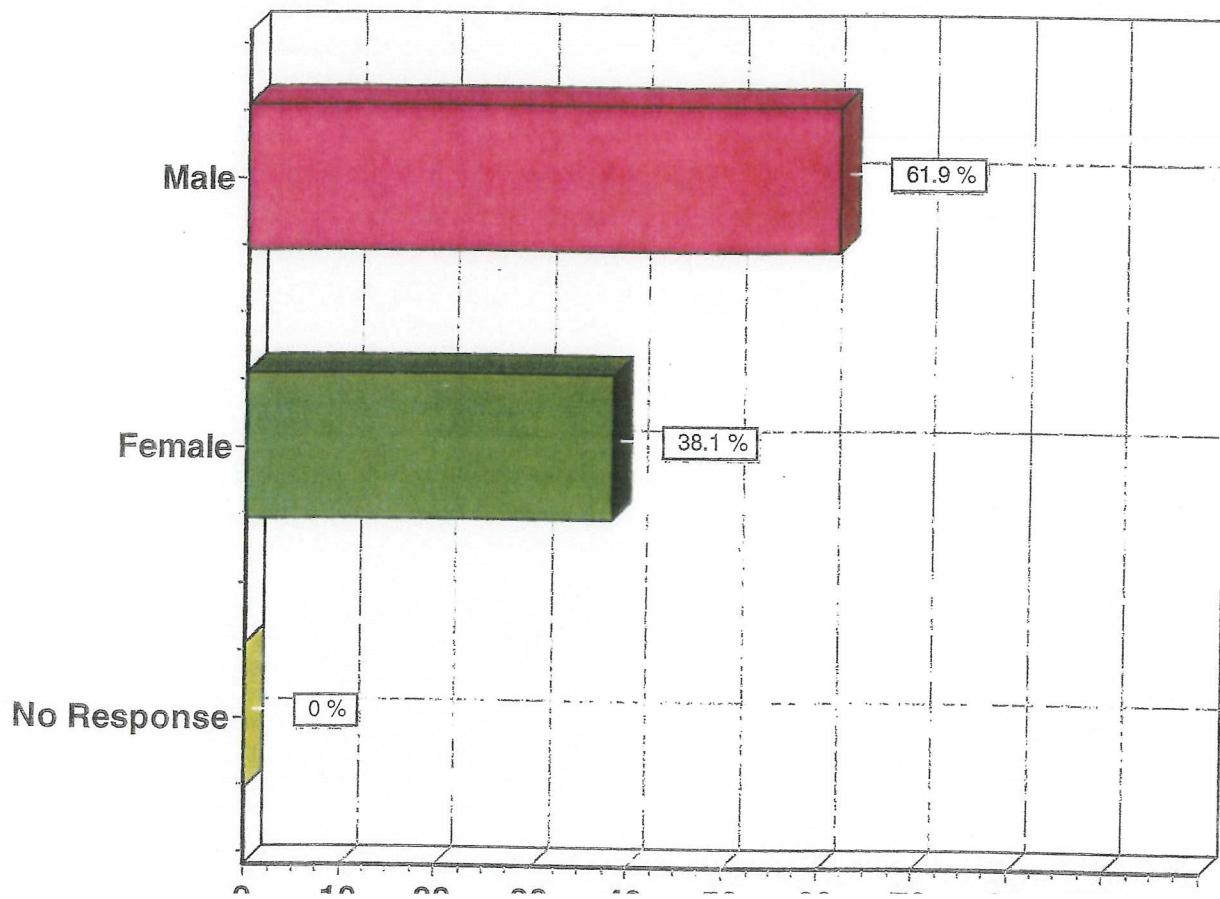
Present Status: *2 YEARS LATER*



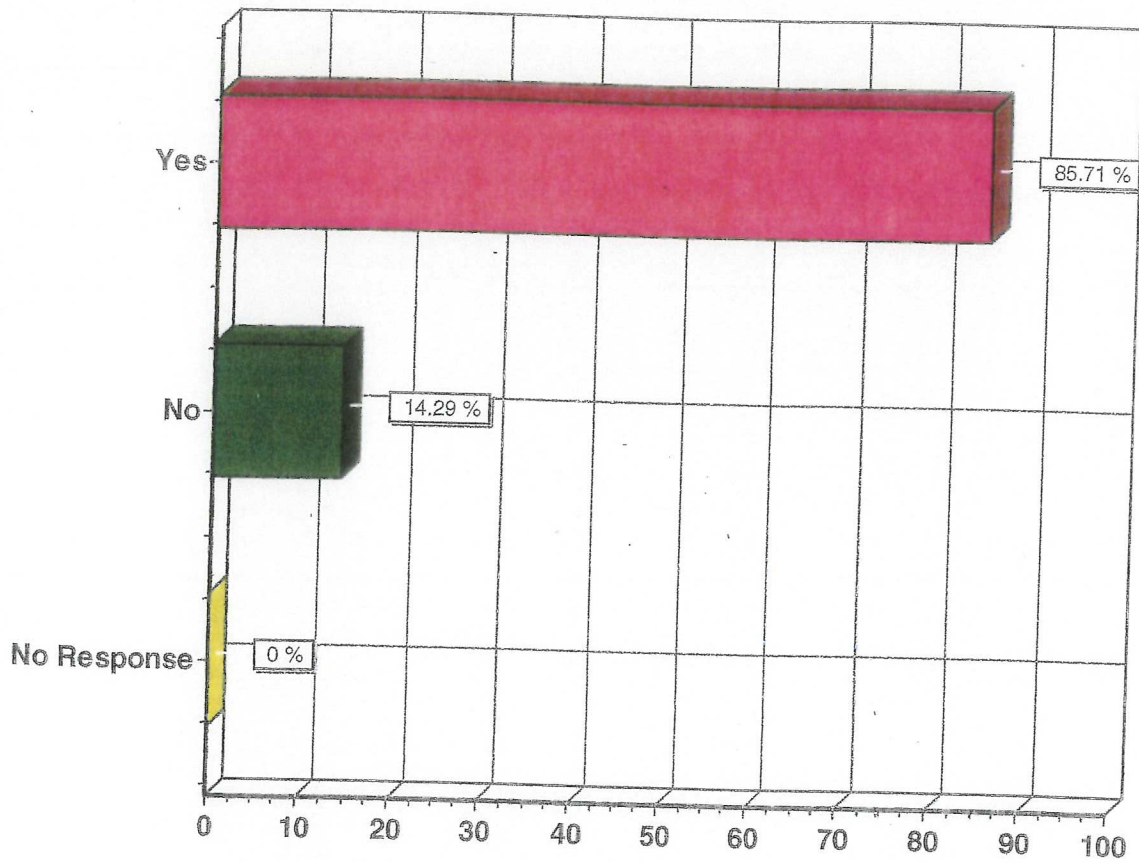
Gender:



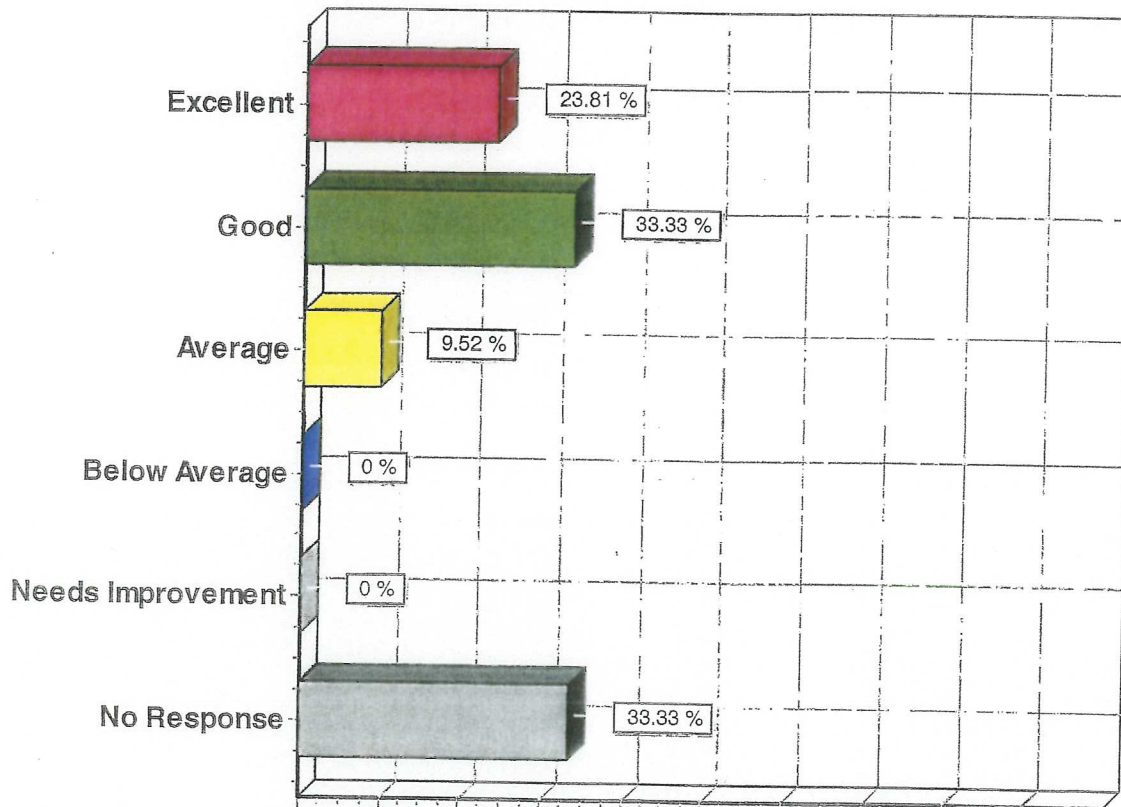
Gender:



Do you think you will be able to easily find a job that can support you?

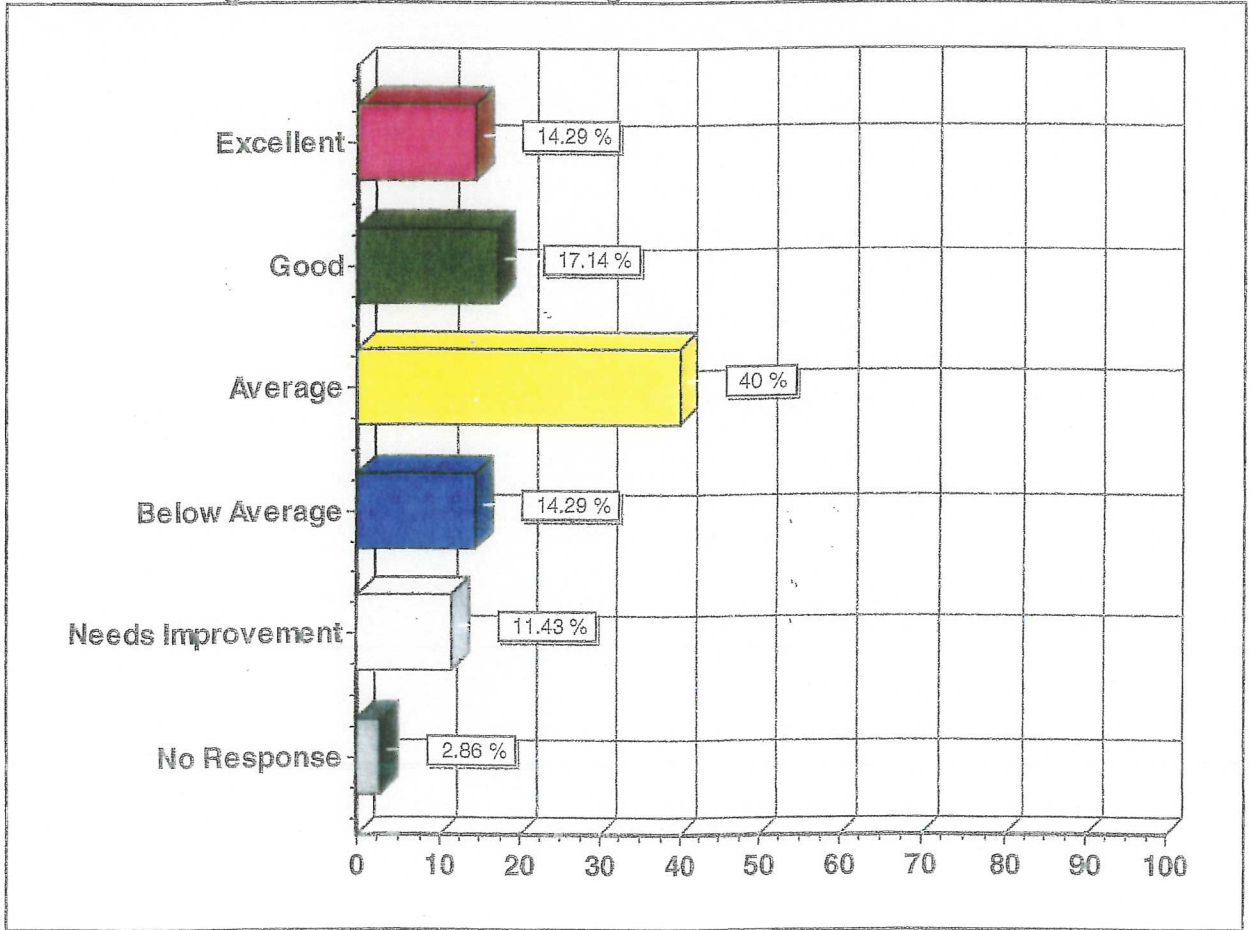


School effectively prepared me to enter the workforce.

