

**AGENDA for the REGULAR MEETING
OF THE TRUSTEES OF JEFFERSON HIGH SCHOOL DISTRICT # 1**

*** 6:30 p.m. March 18, 2014 * Jefferson High School Library**

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

This agenda is subject to changes until the Friday preceding the meeting. Please check the school website at www.jhs.k12.mt.us for the most current agenda and the packet of associated materials for the meeting.

A. Call to order-Chairperson

1. Pledge of Allegiance

B. Announcements and Public Comment. Please see information printed on the back of the agenda and in the brochure at the entrance to the meeting about speaking to the board during this time.

C. Student Report

D. Staff Report

E. Committee Reports - brief review, written report(s) provided in board packet

1. Tech
2. Policy – waiting for policy technology capability for collaboration
3. Building/facilities
4. Budget

F. Administration Reports – The board briefly reviews the written reports provided in board packet. Some specific, anticipated items are listed below. Board action is not taken on items in a report unless the item is listed as an action item in the new or unfinished business sections of the agenda.

1. Clerk/Business Manager
 - a. Budget handout
 - b. Tax payment status update – delinquent taxes other than the mine
 - c. Staff insurance meeting March 20 with PayneWest
2. Principal/A.D.
 - a. Program Reviews
3. Superintendent
 - a. TEAMS
 - b. Titles 1A and 1D2
 - c. Graduation Matters

G. Unfinished Business- Action is always possible for Unfinished Business items.

1. Update on Boulder Monitor second lawsuit against District, possible closed session for litigation strategy, possible action if needed
2. Board training date March 29, Saturday – update – possible action
3. Strategic plan document update - action
4. Extracurricular program evaluation regarding coach/advisor time spent
5. 5.0 grade scale
6. Concessions income structure/split
7. Benefits splits with BES

H. New Business – Action is always possible for New Business items.

1. Personnel – Action
 - a. Substitute Applications –J. Beasley, K. Hendrichs - action
 - b. Friday tutoring instructor approval – N. Strozewski - action
 - c. Staff Evaluations – possible executive sessions
2. Finalize Superintendent Evaluation process and form – possible action
3. Call for election - action
4. Sports and activities programs budget and expenditure information request
5. Sports and activities programs coach/leader job description information request
6. Sports and activities end of season evaluation form and presentation information request
7. Trustee LeTexier conduct – March 13 – possible action
8. Fan conduct at events – possible action
9. 14-15 Master Calendar
10. 14-15 Master Schedule
11. MTSBA Resolution regarding ANB for students attending schools out of district

I. Communication and Comments

1. Letters to the Board - Mann, McGinnis, Sutherlin

J. Commendations and Recognition

K. Consent Agenda

1. Approval of Previous Minutes and High School Claims and Accounts – action

Follow-up/Adjournment – upcoming three months

1. Chair/Superintendent article for paper
2. April – Certified employees retirement intention
3. April – Board reviews risk management program
4. April – Board approves special education application
5. May – Elections
6. May - Organization Meeting
7. May – School Board Advocacy

NEXT REGULARLY SCHEDULED HIGH SCHOOL BOARD MEETING: 6:30 P.M. April 15, 2014
BOARD CHAIR-APPROVED AGENDA ITEMS ARE DUE IN THE DISTRICT OFFICE BY THE LAST FRIDAY OF THE MONTH PRIOR TO THE BOARD MEETING.

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.

Jefferson High School Board Members

Sabrina Steketee, chair (Boulder area position)
Michele LeTexier (Basin area position)
Travis Pierce (At-Large position)
Larry Rasch (Clancy area position)

Pat Lewis, vice-chair (At-Large position)
Stan Senechal (At-Large position)
Denise Brunett (MT City area position)

Draft Mission Statement

The Jefferson High School District #1's mission is to provide the best possible education for our youth for whatever path of life they choose; to be the school of choice for students, teachers, and staff; and to be the heart of the communities we serve.

Our vision for the future, second draft:

Students:

- Achieve high test scores and graduation rates that are competitive nationally;
- Graduate with a plan for life that they feel well equipped to pursue;
- Choose our school over other options because of our solid reputation;
- Feel happy, challenged, safe and supported throughout their time here;
- Appreciate and fully engage in our activities that augment our core curriculum; and
- Have access to technology that enhances their learning opportunities.

Teachers:

- Actively support students with their time, attention and obvious commitment;
- Have the tools and resources necessary to do optimal work;
- Are proud to work here and of their contribution to the school;
- Are committed to continuing education and the use of best practices;
- Look at our District as a long-term career commitment; and
- Feel confident about the Board's decisions and plans.

Our Administration and Board

- Commit to be knowledgeable about best practices
- Establish, devote themselves to, and evaluate their priority goals on a regular basis; and
- Work as a collaborative team to make decisions that always focus on what's best for students, teachers and our communities.

Our communities:

- Are knowledgeable of and highly respect our commitment to excellence; and
- Support our work in many ways – their time, funds, levy votes, ideas, and enthusiasm about our students and their activities.

Announcements and Public Comment. The board welcomes and encourages public comment and wishes the public comment process to be fair and orderly. Written comments may be submitted to the board through the District Clerk's office. Individuals wishing to address the board at the board meeting must sign in on the sheet provided. The clerk will collect the sheet when the meeting begins. Comments on topics that are on the agenda may be made when the meeting reaches that item's point on the agenda. Comments on non-agenda items may be made during the "Public Comment" agenda item. The Board would like to remind everyone in attendance that to avoid violations of individual rights of privacy, a member of the public wishing to address the Board during this time will not be allowed to make comments that would infringe upon the privacy rights of any student, staff member, or member of the general public during his/her designated time to speak. Abusive or obscene comments will not be allowed. Time allowed for comments may be limited. Individuals will only be called upon twice for the same topic after all persons have been called upon and as time permits. The board may not respond to and will not take action on non-agenda topics at this meeting but may schedule the topic on the agenda of a subsequent meeting.