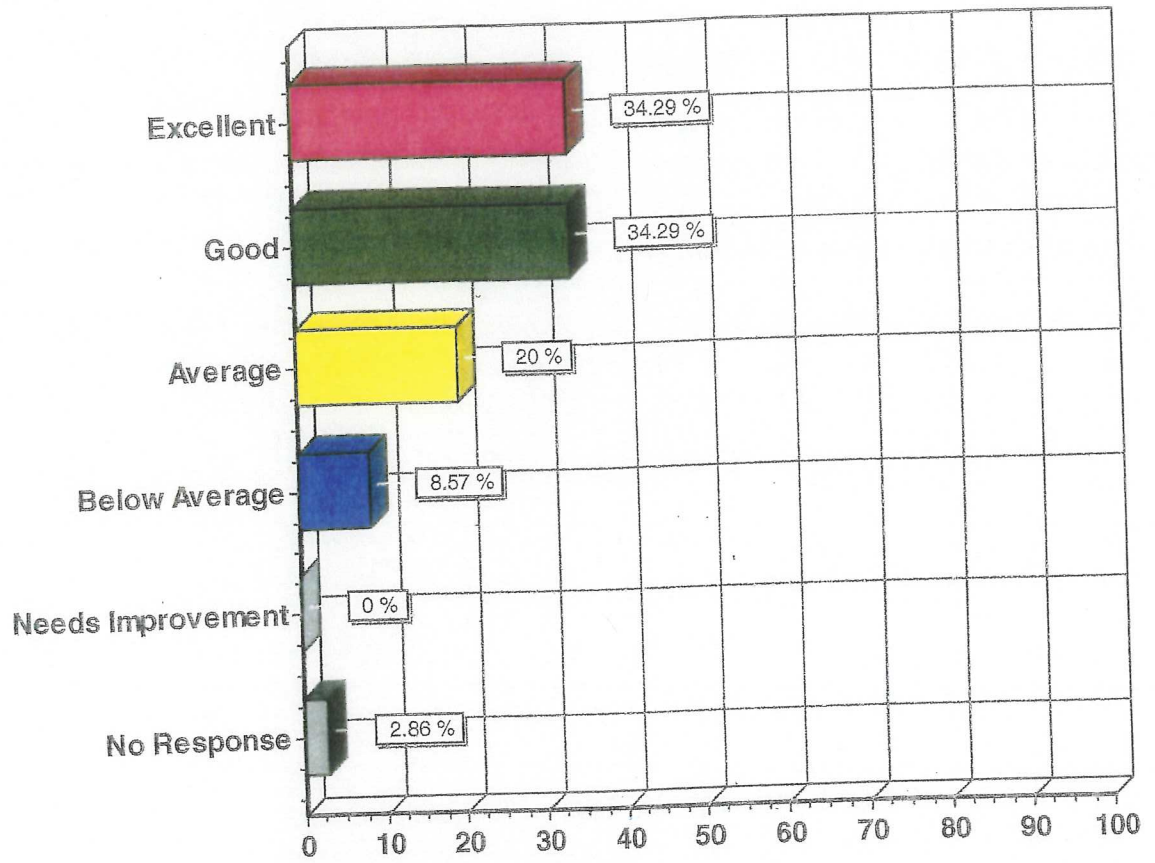


2011

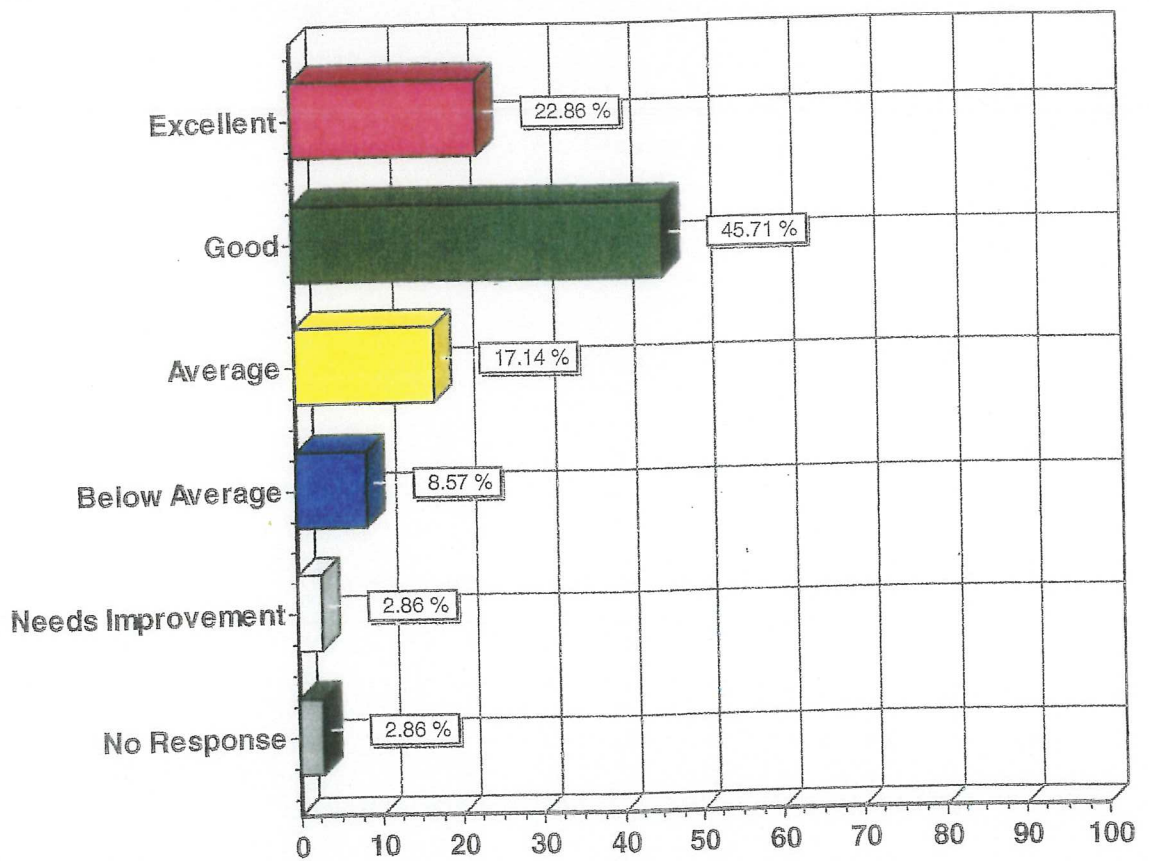
Jefferson High School provided a strong foundation in the use of technology.



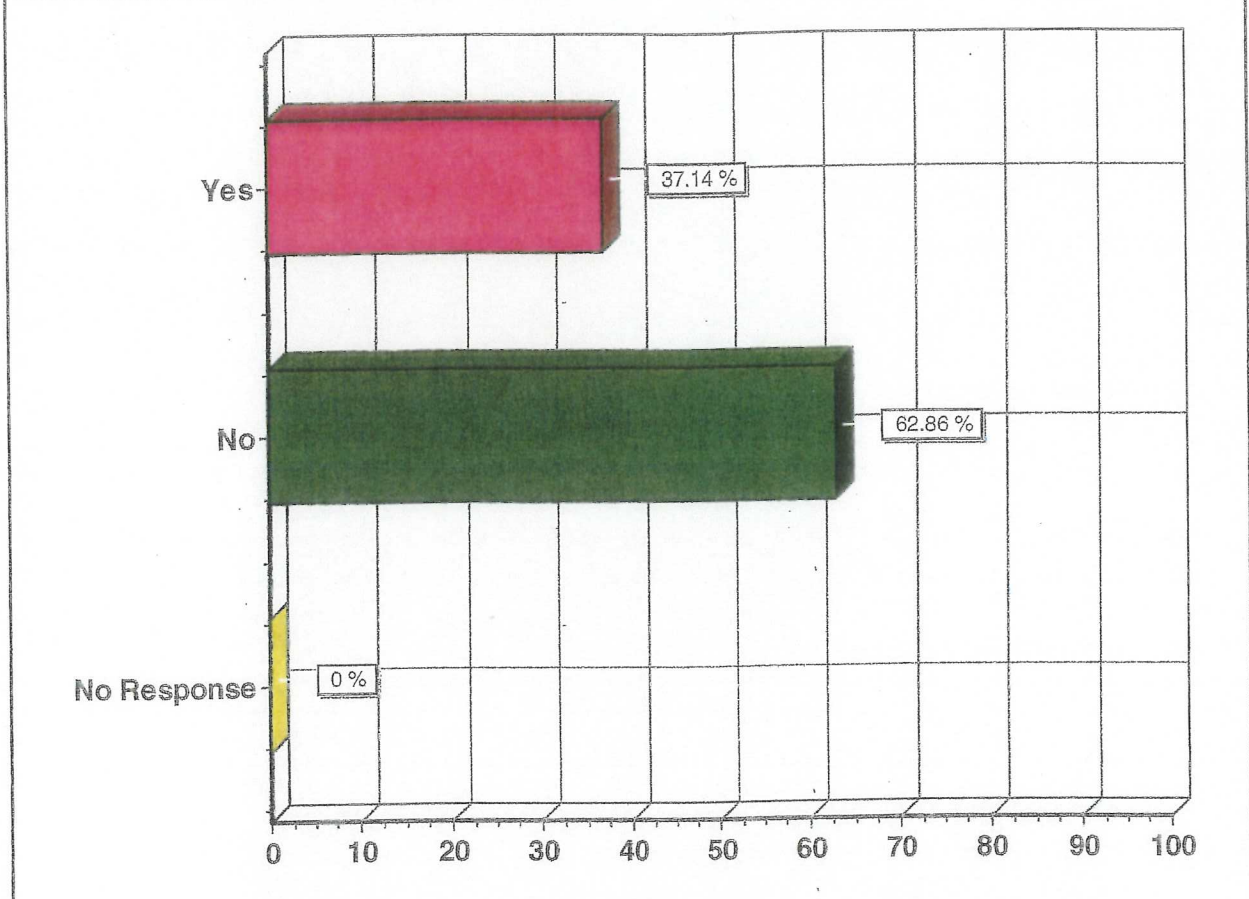
My teachers were knowledgeable about the curriculum being taught.



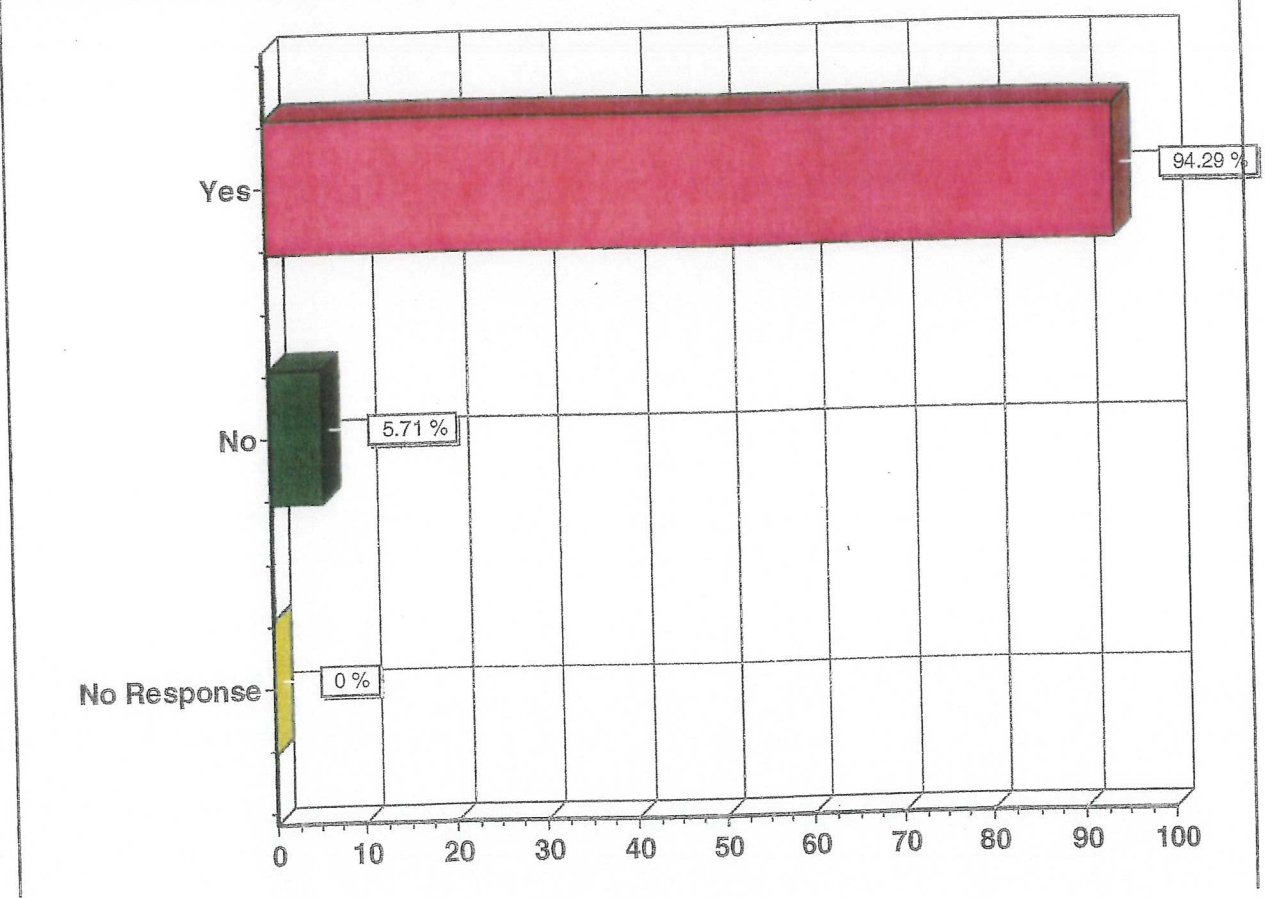
Teachers generally held high standards and demanded quality work.



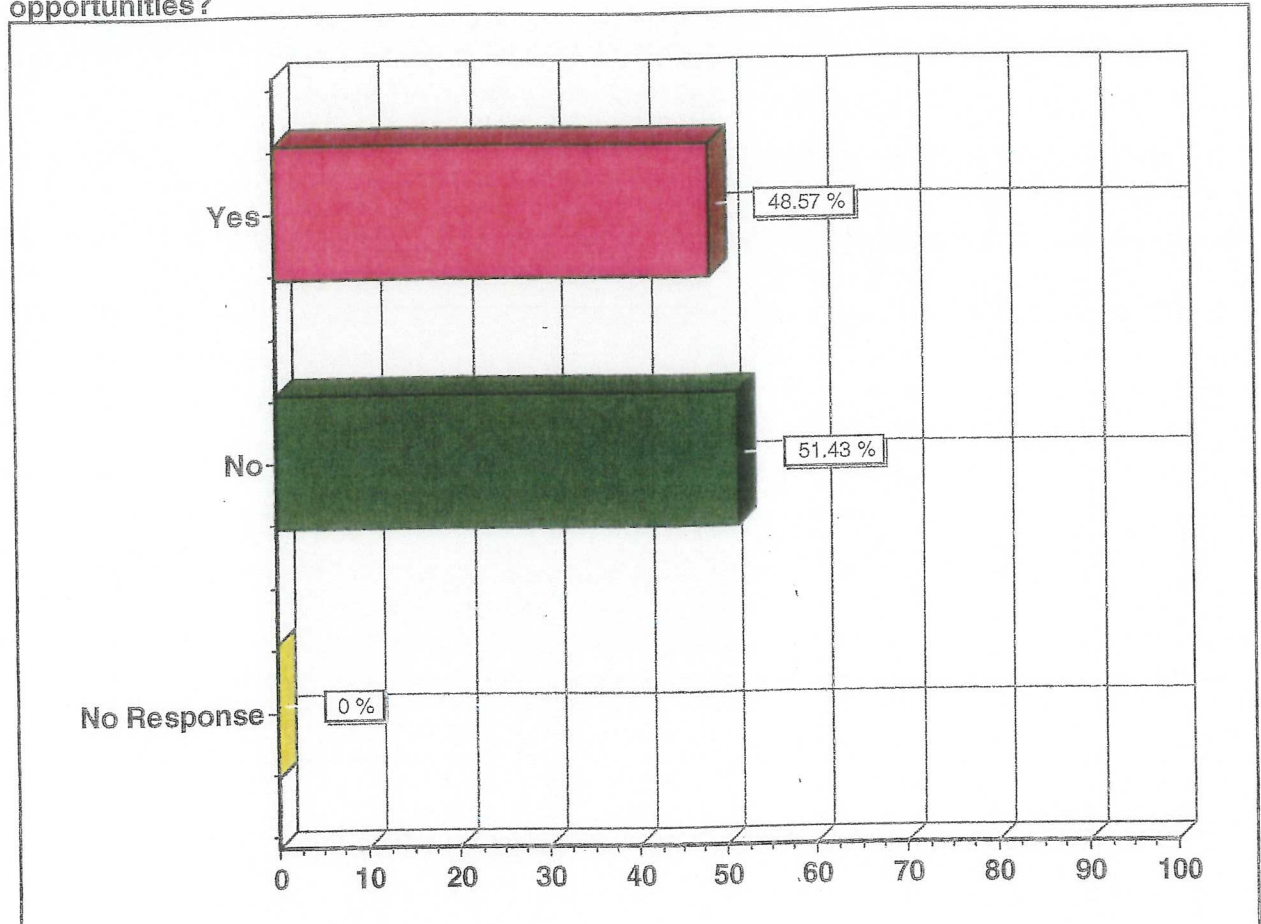
.. Did school make learning exciting and encourage you to continue your education?