From the desk of:



March 2014

Budget – report is included.

From my previous email concerning the delinquent taxes:

Relatively good news about the delinquencies - I talked to Bonnie Ramey, Clerk and Recorder, and she said that the previously delinquent taxes have been addressed. She indicated that several firms have "bought" these delinquencies. The owners of the property have been notified by the firms of the delinquency and have been given the opportunity to pay the taxes. Since the firms have already paid the county, we will recognize the collection in this year.

Beginning work on the MD&A (Management Discussion and Analysis) for the audit. Hope to have it done by the end of the month.

I've been helping the Cardwell clerk with some accounting/balancing issues. I remember when I transitioned to this job from the assistant position how nice it was to have someone to give me advice on different problems I encountered.

Mr. Andariese has completed a locking cabinet for the district office. It's a lovely piece and very nice to have to store items that require a higher level of security like credit cards, attendance agreements, etc.

Latrice Vossler and Levi Vossler made me a clipboard that is quite nice. It's made of two different colors of wood. They made me 2 cutting boards for Christmas gifts that were super as well. Mr. Andariese is experimenting with several different small projects to find some that will be appropriate for marketing.

Principal and AD Report

March 18, 2014

Principal Report:

Smarter Balanced Testing: Last week on March 12, Mr. Norbeck and Mrs. Getten administered the Science portion of the CRT test to sophomores. Mrs. Getten will be administering make-up tests to those students having missed the testing due to various absences. In the coming weeks Mrs. Getten, Mr. Norbeck, Mrs. Cathy Carey, Mr. Hesford, and I will be administering the Smarter Balanced testing.

As I discussed at the February meeting, this testing is aligned to the Common Core and Montana is a pilot state for the tests that will be adopted nationally next school year. Mrs. Getten has been working with Mr. Smith to resolve the technology requirements to administer the testing and to allow the practice tests to be taken. In the event we do not have the capabilities to administer the tests at JHS, we may need to administer them at Boulder Elementary. The elementary has utilized the Smarter Balanced tests last school year and have already worked through the technology “kinks” in the past.

I am confident that Mr. Smith will be able to get everything in place to allow the testing to happen at JHS, but wanted a “plan B” due to the window we have to administer the testing.

Math Curriculum: Based on our five-year plan written several years ago, our Math curriculum is on the rotation to be updated. I wanted to inquire if any member of the Board would be interested in looking at the samples we will be gathering in the coming weeks. I talked with our School Improvement Advisor, Keith Obert, into what other schools he is working with have implemented and he spoke highly of the Glencoe series (that is the series we also currently use, just an older edition).

I want to have a series chosen before May so we can order it and have it in our teacher’s hands before the close of school (the teacher’s edition at a minimum) to allow them the summer to review and plan for next year.

Textbook Rotation: I was not hear when the textbook rotation was written and would like to inventory the books we have and determine if that rotation is still effective. The reason this has come to light is to see if it is possible to adjust the schedule because we did not order new/replace the technology textbooks last year as the plan defined. Since Mr. Angelo is looking for both Accounting and Keyboarding textbooks, I would like to see if the rotation could be adjusted before using another fund to purchase those books. Accounting and keyboarding texts will cost around \$7,000 and should last between 6-8 years, possibly longer.

Second Round of MAP Testing: In the early stages of April, we will be administering the second round of MAP testing to see what gains our students have made this school year. A quick reminder, these tests are aligned to the Common Core and could give us a solid picture to how each student at JHS will/would have performed on the Smarter Balanced tests. Since this is a pilot year, we will not receive individual performances on the Smarter Balanced test, but will get an overall school performance report.

Prom/Dance Lessons: Prom is this Saturday starting at 7:30 and running until midnight. As we discussed at the February meeting, the chaperones and I will be monitoring student conduct closely. If students do not abide by the guidelines set, the student will first be warned and then asked to leave if a second behavior occurs. I will personally notify parents by phone if their son/daughter is asked to leave the prom.

We had a great turnout for the dance lessons last Tuesday with the students from Carroll College. Everyone had a great time and pizza and pop was served to all participants. Mrs. Foster and Mr. McCauley have scheduled another event for tonight (March 18). These two and Mr. Newman should be commended on their efforts to make this situation constructive and positive. Mr. Newman took pictures at the dance lesson. These pictures show how many were involved and the fun that they were having learning new dance steps.

Skills USA Success: Mr. Heimann had a great weekend at his first Skills USA competition in Great Falls last weekend. Two students placed first and second in the state for welding. This was the first time either of these students participated in a competition and the first time Mr. Heimann has lead a group at Skills USA. Tyrel DeMers took first and Glenn March second (both sophomores). Tyrel won a new welding mask valued at \$500 and a \$100 gift card to Stihl. I am confident Mr. Heimann and all those attending the event are excited for their success and eagerly looking forward to next year's contest.

BPA (Business Professionals of America Success): Mr. Angelo took four students to the state BPA conference in Billings earlier this month qualifying one student, Zach McFadden, for the national conference to be held in Indianapolis in late April. Mr. Angelo and Zach have already begun planning and fund raising for the conference. Mr. Angelo has already mentioned several ideas about how he plans to increase participation in our local BPA chapter. As I am with Skills USA, I predict Mr. Angelo will build on this year's success and qualify several students in the coming years to national conferences.

Graduation Matters Grant/Credit Recovery: Mr. Norbeck has been working with Terri Minnow in working for the Graduation Matters grant offer through OPI and the University of Montana. JHS was awarded \$3,500 due to the efforts we have made towards our new credit recovery and tutoring models we have recently implemented. Mr. Beiler has been actively involved in this effort as well and was the person notifying Mr. Norbeck and me of the award after we thought we did not receive a grant. Mr. Norbeck can tell more of the details of the grant and ways it could potentially be used.

Friday Tutoring Instructor (Item H1B): I would like to recommend Nicole Strozewski for the tutoring position that was created at the January meeting. If approved, she will receive a stipend worth \$1169 for the remainder of the school year. This stipend has been added to the stipend schedule.

Policies going to policy committee: I will be discussing the attendance policy/9-day language at the policy committee meeting tomorrow night. I will also discuss a policy that discusses part-time enrollment at JHS.

Master Schedule and Calendar: I have been working on the master schedule for the 2014-15 school year with a group of teachers. I would like to try and create a schedule that is ongoing and not "reinvented" each year. If this is achieved, incoming freshman could look and plan what classes they would like to take for each semester they attend JHS until graduation. It also makes registration far easier for Mrs. Getten and Mrs. Allen.

I have also been working with teachers to create a calendar for the next school year. The big item on the calendar is trying to have the first semester end before winter break. The reason for this was brought forward after having discussions with staff and parents.

During the current year our students came back after a long winter break to immediately take semester exams. This is very difficult for all of our students and even more burdensome on our at-risk students. If it is possible to have the semester end before the winter break, it is a substantial benefit to our students and staff. Students and their families can enjoy time together without the worry of upcoming exams,

students can start a fresh semester when they return, and staff can have a large amount of time to compile grades to close the first semester. This model also mirrors colleges in how semesters are broken apart.

A copy of the two versions of the calendar are attached to this document for the Board to look over. I plan to send these out to the staff and gather a vote on which one is more favored by staff. I will bring a copy of the master schedule once the budget committee has had the opportunity to meet and I have had a chance to meet with Mrs. Getten to identify possibly changes needing to be made.

Commendations: Many people are deserving of commendations this month as JHS has had many successes this year. I will explain these at the meeting, but would like to recognize the following:

- Fritz Beiler
- Steve McCauley
- Victoria Foster
- Mike Hesford
- Winter Sports and Activities' coaches and advisors
- Mr. Angelo and the BPA students
- Mr. Heimann and the Skills USA students
- Maintenance staff

AD Report:

Programs Expectations/Review (Item H5): Now that our winter sports have come to a close, I would like to set times to meet with our fall and winter coaches to look through the coaches' handbook and update our expectations of our coaches at JHS. I also want to get this information, once updated, and posted to our website to offer the public our expectation of our coaching staffs. I will also meet with our spring coaches at the close of their seasons to update those portions of the handbook.

Sports and Activities Programs Budget (Item H4): I have a report from Mrs. Allen into the costs associated with our sports and activities from last school year. This year is very different as we had several teams extend their seasons due to the efforts on the court and field.

Having our teams succeed and extend their seasons is a great thing for the morale and overall attitude at JHS, but is also tough our budget. Looking forward to the next few years, I would recommend the budget committee look heavily at the amount set aside for transportation, meals, and lodging for these types of events.

Spring Sports Parent Meeting: I am working with our Spring coaches to schedule a time for a parent meeting. Currently, we have decided to hold it on Wednesday or Thursday evening this week.

OPTION 1

August

S M T W T H F S

				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days of Instruction: 6

- 11 Fall Sports Parent Meeting
- 15 Football Begins
- 18 Fall Sports Begin
- 19 Teacher PIR Day
- 20 Freshman Orientation
- 21 First Day of School 10-12

September

S M T W T H F S

		1	2	3	4	5	6
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

Days of Instruction: 17

- 1 No School- Labor Day
- 2 Vball Rosters Announced
- 3 Fall Sports Pictures
- 24 Midterm (Grade Check)
- 24 Late Arrival (10:00 a.m.)

October

S M T W T H F S

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

Days of Instruction: 17

- 29-4 Homecoming Week
- 16-17 No School- MEA/MFT
- 24 End of First Quarter
- 29 Late Arrival (10:00)

November

S M T W T H F S

						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	

Days of Instruction: 14

- 20 Winter Sports Begin
- 26 Midterm (Grade Check)
- 26-28 No School- Thanksgiving

December

S M T W T H F S

30	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

Days of Instruction: 13

- 2 Bball Rosters Announced
- 3 Winter Sports Pictures
- 18-19 Semester 1 Finals (Blocks)
- 22-31 No School-Winter Break
- **Early Dismissal 12/19 at 2:06****

January

S M T W T H F S

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4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

Days of Instruction: 15

- 1st-2nd No School- Winter Break
- 5 Start of Second Semester
- 9 Teacher PIR Day

February

S M T W T H F S

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	

Days of Instruction: 15

- 4 Midterm (Grade Check)
- 16 No School- President's Day
- 25 Late Arrival (10:00 a.m.)

March

S M T W T H F S

1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

Days of Instruction: 18

- 20 End of Third Quarter
- 23 Spring Sports Pictures
- 25 Late Arrival (10:00 a.m.)

April

S M T W T H F S

		1	2	3	4		
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

Days of Instruction: 17

- 3rd-6th Spring Break
- 22 Midterm Grade-Check
- 29 Late Arrival (10:00 a.m.)