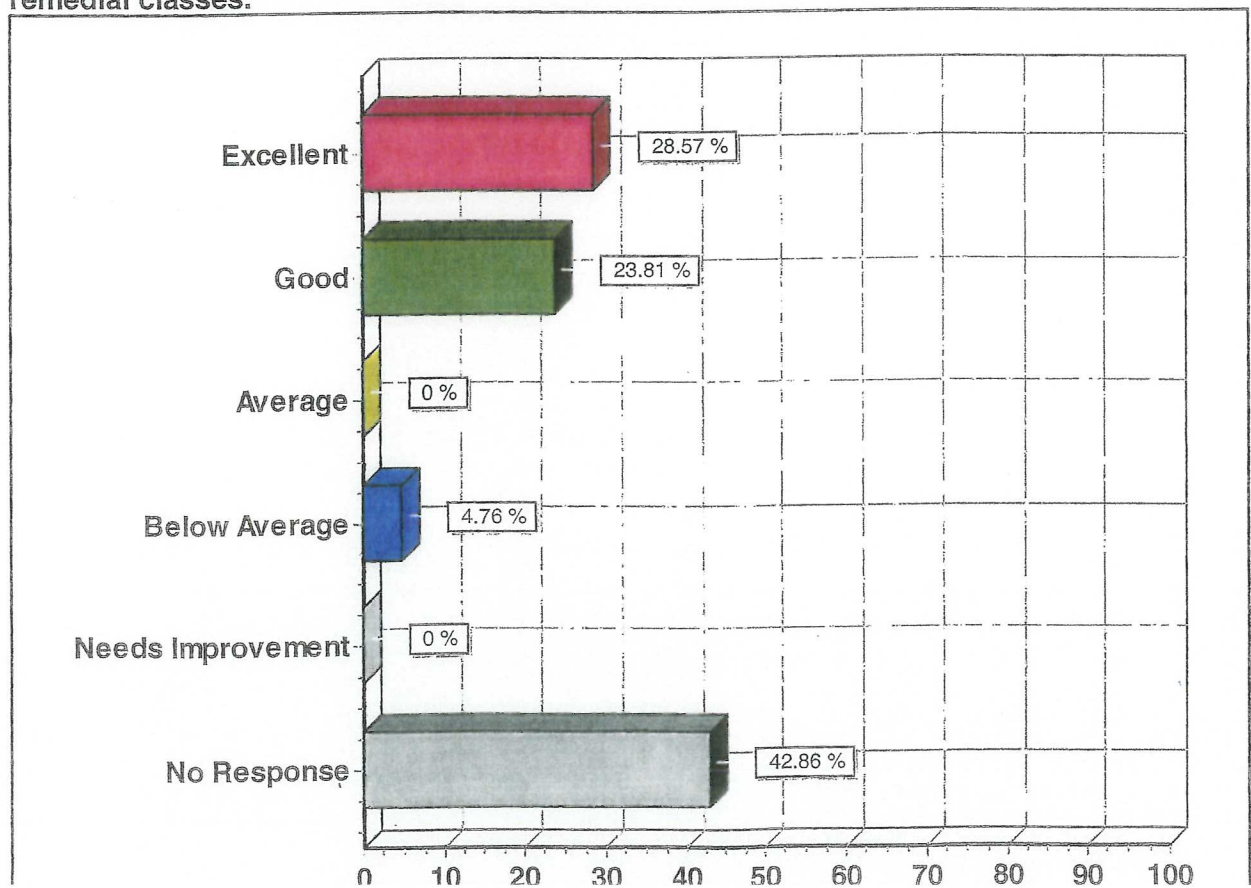
.. Were school counselors helpful in the selection of a path to follow after graduation?



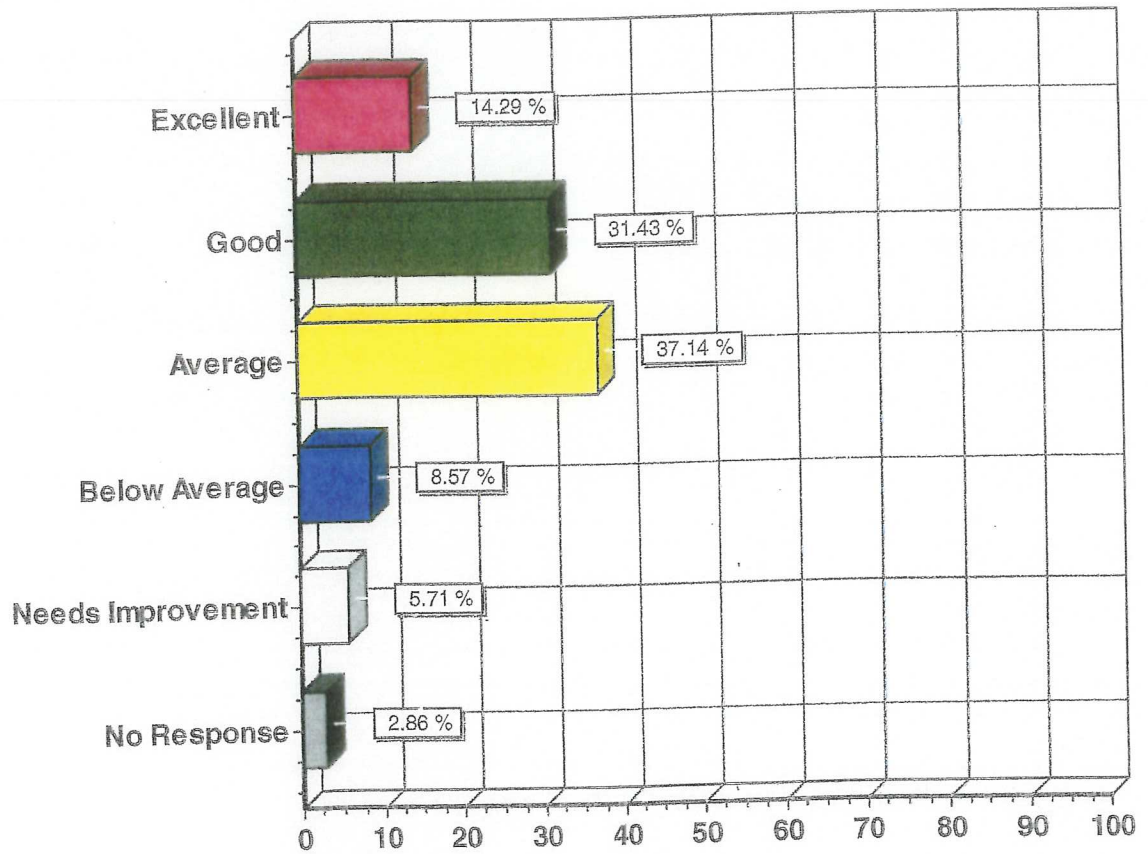
Were enough elective classes offered for you to explore different career opportunities?



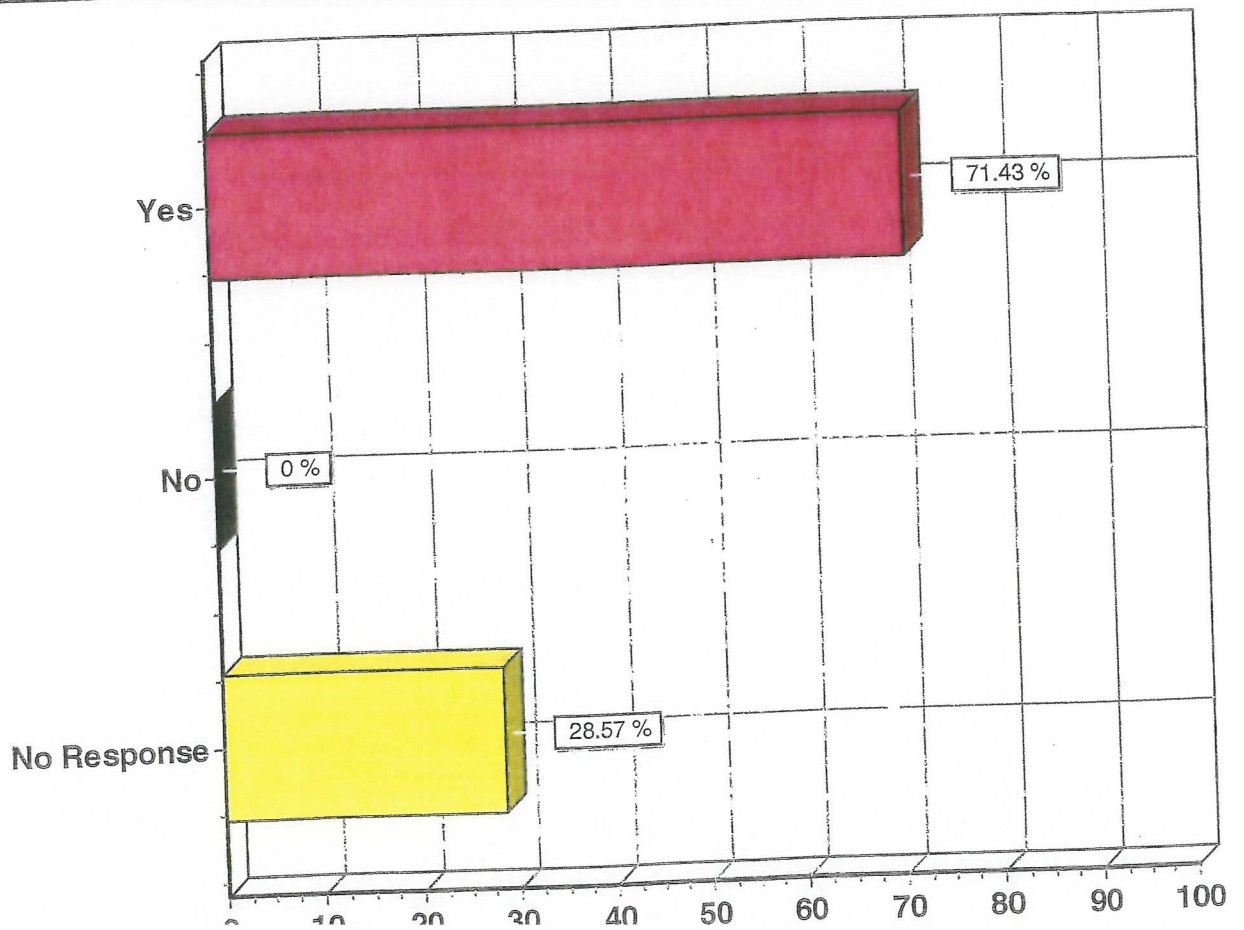
School effectively prepared me to continue my education without needing college remedial classes.



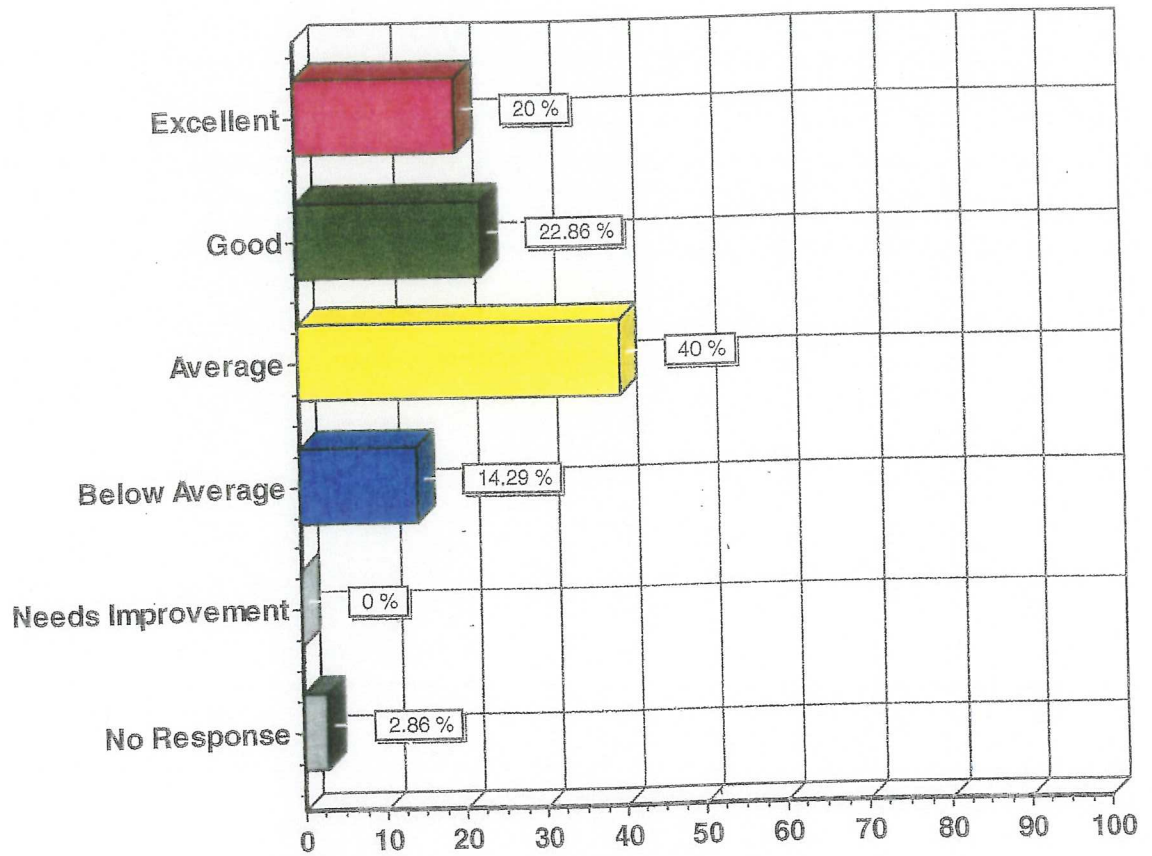
I was challenged to experience academic growth each year.