May

S M T W T H F S

				1	2		
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

Days of Instruction: 15

- 25 No School-Memorial Day
- 28 Last Day of School
- 29 Teacher PIR
- **Early Dismissal 5/28 at 2:06****

Finals Schedules: (12/18, 12/19, 5/27, 5/28)

12/18 & 5/27		12/19 & 5/28	
1st	8:00-9:45	2nd	8:00-9:45
3rd	10:00-11:45	4th	10:00-11:45
Lunch	11:48-12:18	Lunch	11:48-12:18
5th	12:21-2:06	6th	12:21-2:06
7th	2:09-4:06	***	***

Check-Out on 5/28 each period after testing

OPTION 2

August

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Days of Instruction: 5

11 Fall Sports Parent Meeting
15 Football Begins
18 Fall Sports Begin
20 Teacher PIR Day
21 Freshman Orientation
25 First Day of School 10-12

September

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Days of Instruction: 15

1 No School- Labor Day
2 Vball Rosters Announced
3 Fall Sports Pictures
24 Midterm (Grade Check)
24 Late Arrival (10:00 a.m.)

October

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Days of Instruction: 17

29-4 Homecoming Week
16-17 No School- MEA/MFT
24 End of First Quarter
29 Late Arrival (10:00

November

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Days of Instruction: 14

20 Winter Sports Begin
26 Midterm (Grade Check)
26-28 No School- Thanksgiving

December

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Days of Instruction: 12

2 Bball Rosters Announced
3 Winter Sports Pictures
22-31 No School-Winter Break

Semester Days: 71 Semester Hours: 532.6

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Days of Instruction: 16

1st-2nd No School- Winter Break
14-15 Semester 1 Finals (Blocks)
16 Teacher PIR Day

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Days of Instruction: 15

4 Midterm (Grade Check)
16 No School- President's Day
18 Midterm (Grade Check)
25 Late Arrival (10:00 a.m.)

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Days of Instruction: 18

20 End of Third Quarter
23 Spring Sports Pictures
25 Late Arrival (10:00 a.m.)

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Days of Instruction: 17

3rd-6th Spring Break
22 Midterm Grade-Check
29 Late Arrival (10:00 a.m.)

May/June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Days of Instruction: 18

25 No School-Memorial Day
2nd-3rd Semester Finals (Blocks)
3 Last Day of School
4 Teacher PIR
****Early Dismissal 6/3 at 2:06****

Total Year Days: 147 Total Year Hrs: 1101

76 Days 536.4 hrs.

Semester Days: 76 Semester Hours: 568.4

**Jefferson High School District #1
Board of Trustees**

Superintendent's Report

Date: March 18, 2014

Agenda Item: F-3

3a-TEAMS

I have completed and submitted the TEAMS report for the Montana Office of Public Instruction. There are no deviations for Jefferson High School. I have included the flow chart of the information required and provided to OPI. The requirements listed include:

1. SEID – School employment identification number assigned to all JHS employees
2. TOE – Terms of employment
3. Teacher Class – endorsement verification for all teachers
4. Accreditation Screens

Recommendation

School Master professional development to improve data transfer capabilities to OPI

3b-Titles 1A and 1D2 Reviews

Jefferson High School will undergo OPI reviews of both Title 1A and Title 1D2 this spring. There will be a site visit on April 1st for Title 1D2 that will include both the high school and services provided at Youth Dynamics Inc. Included are copies of forms used to gather required data for both reviews. At this time, I am researching previous reviews to determine what information has been provided in the past.

3c-Graduation Matters

JHS is the recipient of a \$3,500 Graduation Matters grant from OPI. These grants are used to help implement programs to increase the probability of graduating from high school. The program recently put in place at JHS is a step in the right direction to increase the graduation rate and provide avenues for credit recovery. I would like to thank Terry Minow for helping compile and submit the proper information for the grant. Listed below are the actions taken this year regarding student success.

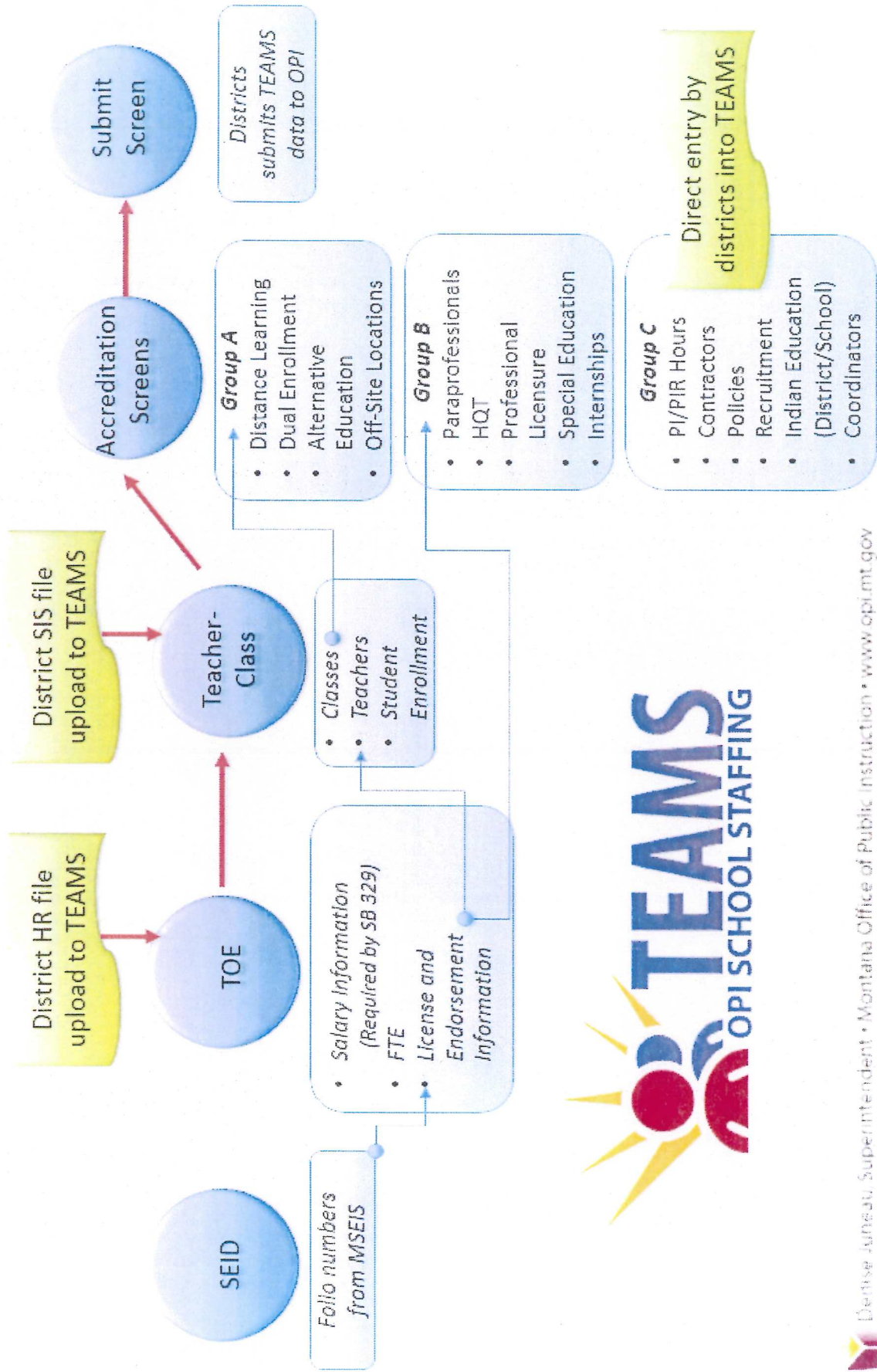
1. At-Risk Plan
2. Lunch credit recovery (Acellus)
3. Monday and Wednesday after school credit recovery (Acellus)
4. Friday (9-12) academic coach (Acellus) board approved stipend

Recommendation

Form a community committee of stakeholders to discuss other possible avenues to increase graduation rates and create an action plan for students at JHS.



TEAMS Module Relationships



2013 – 2014 Title I - D, Subpart 2 Desk Monitoring Review



The Montana Office of Public Instruction (OPI) Title I - D Program Coordinator will complete this document as a record of the review of the Title I – D, Subpart 2 LEA programs. It details the findings of the monitoring regarding the key focus areas identified in this monitoring tool. If any areas are found to be in partial compliance or out of compliance, findings will be noted in the final report and include recommendations and a timeline for corrective action so that the State Agency (SA) can bring its programs into compliance. Upon completion of all outstanding items, this document becomes part of the LEA file maintained by the OPI.

LEA Name:	
Title I D Program Coordinator:	
Date of Program Review/onsite visits:	
Program Sites included in this review:	
OPI Reviewer:	

INSTRUCTIONS FOR COMPLETING THE TITLE I D, SUBPART 2 MONITORING TOOL

The OPI monitoring team will do the following:

1. Review procedures for the monitoring, including any on-site monitoring that may occur.
2. Interview the state agency local educational agency (LEA) NCLB staff using the suggested questions.
3. Review the evidence of compliance.
4. Determine if the LEA is in compliance by comparing the answers provided by the LEA staff to the expected responses and by evaluating the evidence. If additional information is needed before determining the compliance status, the team will probe further by asking more specific questions or by requesting to see more specific evidence.
5. Check all the applicable boxes for each expected response and indicate the compliance status for each item listed on the protocol by circling one of the following:

<input type="radio"/>	I	for in compliance
<input type="radio"/>	P	for partial compliance
<input type="radio"/>	O	for out of compliance, or
<input type="radio"/>	NA	for not applicable.
6. Assess the overall compliance of each section of the protocol based upon the team's determination of compliance of each of the items in the section. Under the Reviewer's Assessment, check the "in compliance," "partial compliance," "non-compliance," or "not applicable" box.
7. Develop, in conjunction with the LEA staff, a Compliance Activities Worksheet for each section marked in partial compliance or non-compliance.
8. For serious non-compliant items with a fiscal impact, the OPI will assign a 30-day completion date for recommended corrective actions. Non-compliant items requiring program or policy changes will be assigned a 60 or 90-day completion date for recommended corrective actions.
9. Follow-up with the SA to ensure all compliance activities have been completed within the allotted time periods after the monitoring review.