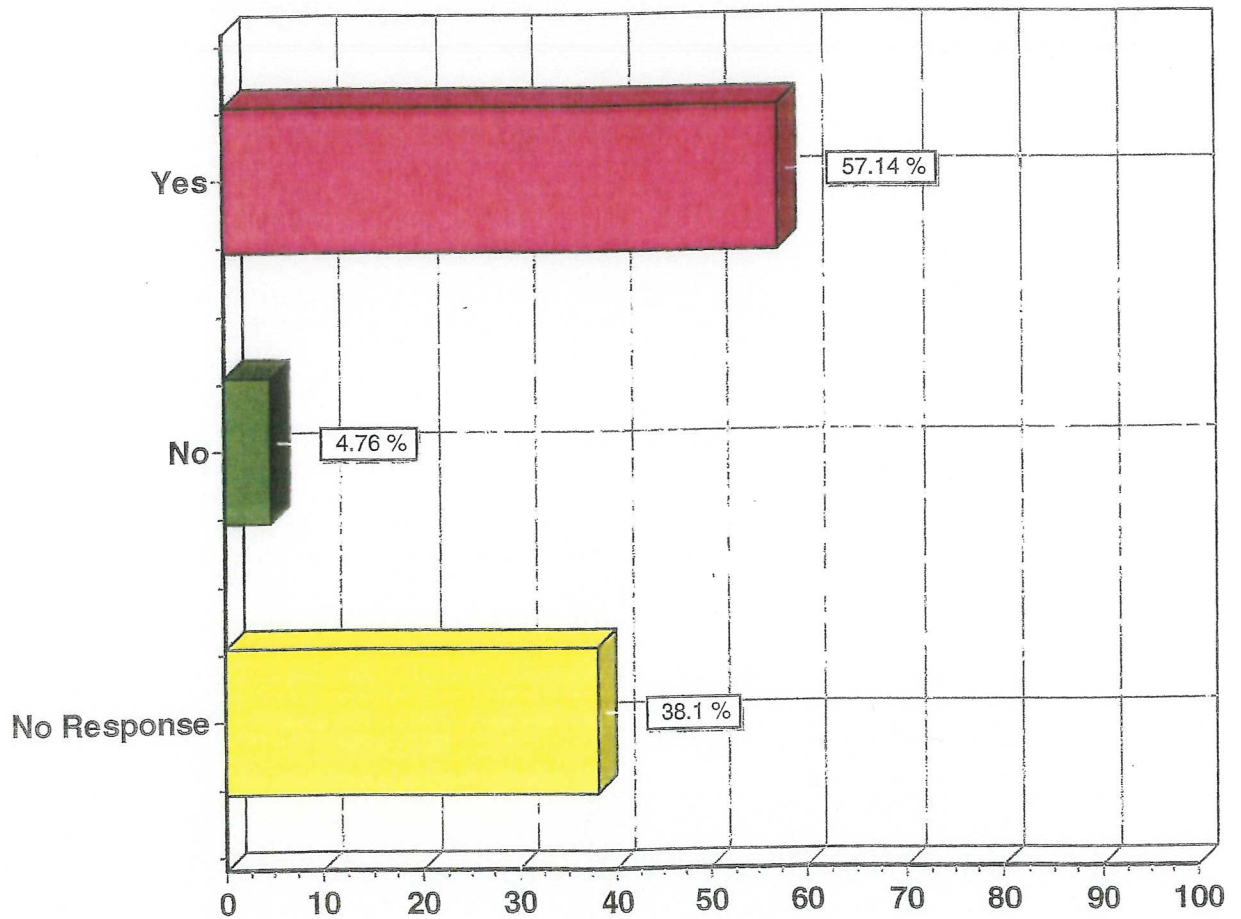
Do you feel you were offered a rigorous and relevant education at Jefferson High School?



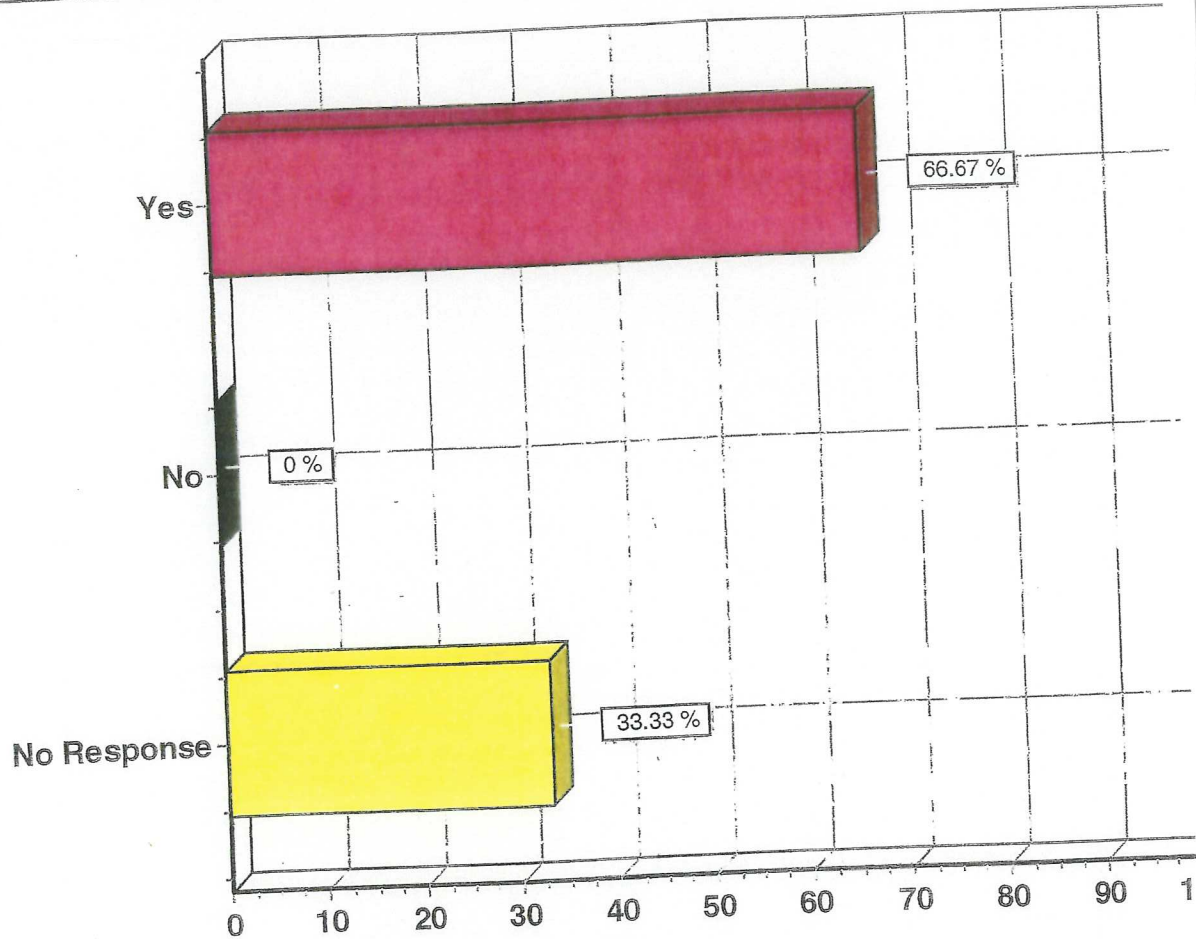
Students and parents were regularly notified concerning academic progress.



Did your teachers generally hold high standards and demand excellence in your work?



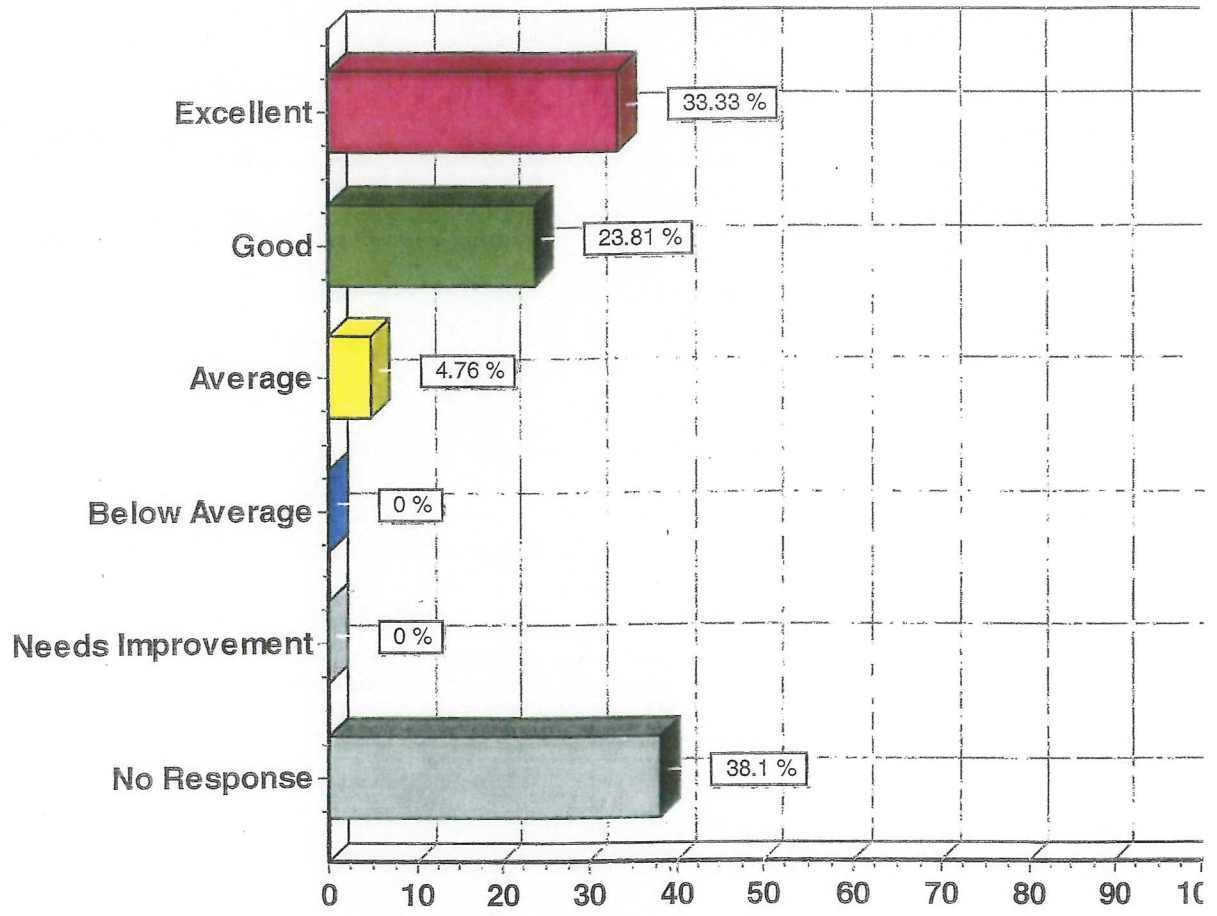
Did the academic standards at JHS challenge you?



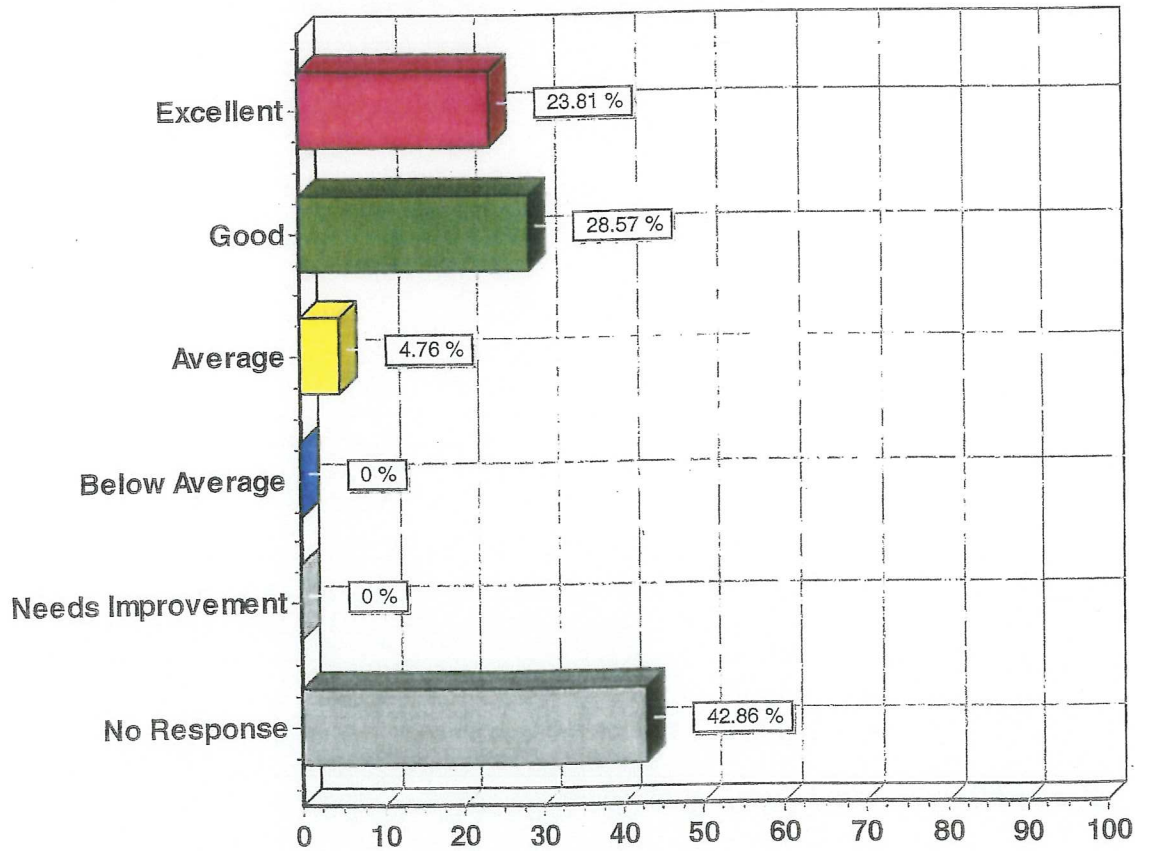
Math curriculum in preparing me for post-high school.



English curriculum in preparing me for post-high school.