Standards, Assessment and Accountability

1.0: The SEA conducts monitoring and evaluation of its subgrantees sufficient to ensure compliance with Title I, Part D program requirements and progress toward Federal and State program goals and objectives. [§1426 and §1431]

Guiding Questions	Evidence and Documentation
<p>1.1 How do you ensure that students in Title I, Part D programs receive instruction that is aligned with state standards and accountability?</p> <p>1.2 What is your process for data collection to obtain demographic, academic and vocational outcome information on your Title I D programs?</p> <p>1.3 How do you evaluate Title I D program performance and report the results of such evaluations?</p> <p>1.4 How do you maintain a current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds and the proportion of their salaries, benefits and duties that are funded by Title I, Part D.</p>	<p>I ___ O ___ P ___ N/A ___</p> <p>Sec. 1426 "The State educational agency may— "(1) reduce or terminate funding for projects under this subpart if a local educational agency does not show progress in reducing dropout rates for male students and for female students over a 3-year period; and "(2) require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of children and youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after such children and youth are released. Sec 1431(a) SCOPE OF EVALUATION.—Each State agency or local educational agency that conducts a program under subpart or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years, to determine the program’s impact on the ability of participants—</p> <p>The LEA has and annually reviews: ___ Copy of instructional curriculum ___ Copy of data collection report and results ___ Copy of longitudinal tracking of annual data collection ___ A plan for monitoring sites and programs</p>

Instructional Support

2.0: The SEA ensures that Local Education Agency (LEA) programs for eligible students meet all requirements. [§1423 and §1425]

Guiding Questions	Evidence and Documentation
<p>2.1 How does the LEA consult with each N or D facility in the program planning and evaluation process?</p> <p>2.2 How are formal agreements between the LEA and these facilities reviewed and updated annually?</p>	<p>I _____ O _____ P _____ N/A _____</p> <p>Sec 1425 "Each local educational agency desiring assistance under this subpart shall submit an application to the State educational agency that contains such information as the State educational agency may require."</p> <p>The LEA has documentation of:</p> <p>_____ Written instructions, agenda, notes or minutes and handouts from meetings with local facilities interested in participating in the Title I D, Subpart 2 program</p> <p>_____ Formal agreements between LEA's and facilities and programs outlining responsibilities for providing services and collecting data as described in the original E-grant application and as required by law</p> <p>_____ Qualification of Title I, Part D staff when a facility is privately managed and served by the LEA</p>

Fiduciary

3.0 The SEA ensures each LEA complies with the statutory and other regulatory requirements governing State administrative activities, providing fiscal oversight of the grants including reallocations and carryover, and allowable uses of funds. [§1424] [Also OMB Circulars A-87, Part 80, Subpart C of EDGAR and any other relevant standards, circulars, or legislative mandates]

Guiding Questions	Evidence and Documentation
<p>3.1 How do the LEA ensure that the Title I, Part D program activities are within the uses of funds and purposes of the Title I, Part D program?</p> <p>3.2 What kind of internal fiscal controls does the LEAs have in place to ensure that they can account for the use of regular Title I, Part D and ARRA funds in a way that meets Federal requirements?</p> <p>3.3 What kind of consultations does the LEA have with each N or D facility or program that will be served with Subpart 2 funds?</p>	<p>I ___ O ___ P ___ N/A ___</p> <p>“Funds provided to local educational agencies under this subpart may be used, as appropriate, for— (1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education; (2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members; (3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education; (4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and (5) programs providing mentoring and peer mediation.”</p> <p>The LEA has documentation of:</p> <ul style="list-style-type: none"> ___ Formal agreements with private facility ___ Internal fiscal controls ___ Consultations <p>___ Evidence that the LEA or facility is implementing planned and approved activities, including budget reports, records of expenditures, carryover and other summary reports.</p> <p>___ A current list of all personnel (instructional and administrative staff) paid with Title I, Part D funds.</p>



Montana Title I Monitoring Tool

2013-14

Montana Office of Public Instruction

Revised 8/14/2013

District:

LE:

County:

Date:

District Superintendent:

Phone:

OPI Title I Representative:

Phone:

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Common Compliance Areas REQUIRED FOR ALL MONITORING

Item #	Item	Supporting Documentation Required Documentation Examples of Supporting Documentation	Comments
CC-A	Expenditures are being maintained at the LEA for each Title area. Expenditures are for allowable and approved activities. Expenditures supplement/not supplant state and local funds. OMB A-87, OMB A-133	<ul style="list-style-type: none"> Provide detailed expenditure report for each title area being monitored for one month; this can be located in E-grants 	
CC-B	The LEA has conducted a federal audit. Audit findings have been addressed. OMB A-133	Most recent A-133 audit Evidence of audit corrections if needed Not Applicable if District does not meet required Federal funding threshold	
CC-C	The LEA has a current inventory of any materials purchased with Title IA funds. This includes the specific location of the item.	LEA fixed assets inventory, this also includes laptops, computers, Smartboards, projectors, etc.	
CC-D	Materials, supplies, and equipment purchased with Title I-A funds are labeled as purchased with federal funds.	<ul style="list-style-type: none"> Verification done during onsite visit or through a written assurance from the District. 	
CC-E	The LEA meets comparability requirements: <ul style="list-style-type: none"> Policy to ensure equivalence among schools in teachers, administrators and other staff Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies A District-wide salary schedule Comparability established 	Building Staff Plans with data that indicates which staff are included and excluded in the comparability calculation worksheets. Comparability calculations worksheets http://www.opi.mt.gov/Programs/TitlePrgrms/titlea/?gpm=1_5 <ul style="list-style-type: none"> Board adopted policy is in place and being implemented District-wide salary schedule Not Applicable if only one school per grade span.	