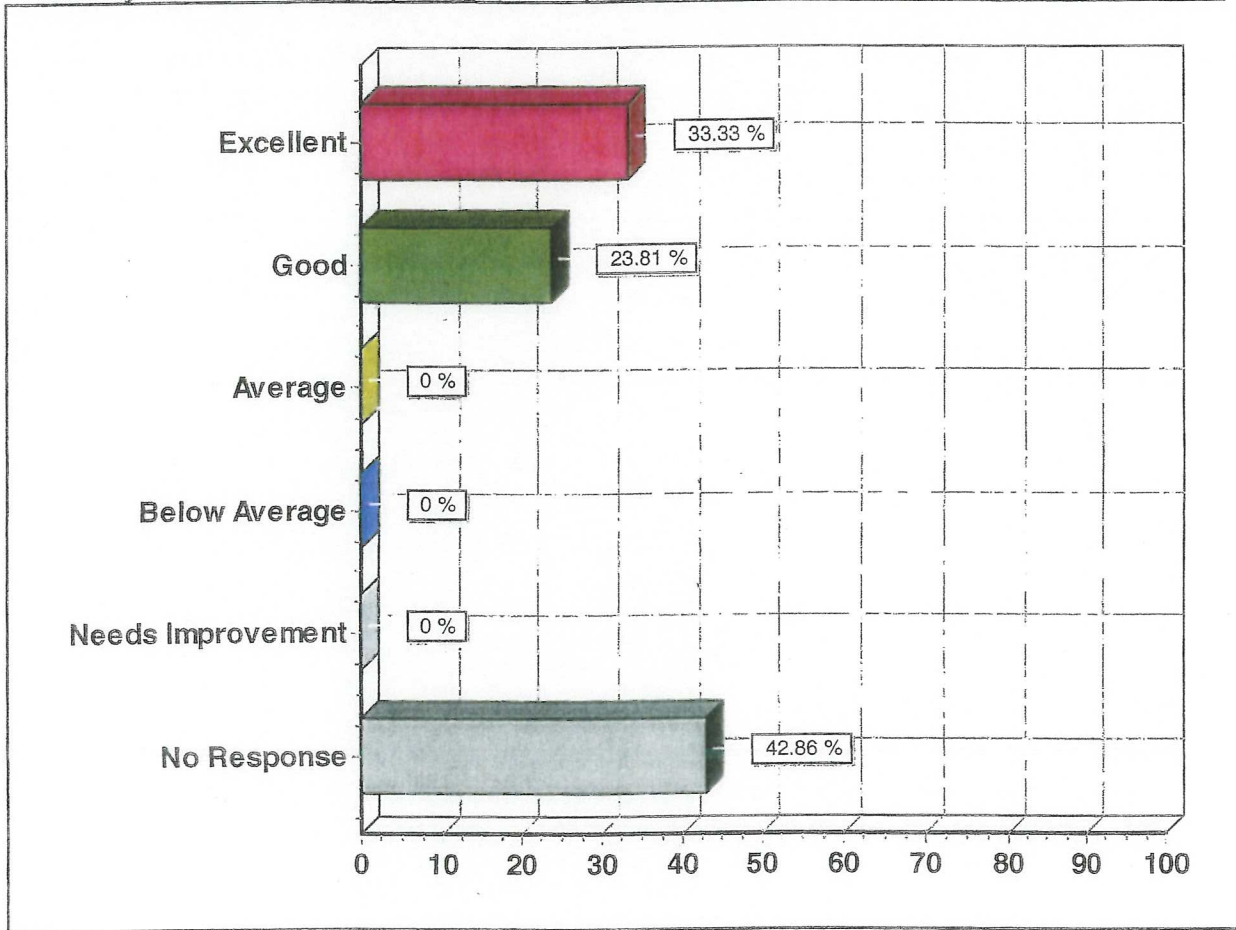


Science curriculum in preparing me for post-high school.

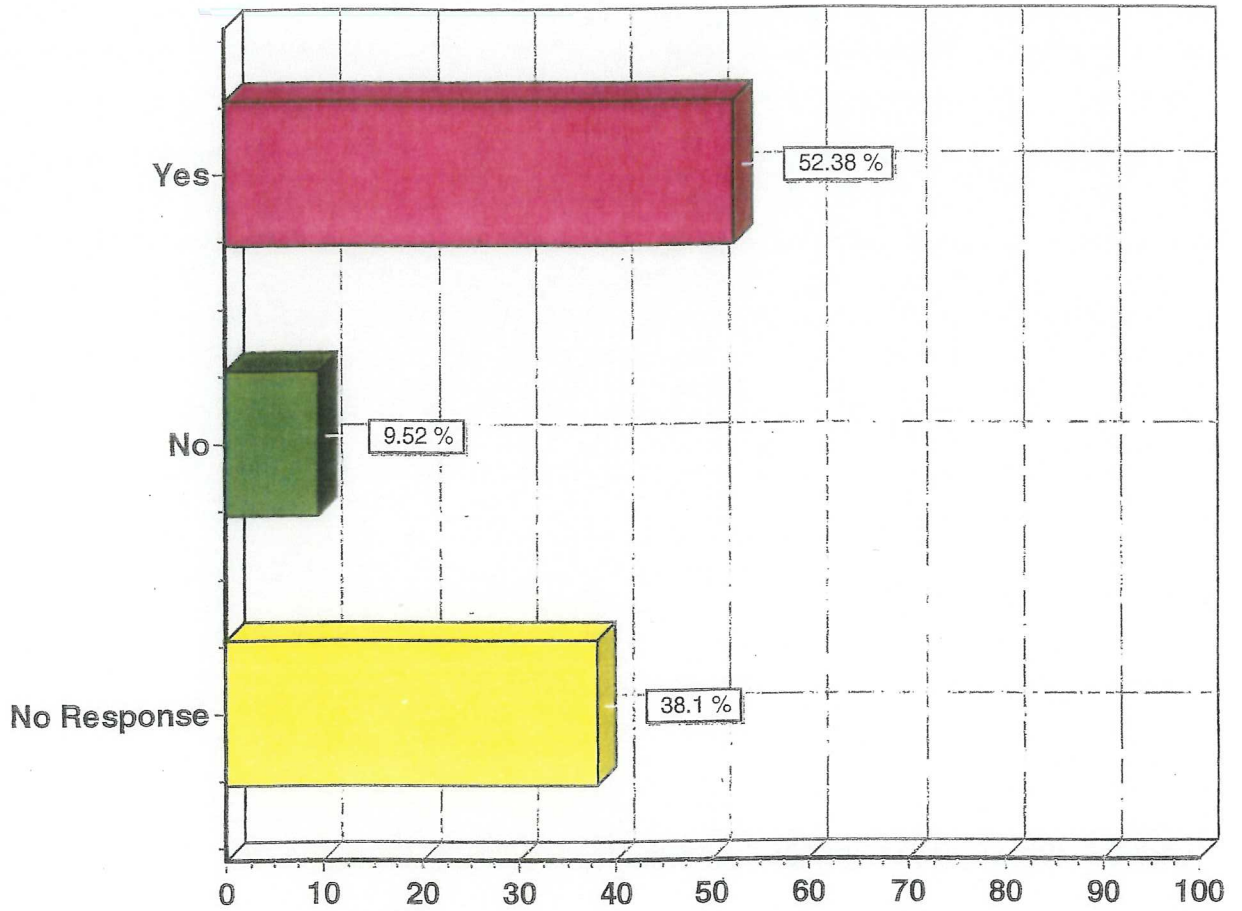


2011

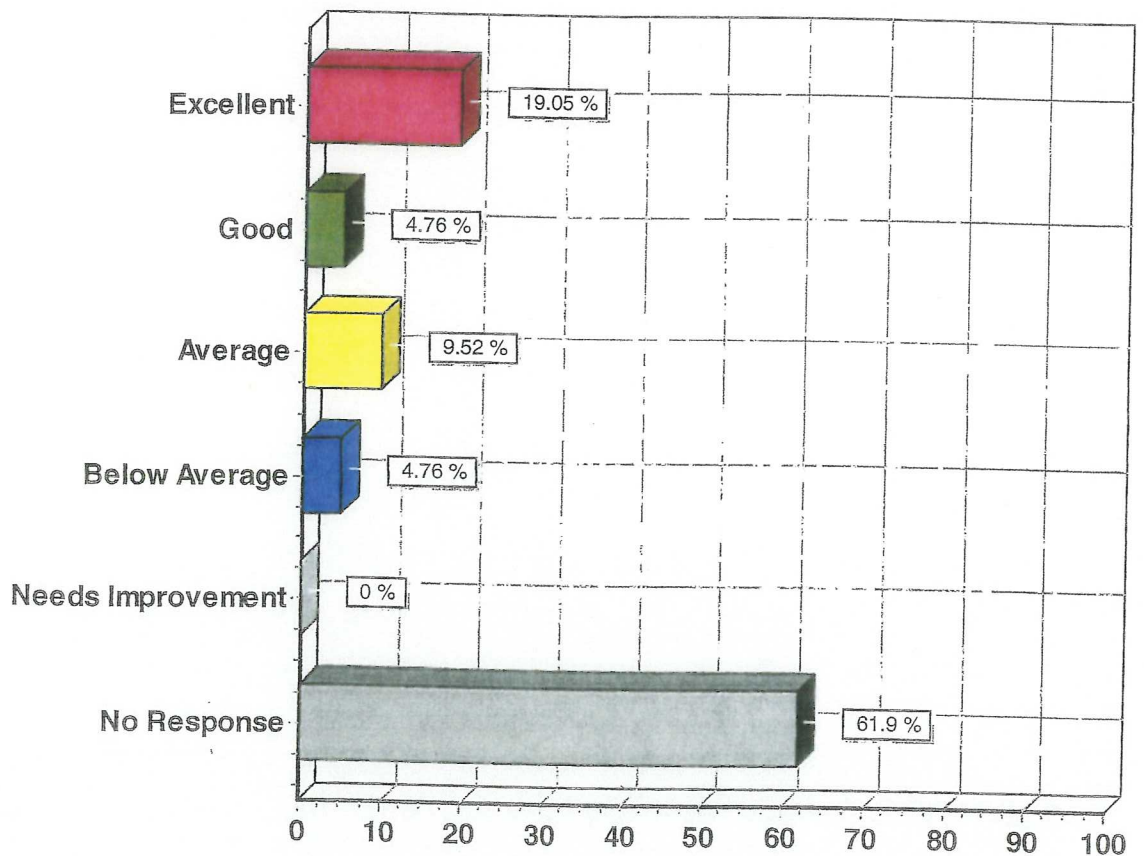
History curriculum in preparing me for post-high school.



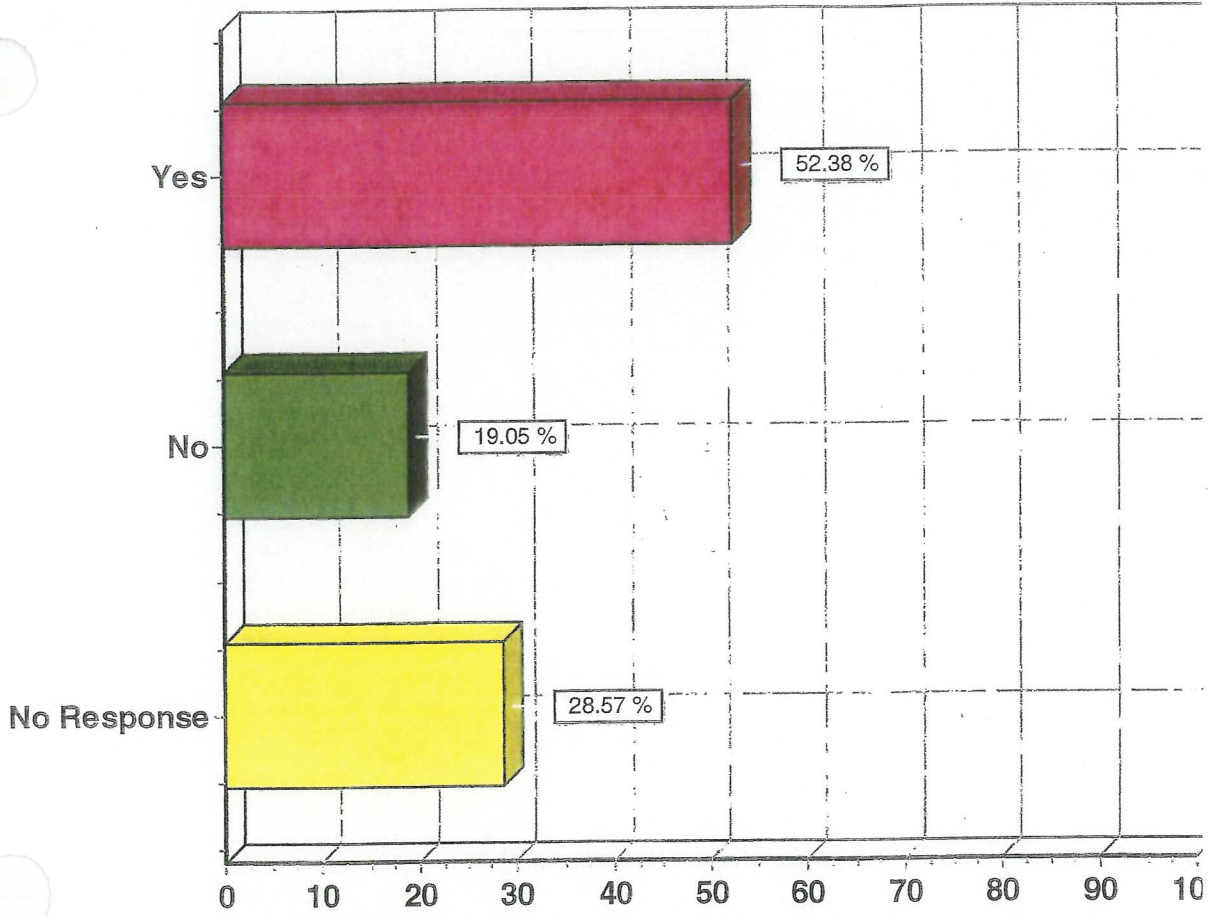
3. Would more public speaking / oral communication classes have been beneficial?