Common Compliance Areas REQUIRED FOR ALL MONITORING

CC-F	The LEA ensures that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field or inexperienced teachers ESEA 1112(c)(L)	Demonstrated analysis of data Evidence supplied in CC-J Not Applicable if only one school per grade span.	
CC-G	The LEA provides access to student directory information to military recruiters upon request.	Board adopted policy is in place and being implemented	
CC-H	The LEA requires employees supported wholly by Federal funds to complete a semi-annual certification OMB-133: 4-84.007 B.2, 4-84.007	Copies of semi-annual certifications Copy of Staff Breakdown	
CC-I	The LEA requires employees supported in part by Federal funds to complete 'time and effort' reporting. OMB-133: 4-84.007 B.2, 4-84.007	Copies of Time and Effort records Copy of Staff Breakdown	
CC-J	The LEA ensures that all teachers in the district, who are assigned to teach core subjects, are Highly Qualified. 1119(a) (c).	Highly Qualified Teachers List Individual Teacher plans for those staff not HQ	

Private School Participation (ESEA 1120)

Item #	Item	Supporting Documentation Required Documentation	Comments
PS-A	The LEA has complied with the requirements for consultation with private school officials in a timely manner. 1120(b), 2122(b), 5142(a), 9501	<ul style="list-style-type: none"> Examples of Supporting Documentation <ul style="list-style-type: none"> Copies of letters and communication sent to private schools Copy of written affirmations signed by private school officials that consultation occurred Description of services provided to private schools Copy of agreements pertaining to provided services Review of selection process for Title IA services 	
PS-B	The LEA provided services to private schools students and teachers in an equitable manner based on the needs of the private school desiring to participate. 1120(a), 5142(a), 9501		



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Private School Participation (ESEA 1120)

		to private school students including assessment information Description budgeting process used by district to ensure equitable access to services: Private/Nonpublic Equitable Share page from E-grants	
PS-C	The LEA provided opportunities for teachers of participating private schools to participate, on an equitable basis, in professional activities. 1120(a), 2122(b), 5142 (a), 9501	Documentation of private school teachers' participation in professional development activities	
PS-D	The LEA maintains records of its effort to resolve any complaints made by private school representatives. 9501, 9503	Copy of complaint procedure Evidence that complaint procedure has been shared with private schools Documentation of communication with private schools regarding complaints	
PS-E	The LEA retains control of and includes an inventory of fixed assets for all equipment purchased with funds for private schools. 2122 (b)	LEA fixed assets inventory for each private school. This includes laptops, smart boards, projectors, etc.	
PS-F	Services provided to private school children were provided by employees of the LEA or contracted by the LEA. 1120(d)	Contracts of individuals providing services to private school children, if necessary	
PS-G	The LEA established an assessment to measure the effectiveness of the Title IA program against the agreed upon standards established in the consultation. 1120(b)(1)(D)	Completed copy of program evaluation Description of the program modifications, if any, that will be made if the annual progress is not met.	



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation ◦ Examples of Supporting Documentation	Comments
Parents Right-to-Know (ESEA 1111)			
IA-A	At the beginning of each school year, the local educational agency (LEA) notified parents in all Title I-A served buildings that they may request information regarding the professional qualifications of the student's classroom teachers. 1111(h)	<p>Samples of parent notification disseminated by the LEA for each Title I-A building, in multiple languages as applicable.</p> <ul style="list-style-type: none"> ◦ District website ◦ District newsletter ◦ Parent handbook <p>Note: In some cases a school newsletter is not acceptable</p>	
IA-B	The LEA provides timely notice to parents of students in Title I-A served schools if the child has been assigned to be taught, or has been taught for four or more consecutive weeks by a teacher who is not Highly Qualified (as defined by ESEA)	Samples of notification in multiple languages as applicable	
IA-C	The LEA provides information on the level of achievement of the parent's child in each of the state academic assessments. 1111(h)	Samples of individual student statewide assessment scores provided to parents. Please protect confidentiality.	
Schoolwide Program Criteria (ESEA 1114)			
IA-D	The schoolwide plan is reviewed and revised by the school. 1114 (B)(iii)	Annual evaluation process and tool used for each school	
IA-E	School completes a year of planning in consultation with the LEA and/or state support team for Schoolwide plans/programs, including documentation that indicates development/revision and implementation of a schoolwide plan that meets the 10 component requirements	Current Schoolwide plans – In larger districts, please provide two representative schoolwide plans for review; updates should be located in the Continuous School Improvement Plan (CSIP) under the Title I Schoolwide planning tab.	



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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
IA-E cont'd	<ul style="list-style-type: none">◦ A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in ESEA 1111(b)(1).▪ Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low-achieving students.▪ Instruction by Highly Qualified teachers as defined by federal law <p>High quality, on-going professional development based on scientifically based research for teachers, principals, instructional paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff in accordance with ESEA 1119.</p> <ul style="list-style-type: none">▪ Strategies to attract Highly Qualified teachers to high-need schools▪ Strategies to increase parental involvement, such as family literacy services in accordance with ESEA 1118.▪ Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs		



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation ◦ Examples of Supporting Documentation	Comments
	<ul style="list-style-type: none">▫ Measures to include teachers in the decisions regarding the use of the MontCAS and other assessments to improve the achievement of individual students and the overall instructional program (e.g. using data to inform instruction); academic assessments described in ESEA 1111 to provide information on and to improve the achievement of individual students and the overall instructional program		
	<ul style="list-style-type: none">▫ Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by ESEA 1111(b)(1) are provided with effective and timely additional assistance<ul style="list-style-type: none">▫ Coordination and integration of federal, state and local services and programs including all titles in ESEA, violence prevention, nutrition, and housing programs, Head Start, adult education, vocational and technical education and job training. ESEA 1114 (b)		
Targeted Assistance Schools (ESEA 1115)			
IA-F	All children served by Title I in a Targeted assistance building are found eligible using multiple academically related, objective criteria. ESEA 1115(b)	Targeting criteria used to identify students for services Prioritized list of Title I eligible students; please protect confidentiality	