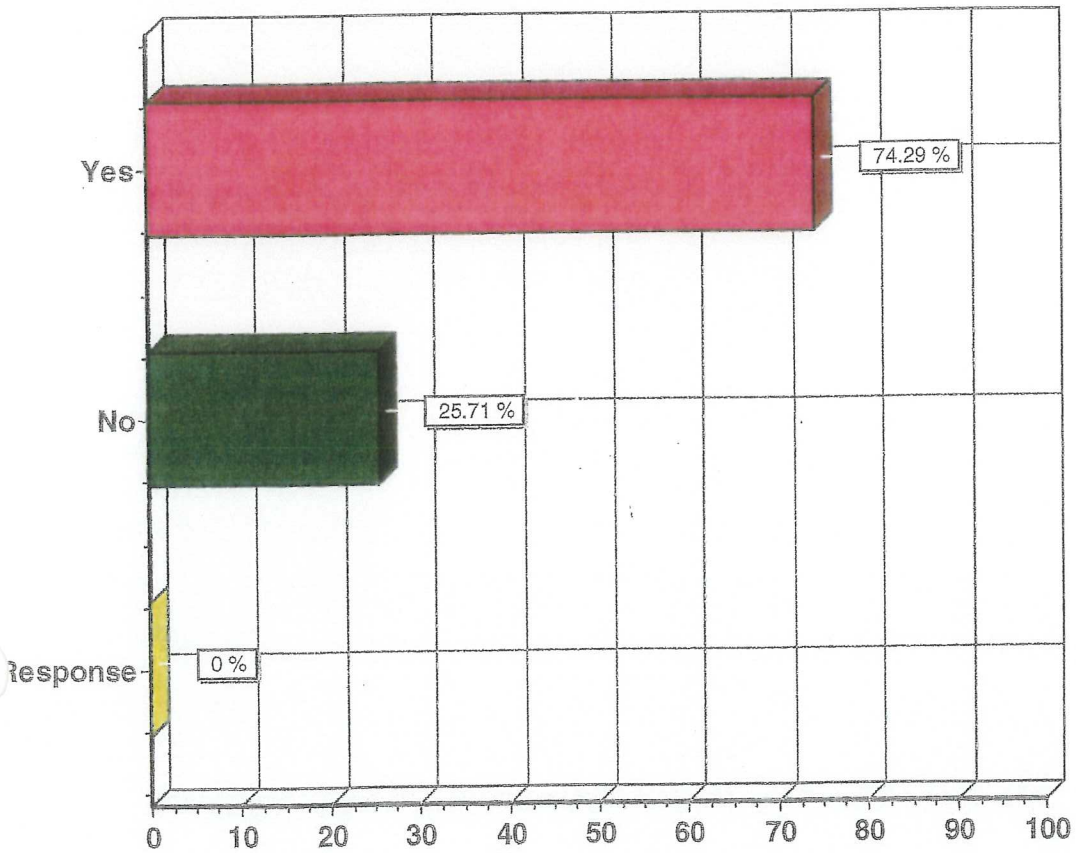
10. Music



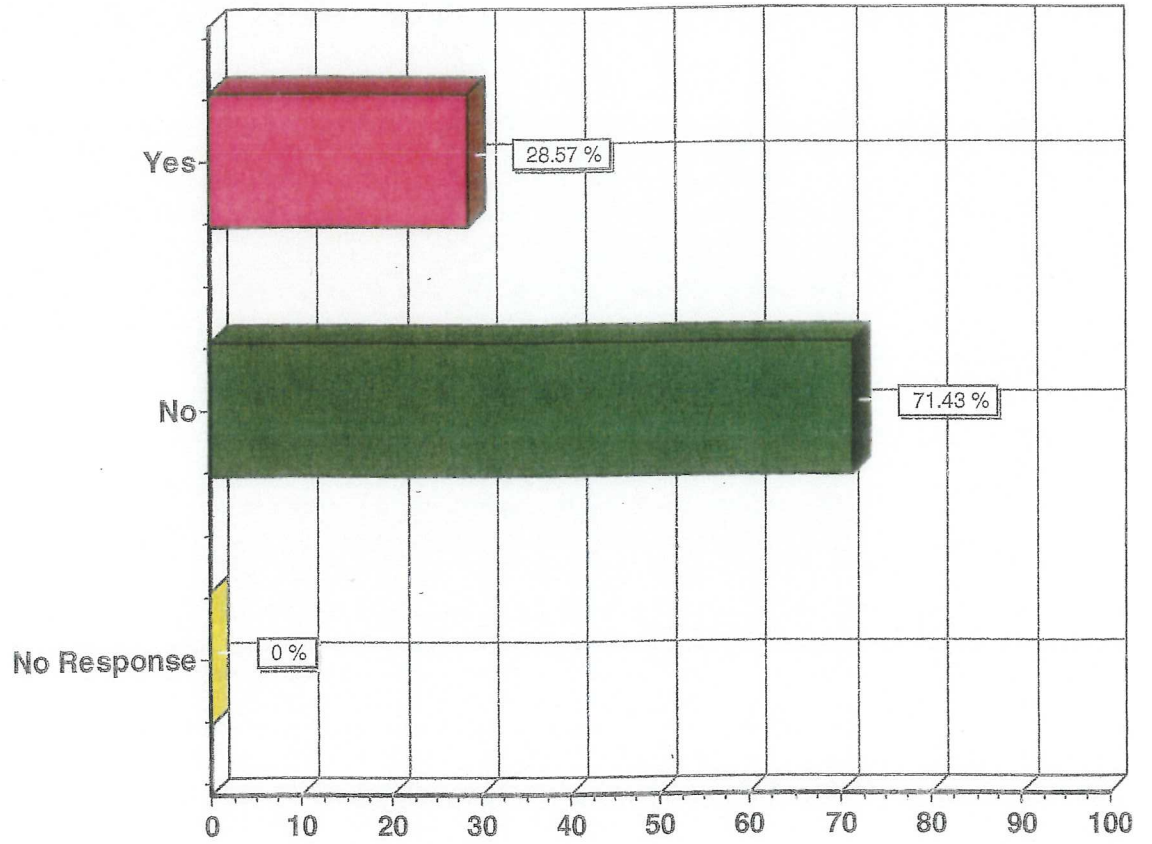
Was your participation in co-curricular activities an important part of your high school experience?



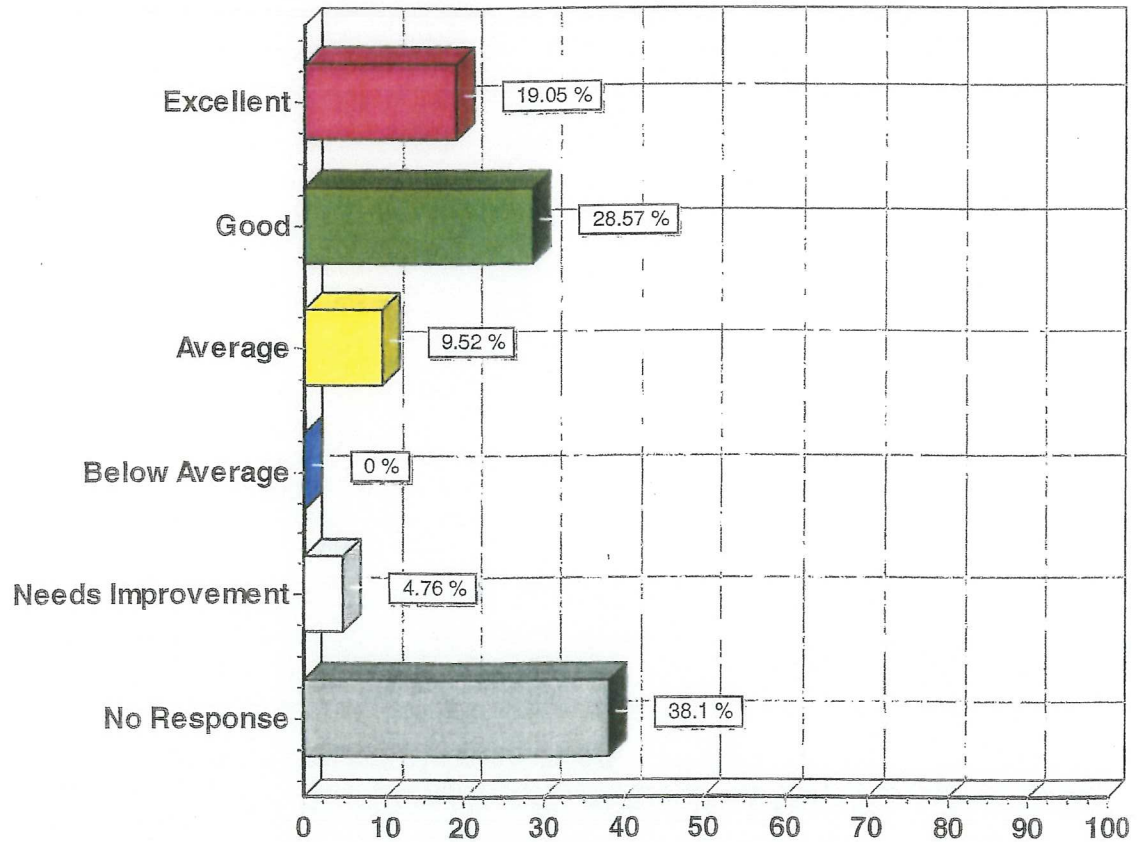
Did you have a positive learning experience at Jefferson High School?



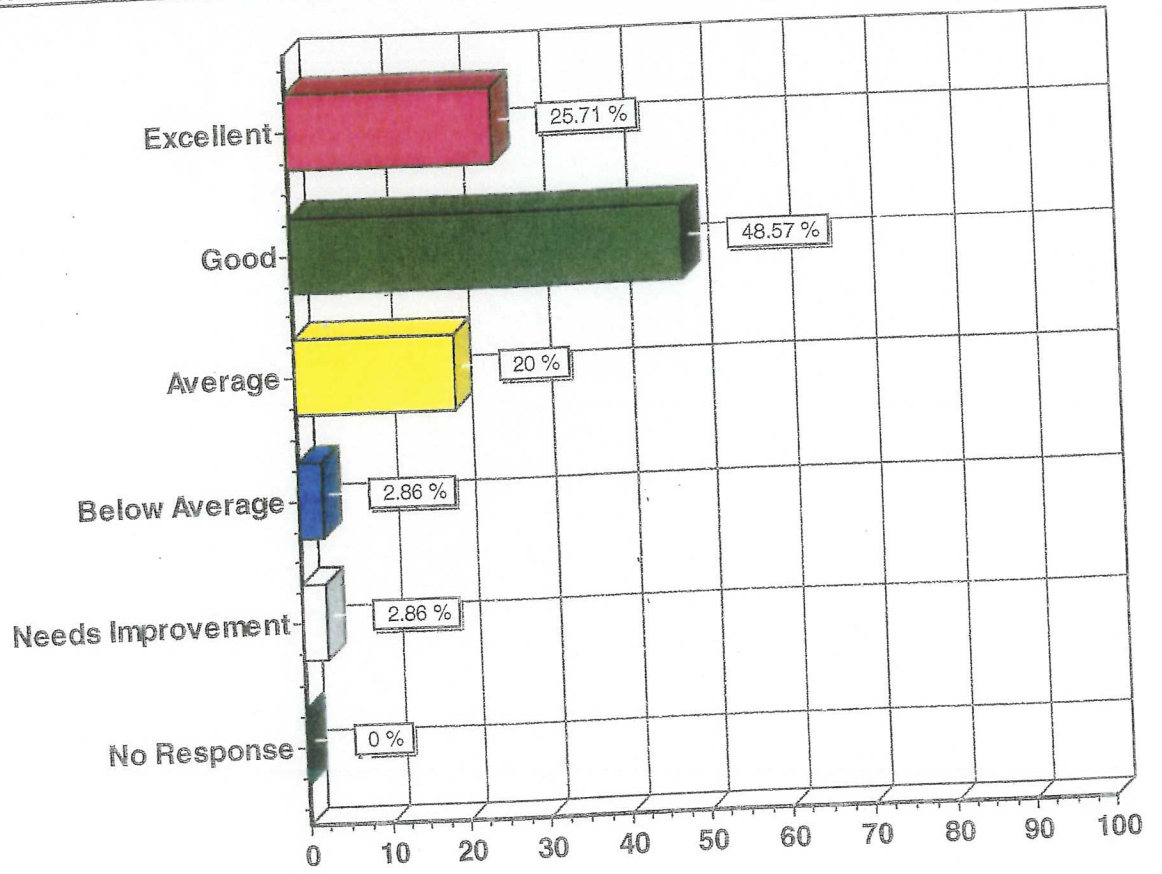
Did you ever experience significant harassment from other students?



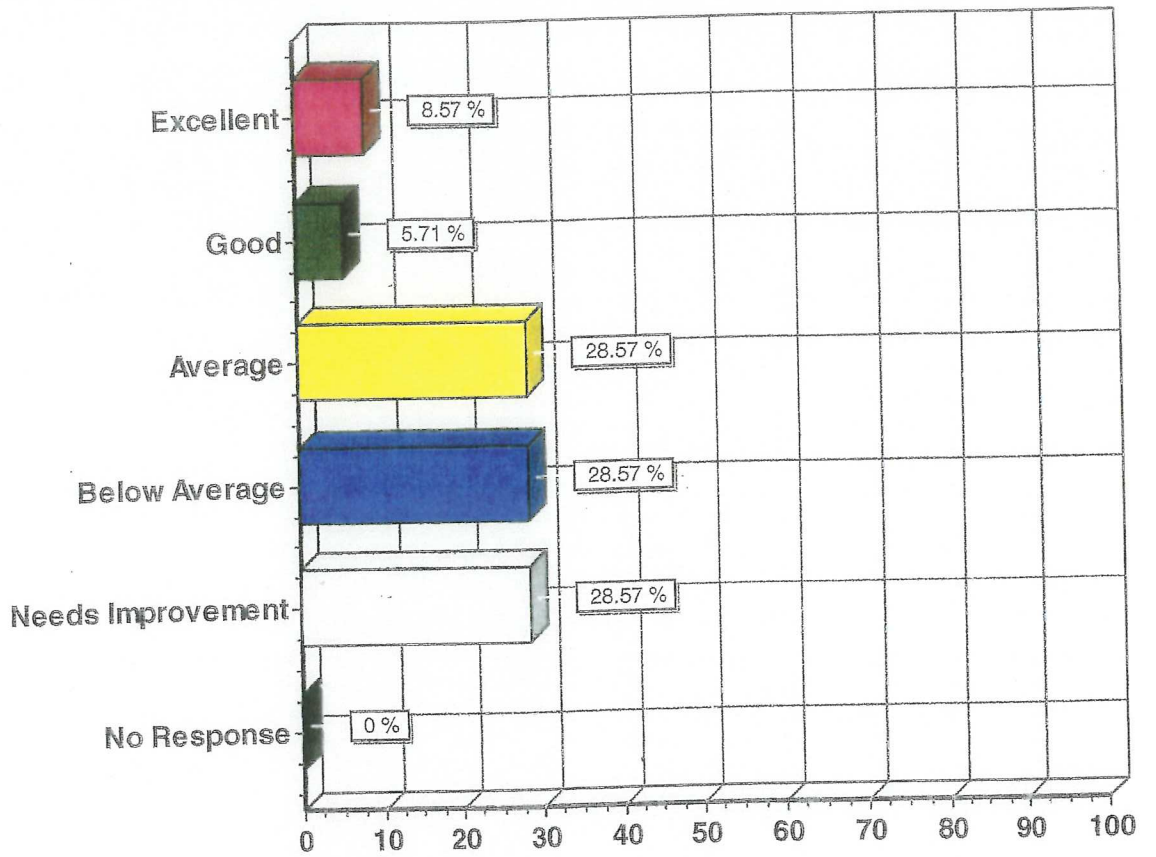
School provided a safe, bully-free learning environment.



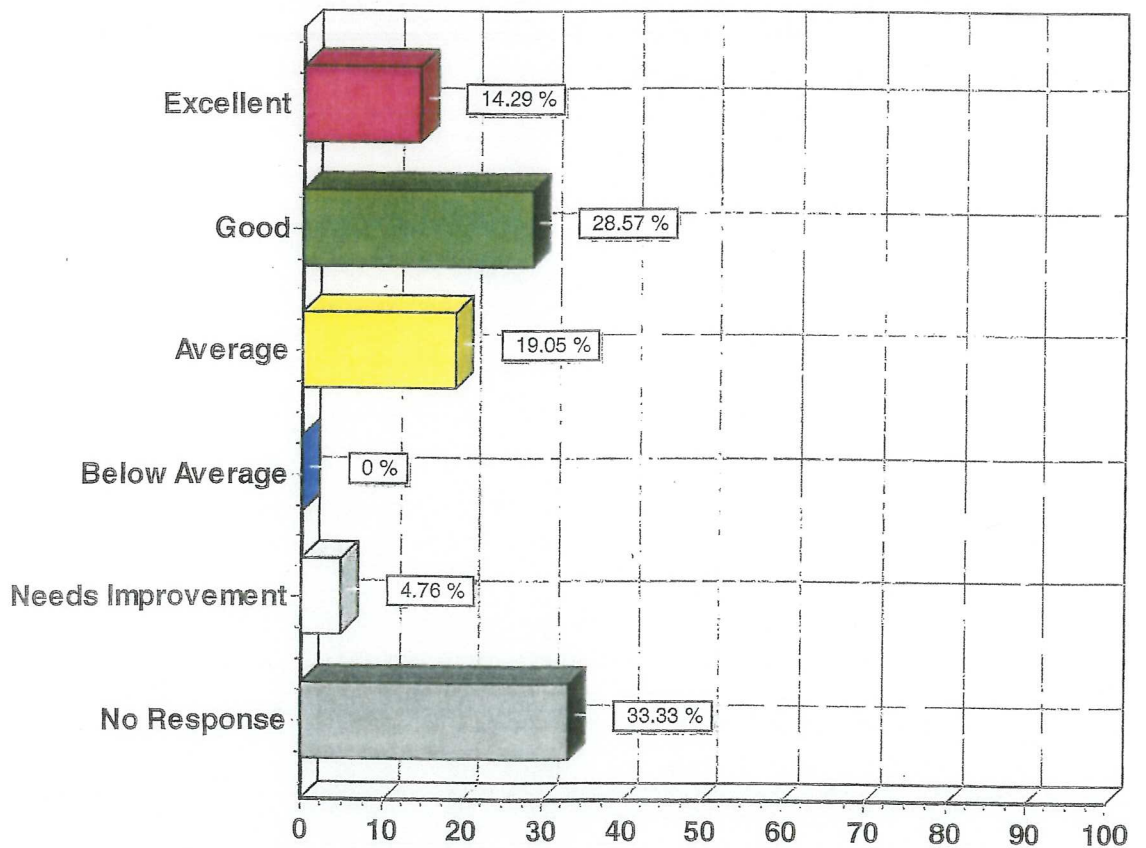
Jefferson High School provided a safe learning environment.



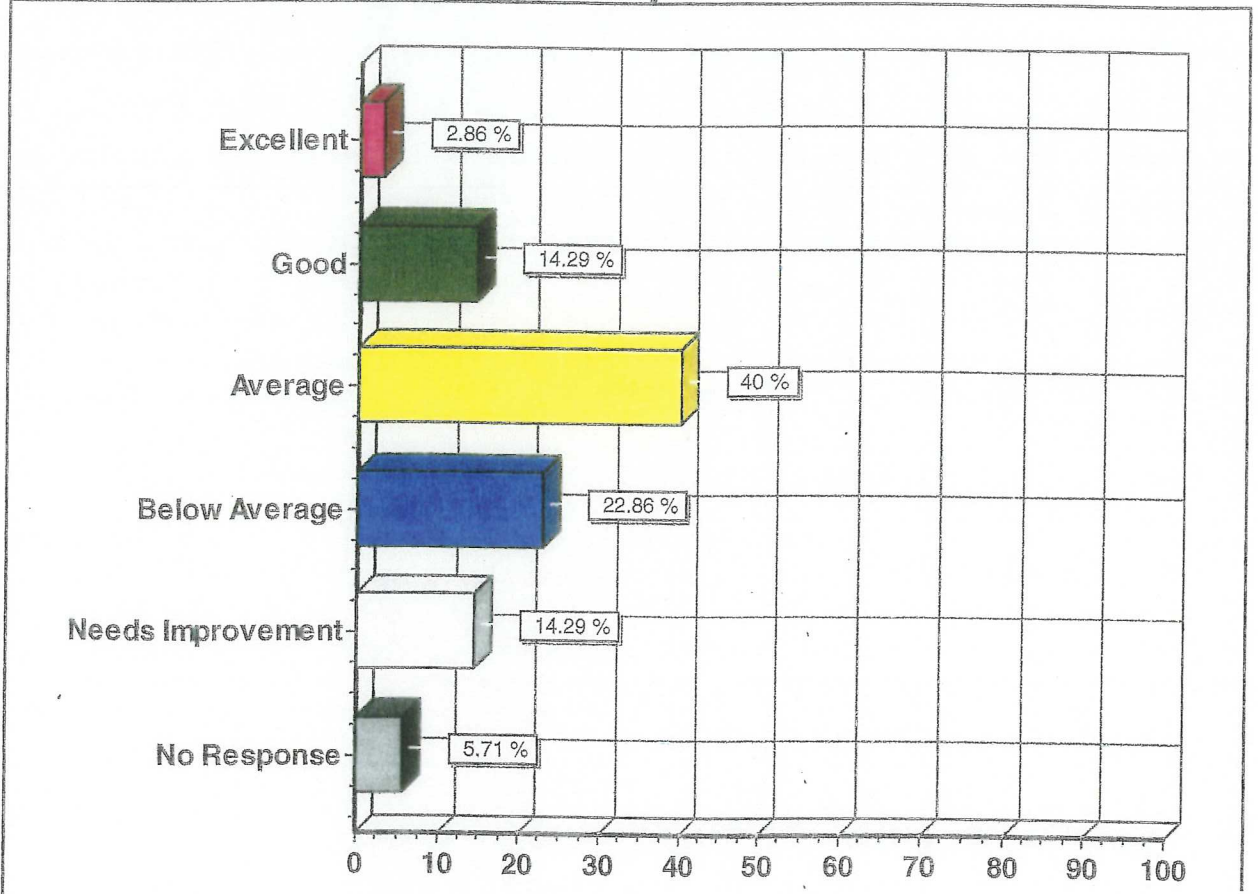
Jefferson High School maintained a drug-free environment.



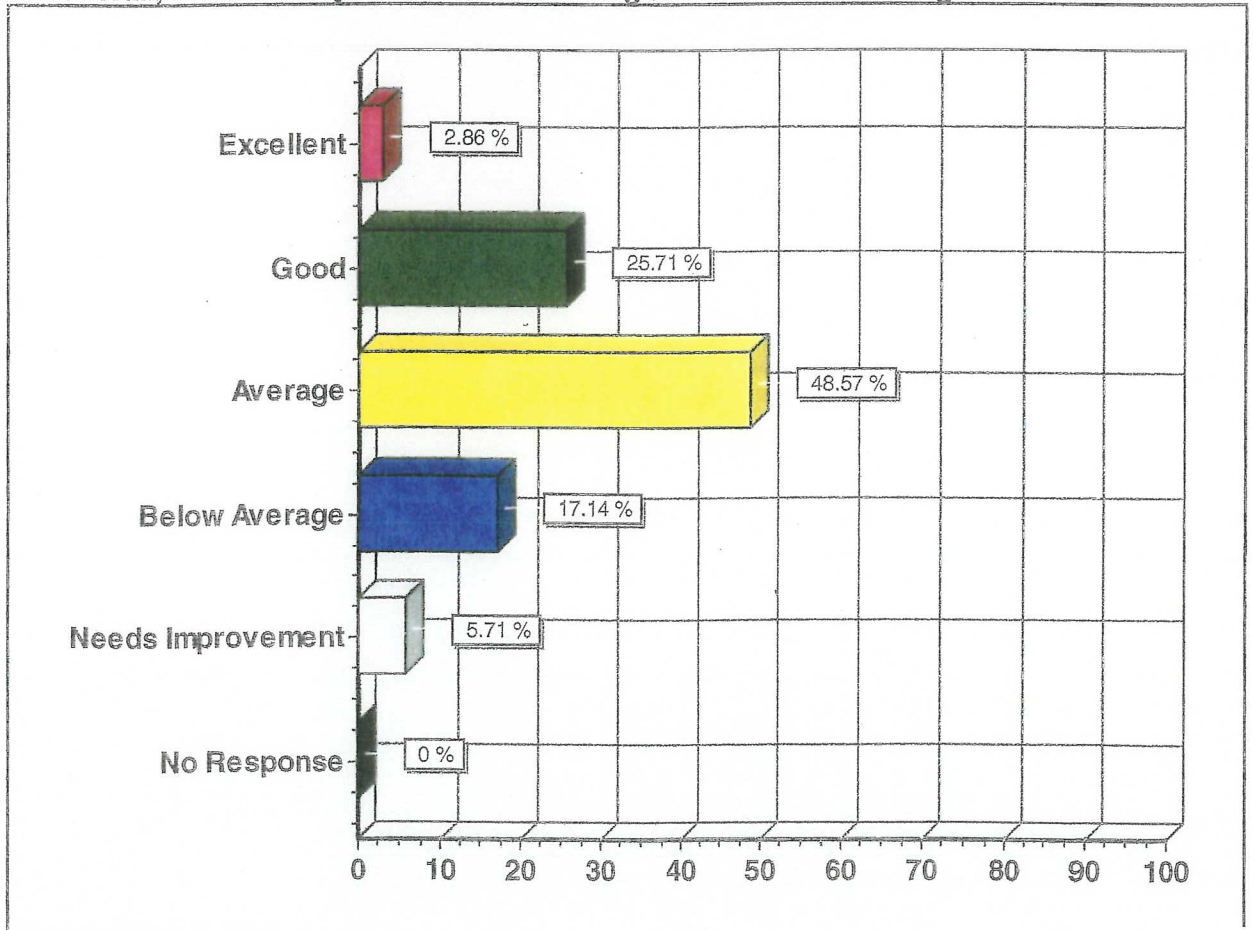
School provided a drug and alcohol-free environment.



Rules were enforced consistently and fairly.



Overall, how would you rate Jefferson High School as a learning environment?





MONTANA UNIVERSITY SYSTEM

High School Follow-up Report, 2010

Montana Public High School Graduates Entering the Montana University System

HIGH SCHOOL LEVEL SUMMARY

County/High School grad year 1st semester	Capture Rate % of recent MT public high school graduates			Remediation Rate % of recent MT public high school graduates			Retention Rate % of recent MT public high school graduates								
	2005-06 Fall 2006	2006-07 Fall 2007	2007-08 Fall 2008	2008-09 Fall 2009	2009-10 Fall 2010	2005-06 Fall 2006	2006-07 Fall 2007	2007-08 Fall 2008	2008-09 Fall 2009	2009-10 Fall 2010	2004-05 Fall 2005	2005-06 Fall 2006	2006-07 Fall 2007	2007-08 Fall 2008	2008-09 Fall 2009
Jefferson County Jefferson High School	35%	45%	38%	42%	49%	44%	32%	38%	45%	29%	79%	63%	74%	48%	59%

Montana State University - Bozeman

Profile of First-time, Full-time, Degree-Seeking Freshmen From Jefferson High School Who Entered Fall Semester

High School Background

First Fall	Class Size	Final GPA		Percentile		ACT Comp		SAT Total	
		Average	Num	Average	Num	Average	Num	Average	Num
2002	8	3.11	8	56%	7	19.9	8	1000	1
2003	6	3.25	6	67%	6	23.8	6		0
2004	6	3.63	5		0	24.2	5	1040	1
2005	10	3.28	10	66%	10	21.2	9	1100	4
2006	4	3.41	4	70%	4	26.0	3	1190	2
2007	6	3.35	6	70%	6	23.0	5	1020	1
2008	6	3.36	6	76%	6	23.3	4	990	3
2009	2	3.67	2	85%	2	30.0	1	1215	2
2010	5	3.55	5	80%	1		0	1048	5

College Persistence

First Fall	Class Size	Percent Enrolled Each Subsequent Fall											Cumulative Percent Graduated						
		2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	4yr	5yr	6yr	7yr	8yr	9yr	10yr	
2002	8	50.0	37.5	50.0	37.5	0.0	0.0	0.0	0.0	0.0	0.0		12.5	50.0	50.0	50.0	50.0	50.0	
2003	6	50.0	66.7	50.0	0.0	0.0	0.0	0.0	0.0				33.3	33.3	33.3	33.3	33.3		
2004	6	100.0	83.3	83.3	50.0	33.3	16.7	0.0					50.0	66.7	83.3	83.3			

5	10	80.0	70.0	60.0	50.0	30.0	0.0				0.0	20.0	20.0
2006	4	50.0	50.0	50.0	25.0	0.0					0.0	0.0	
2007	6	50.0	50.0	50.0	0.0						0.0		
2008	6	50.0	50.0	0.0									
2009	2	100.0	0.0										
2010	5	0.0											

Note: These figures were calculated in compliance with definitions established by the Student Right-to-Know and Campus Security Act of 1990. We do not have high school background data for all students. No students have been removed from the freshman cohorts, so each cohort includes students who have transferred to other schools, enlisted in the military, etc. Therefore, nonreturning/nongraduating students may be pursuing degrees elsewhere.

Mark -- following are average first year GPA's for students in Math and English;
top line data are for incoming Jefferson High, bottom line total entering freshmen.

Give me a call if you need clarification: Terry Dysart, 406-994-1649

Please note: Since we are working with such small numbers, I've included
both full-time and part-time scores. The attached pdf file are full-time students only.

		Math			English	
Fall 2010	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	8	6	3.08	3	3.75	
Overall	2623	1703	2.77	928	2.62	
		Math			English	
Fall 2009	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	3	1	2.87	1	3.76	
Overall	2316	1514	2.78	1004	2.69	
		Math			English	
Fall 2008	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	9	6	1.77	4	1.28	
Overall	2070	1452	1.83	1006	2.97	
		Math			English	
Fall 2007	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	9	7	1.50	8	1.60	
Overall	2100	1441	1.90	1181	2.50	
		Math			English	
Fall 2006	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	7	4	2.10	3	3.20	
Overall	2216	1464	1.90	1088	2.90	
		Math			English	
Fall 2005	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	10	10	1.80	3	3.50	
Overall	2236	1458	2.05	1031	2.85	
		Math			English	
Fall 2004	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	7	6	3.88	2	3.40	
Overall	2184	1496	2.00	975	2.83	
		Math			English	
Fall 2003	Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.	
	Frosh	Math	GPA	English	GPA	
Jefferson High School	6	2	0.85	3	1.83	
Overall	2165	1573	1.91	1032	2.77	
		Math			English	
Entering	# Taking	Avg. 1st. Yr.	# Taking	Avg. 1st. Yr.		

Fall 2002
 Jefferson High School
 Overall

Frosh	Math	GPA	English	GPA
8	4	2.93	3	3.67
2120	1506	1.76	910	2.89

Fall 2001
 Jefferson High School
 Overall

Entering Frosh	# Taking Math	Avg. 1st. Yr. GPA	# Taking English	Avg. 1st. Yr. GPA
7	6	2.08	3	3.53
1894	1395	1.85	917	2.74

REVISED: 7/26/11
 jeffersonhigh.xls

Montana Writing Assessment Results

Class Results 2010

SCHOOL NAME:
TEACHER NAME:

JEFFERSON HIGH SCHOOL
Hesford Michael T.

PERIOD: 4

Score	Strengths
5	Focus Development
4.5	
4	Conventions
4	Organization Development
4	Focus

Weaknesses
Conventions
Conventions
Organization
Fluency Conventions
Organization

Score	Strengths
4.5	Organization Development
4	Focus Development
4.5	Organization
4	Focus Organization
3.5	
4.5	
2.5	Organization
4	Focus Development
4	Organization
3.5	Focus
3.5	Focus
3	Focus
4.5	Organization Fluency
3	Focus
4	Focus Organization
4.5	Focus
3	Focus
3.5	Focus Organization

Weaknesses
Fluency Conventions
Fluency Conventions
Organization Fluency Conventions
Development
Fluency Conventions
Development
Development
Fluency
Organization Development
Organization Development Fluency
Development Conventions
Development Conventions

In Schoolmaster 11-10-10

Montana Writing Assessment Results

Class Results 2010

SCHOOL NAME: *JEFFERSON HIGH SCHOOL*
 TEACHER NAME: *Hesford Michael. T.*

PERIOD: **1**

Score	Strengths	Weaknesses
4	Focus Organization Fluency Conventions	Development
4	Organization	
4	Organization	Conventions
4	Focus Organization	Conventions
3	Organization	Fluency
3.5		Development Fluency
3	Focus	Development Fluency
4	Focus Organization	
4.5	Focus Organization	
4	Focus Organization	Development
4	Organization	Focus Development
2		Fluency
3.5		Conventions
4.5	Focus Development Fluency	
4.5	Organization Conventions	Development Conventions
3.5		Conventions
4	Focus	Development Fluency
3		

In schoolmaster 11-11-10

Montana Writing Assessment Results

Class Results 2008

SCHOOL NAME: *JEFFERSON HIGH SCHOOL*
TEACHER NAME: *HESFORD MICHAEL T.*

PERIOD: 3

Student Name	Score	Strengths	Weaknesses
	3.5	Focus	Fluency Conventions
	1.5	Focus	Development
	2.5		
	3	Development	Fluency Conventions
	4		
	2		Fluency
	1.5		
	4	Development	
	3.5		
	4		
	3.5		Focus Development Conventions
	3		
	3		
	3		Focus Conventions
	3	Focus	
	2.5		
	3.5		
	2.5		Focus
	2		Organization Development Conventions
	4	Focus	Development Organization Development
	3		
	3		
	4		Conventions
	4		
	2.5		Development Fluency
	5		
	1.5		
	4		
	3	Focus	Conventions
	4	Development	Focus
	4		Fluency
	3		Organization Development
	4.5	Development Fluency Conventions	Organization
	3.5	Focus	Conventions
	2.5		
	3	Focus	Development Conventions
	2.5	Fluency Conventions	Organization Development
	5.5		
	3	Focus	Organization
	2.5		Organization Development

Montana Writing Assessment Results

Class Results 2008

SCHOOL NAME:
TEACHER NAME:

JEFFERSON HIGH SCHOOL
HESFORD MICHAEL T.

PERIOD: 3

Score	Strengths	Weaknesses
5.5	Focus Organization Development Fluency	Development Fluency
2		
5		
1.5		Development
4		Development Conventions
3	Focus	
3		Fluency Conventions
4		
3	Focus	Development
2.5		Development Fluency
3		
4	Fluency Conventions	Conventions
2.5		
4		Fluency
4		
3		
4.5	Development Fluency	



PRINCIPAL
JEFFERSON HIGH SCHOOL
312 S MAIN ST
PO BOX 838
BOULDER, MT 59632

June 29, 2011
Code: 27005



011061110

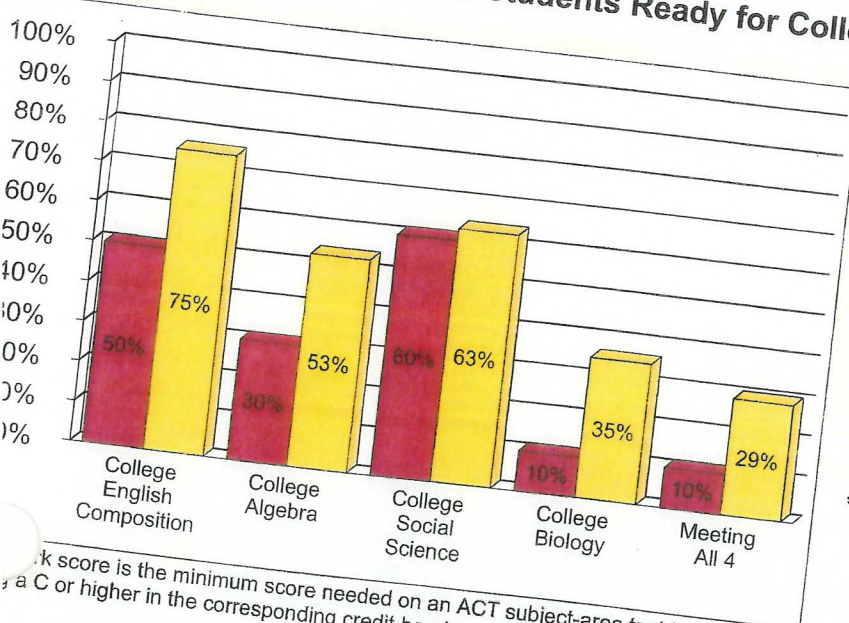
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2008	21	6,066	20.3	21.2	22.1	21.7	23.1	22.5	21.6	21.8	22.0	21.9
2009	20	6,286	21.6	21.3	21.1	21.8	23.8	22.7	22.4	21.8	22.4	22.0
2010	25	5,960	21.5	21.2	20.9	21.7	23.6	22.7	21.8	21.7	22.1	22.0
2011	16	6,222	21.4	21.3	21.8	21.7	22.1	22.7	22.7	21.9	22.0	22.0
	10	6,037	19.3	21.3	20.1	21.9	21.7	22.7	21.7	22.0	20.9	22.1

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

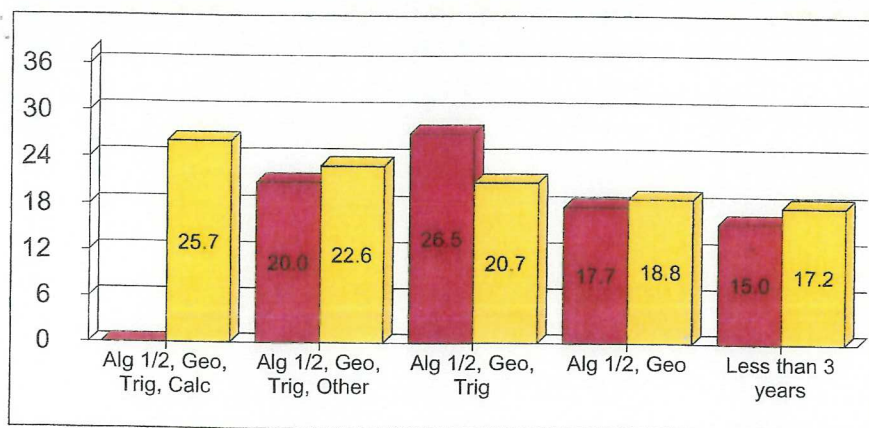
- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

A score of 18 or higher is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

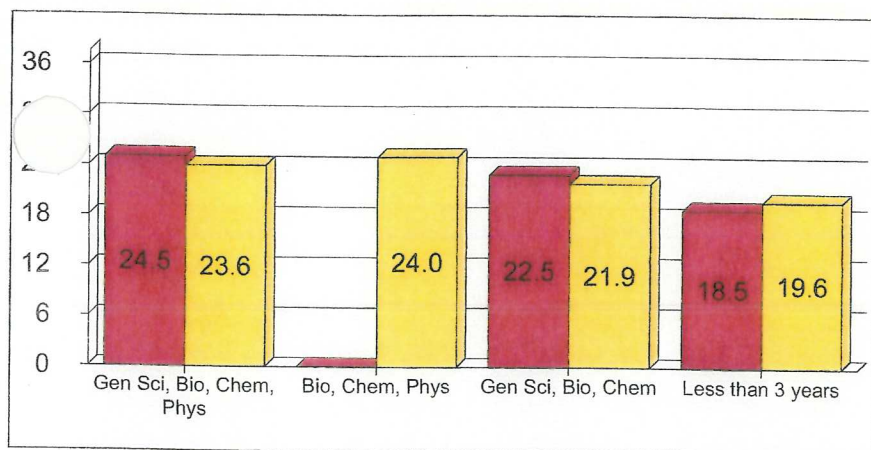
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 303-337-3273 or email denver@act.org.

... test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in ...
 ... credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These
 scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores
 are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

ACT PROFILE REPORT - High School: SECTION I, EXECUTIVE SUMMARY
 Graduating Class 2011

Total Students in Report: 10

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Total Students in Report: 10

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Year	Number of Students Tested		Percent Meeting Benchmarks					
	School	State	English	Mathematics	Reading	Science	Meeting All Four	
	School	State	School	State	School	State	School	State
2007	21	6,066	76	52	62	33	24	26
2008	20	6,286	80	50	70	50	25	26
2009	25	5,960	84	48	68	28	24	26
2010	16	6,222	88	50	50	38	31	28
2011	10	6,037	50	30	60	10	10	29

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores					
	School	State	English	Mathematics	Reading	Science	Composite	
	School	State	School	State	School	State	School	State
2007	21	6,066	20.3	22.1	23.1	21.6	22.0	21.9
2008	20	6,286	21.6	21.1	23.8	22.4	22.4	22.0
2009	25	5,960	21.5	20.9	23.6	21.8	22.1	22.0
2010	16	6,222	21.4	21.8	22.1	22.7	22.0	22.0
2011	10	6,037	19.3	20.1	21.7	21.7	20.9	22.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores			Composite
	School	State	English	Reading	Science	
2007	1,300,599	6,066	20.7	21.5	21.0	21.2
2008	1,421,941	6,286	20.6	21.4	20.8	21.1
2009	1,480,469	5,960	20.6	21.4	20.9	21.1
2010	1,568,835	6,222	20.5	21.3	20.9	21.0
2011	1,623,112	6,037	20.6	21.3	20.9	21.1

Total Students in Report: 10

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Average ACT Scores															
	Core or More ¹	Less than Core	Percent ²		English			Mathematics			Reading			Science			Composite	
			Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2007	7	11	33	52	21.1	19.8	24.1	21.5	22.3	23.8	22.9	21.1	22.9	21.1	22.9	21.1	22.9	21.6
2008	4	15	20	75	25.0	20.8	22.5	20.8	25.5	23.3	22.5	22.3	22.5	22.3	22.5	22.3	22.5	22.0
2009	6	19	24	76	20.3	21.9	23.0	20.3	23.5	23.6	23.2	21.4	23.2	21.4	23.2	21.4	23.2	21.9
2010	7	9	44	56	23.3	19.9	24.0	20.0	23.4	21.0	24.4	21.3	24.4	21.3	24.4	21.3	23.9	20.6
2011	6	4	60	40	22.2	15.0	22.5	16.5	24.3	17.8	23.8	18.5	23.8	18.5	23.8	18.5	23.5	17.0

¹Core or More¹ results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2007			2008			2009			2010			2011		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	21	100	22.0	20	100	22.4	25	100	22.1	16	100	22.0	10	100	20.9
Black/African American	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
American Indian/Alaska Native	0	0	.	0	0	.	0	0	.	1	6	27.0	0	0	.
White	14	67	22.8	19	95	22.7	21	84	21.9	14	88	21.8	10	100	20.9
Hispanic/Latino	1	5	27.0	1	5	17.0	0	0	.	0	0	.	0	0	.
Asian	0	0	.	0	0	.	1	4	22.0	0	0	.	0	0	.
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	0	0	.	0	0	.
Two or more races	1	5	26.0	0	0	.	0	0	.	0	0	.	0	0	.
Prefer not to respond/No response	5	24	17.8	0	0	.	3	12	23.3	1	6	20.0	0	0	.

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Total Students in Report: 10

Table 1.6. Percent of Students in College Readiness Standards Score Ranges

CRS Range	English (Benchmark = 18)			Mathematics (Benchmark = 22)			Reading (Benchmark = 21)			Science (Benchmark = 24)		
	100%	50%	0%	100%	50%	0%	100%	50%	0%	100%	50%	0%
1-12	0%	6%	0%	0%	0%	0%	0%	3%	0%	0%	2%	0%
13-15	40%	10%	0%	10%	7%	0%	10%	8%	0%	10%	5%	0%
16-19	10%	20%	0%	40%	29%	0%	10%	19%	0%	20%	19%	0%
20-23	30%	30%	0%	30%	26%	0%	60%	27%	0%	60%	39%	0%
24-27	20%	21%	0%	10%	26%	0%	0%	20%	0%	0%	25%	0%
28-32	0%	10%	0%	10%	10%	0%	20%	17%	0%	10%	9%	0%
33-36	0%	3%	0%	0%	2%	0%	0%	5%	0%	0%	2%	0%
% At or Above Benchmark	50%	75%	0%	30%	53%	0%	60%	63%	0%	10%	35%	0%

Legend: = School = State



SCHOOL NAME AND ADDRESS

JEFFERSON HIGH SCHOOL-NG
312 SOUTH MAIN
BOULDER MT 59632 -

MEPS ID C71

Session ID 712041

List of abbreviations and their meanings

- | | |
|-------------------------------|-------------------------------------|
| GS - GENERAL SCIENCE | VA - VERBAL ABILITY |
| AR - ARITHMETIC REASONING | MA - MATH ABILITY |
| WK - WORD KNOWLEDGE | TEC - SCIENCE and TECHNICAL ABILITY |
| PC - PARAGRAPH COMPREHENSION | |
| MK - MATHEMATICS KNOWLEDGE | |
| EI - ELECTRONICS INFORMATION | |
| AS - AUTO & SHOP INFORMATION | |
| MC - MECHANICAL COMPREHENSION | |
| AO - ASSEMBLING OBJECTS | |

11th GRADE STATISTICAL REPORT FOR

JEFFERSON HIGH SCHOOL-NG
BOULDER MT

2010

SESSION I.D. 712238

STUDENTS TESTED IN GRADE 53

SD		STANDARD SCORE MEAN	STANDARD DEVIATION
COMPOSITES	VA	53.33	08.47
	MA	53.50	08.93
	TEC	53.46	08.41
SUBTESTS	GS	54.27	09.00
	AR	52.60	08.77
	WK	53.58	08.90
	PC	52.56	08.12
	MK	53.67	08.50
	EI	52.29	07.84
	AS	52.02	09.95
	MC	52.71	08.71

11th GRADE STATISTICAL REPORT FOR

2009

JEFFERSON HIGH SCHOOL-NG
BOULDER MT

SESSION I.D. 712041

STUDENTS TESTED IN GRADE 38

	STANDARD SCORE MEAN	STANDARD DEVIATION
COMPOSITES		
VA	52.13	07.16
MA	51.13	08.01
TEC	51.95	06.19
SUBTESTS		
GS	53.92	06.51
AR	50.84	07.59
WK	52.79	06.87
PC	50.87	07.75
MK	51.29	08.00
EI	51.05	08.44
AS	51.50	10.67
MC	50.71	06.89

11th GRADE STATISTICAL REPORT FOR

2008

JEFFERSON HIGH SCHOOL
BOULDER MT

SESSION I.D. 711857

STUDENTS TESTED IN GRADE 44

GP		STANDARD SCORE MEAN	STANDARD DEVIATION
COMPOSITES	VA	53.59	08.13
	MA	53.77	08.62
	TEC	53.59	07.74
SUBTESTS	GS	54.59	07.52
	AR	52.70	08.21
	WK	53.16	08.80
	PC	54.11	07.67
	MK	54.57	08.19
	EI	51.16	07.81
	AS	51.00	09.67
	MC	54.16	08.69