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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation	Comments
IA-G	<p>Documentation supports the component requirements.</p> <p>A Targeted Assistance School Program:</p> <ul style="list-style-type: none"> ◦ All children served by Title I-A in a Targeted assistance building are found eligible using multiple academically related, objective criteria. Homeless and Migrant children are automatically considered. Homeless children are eligible regardless of their attendance area. ◦ Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs like Head Start, Striving Readers or preschools run by state or LEA funds ◦ Incorporates Title I planning into existing school planning; building completes a needs assessment of the entire school that is based on the achievement of children in relation to state academic content and achievement standards. ◦ Uses Title I resources to help participating children meet the state student academic standards expected for all children in reading and mathematics ◦ Uses effective methods and instructional strategies that are based on scientific research that give primary consideration to providing extended time (such as extended school year, before and after-school programs, and summer programs), helps provide an 	<ul style="list-style-type: none"> ◦ Examples of Supporting Documentation <p>Current Targeted Assistance Plans – In larger districts, please provide two sample targeted assistance plans for review. These are located in the CSIP.</p> <ul style="list-style-type: none"> ◦ Districts/schools not in improvement: CSIP ◦ District/schools in improvement: CSIP- Title I Planning 	



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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
IA-G cont'd	<p>accelerated, high quality curriculum, and minimize removing children from the regular classroom during regular school hours for Title I instruction</p> <ul style="list-style-type: none"> ◦ Coordinates and integrates federal, state and local services including program supported under ESEA, violence prevention, nutrition, and housing programs, Head Start, adult education, vocational and technical education and job training ◦ Provides strategies to increase parental involvement requirements ◦ Provides sufficient professional development opportunity with Title I and other resources, if possible, for teachers, principals, paraprofessionals, other appropriate pupil services staff, and parents, especially to enable non-Highly Qualified teachers and paraprofessionals to become Highly Qualified according to the federal definition. ESEA 1115(c) 		
Identification of Schools in Title I School Improvement Status (ESEA 1116)			
IA-H	<p>The LEA provides all students enrolled in a school in improvement the option to transfer to another school in the LEA not in improvement status giving priority to the lowest achieving children from low-income families. 1116(b)(1)(E)</p>	<p>Letters and/or communication sent to parents, in multiple languages as applicable.</p> <p>Provide counts of students who applied and transferred. Also, provide information as to where they transferred.</p>	



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
IA-H cont'd	<p>The LEA promptly provides parents (in an understandable format and language parents can understand) of each student enrolled in a school identified for school improvement, corrective action or restructuring:</p> <ul style="list-style-type: none">• An explanation of what the identification means; how the school compares academically with other similar schools• The reason for the identification• An explanation of what the school is doing to address the problem of low achievement• An explanation of what the LEA and SEA is doing to help the school address the achievement problem• An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified• An explanation of the parents' option to transfer their child to another public school not in improvement status within the LEA with transportation provided or to obtain SES. 1116 (b)(6)(A-F)		
IA-I	<p>The LEA has a peer review process to review and approve the school plans. 1116 (b)(3)(E)</p>	<p>Documentation of the peer review process including timeline: CSIP Title I planning/Schoolwide planning</p>	
IA-J	<p>The LEA provides technical assistance to schools in improvement status that includes:</p> <ul style="list-style-type: none">• Data analysis• Identification and implementation of strategies• Budget analysis 1116 (b)(4)(B)(i-iii)	<p>Documented implementation of technical assistance plan List of activities provided with dates, agendas and attendees</p>	



Title I-A Improving the Academic Achievement of the Disadvantaged

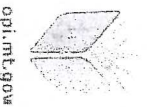
Item #	Item	Supporting Documentation • Examples of Supporting Documentation	Comments
IA-K	The LEA bases its technical assistance to schools in improvement status on scientifically based research	Documentation of process to identify programs/strategies based on scientifically-based research	
IA-L	The LEA has made SES available to students in schools which are in year two or beyond in school improvement status	Copies of Letters Samples of Service Provider Contracts Not applicable for schools in first year in School Improvement unless Public School Choice is not an option.	
IA-M	The LEA has set aside at least 10% of the school's Title I allocation for professional development. 1116(b)(3)(A)(iii)	Financial records showing total expenditures for professional development as approved in E-Grants	
IA-N	The school ensures teachers use instructional strategies that are reflected in the professional development activities outlined in the school improvement plan. 1116(b)(4)(B)(ii)	Documentation of Professional Development in Instructional Strategies Evidence that teachers are implementing these strategies <ul style="list-style-type: none">◦ Walkthroughs◦ Peer to Peer observations◦ Teacher reflections	
IA-O	The LEA assists the school in implementing the evaluation process as described in the school improvement plan. 1116(b)(3)(A)(v) 1116(a)(1)(D)	Documentation of the LEA process for monitoring and evaluating the school improvement plans: CSIP/Title I planning/Schoolwide planning	



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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
Identification of LEAs in Title I LEA Improvement Status (ESEA 1116)			
IA-P	<p>The LEA has a revised, not later than 3 months after identification, a continuous improvement plan in consultation with parents, school staff and others that:</p> <ul style="list-style-type: none"> • Incorporates scientifically based research strategies that strengthen the core academic program • Identifies actions that have the greatest likelihood of improving the achievement of participating children • Addresses the professional development needs of the instructional staff by committing to spend not less than 10% of the Title I funds • Includes specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data • Addresses the fundamental teaching and learning needs in the schools and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about the increased student achievement • Specifies the responsibilities of the SEA and LEA including the technical assistance to be provided by the SEA • Includes strategies to promote effective parental involvement in school 1116(c)(7)(A)(i-viii) 	<p>Documentation of progress toward implementing strategies in CSIP/Title I planning/Title I Schoolwide planning. Documentation of professional development activities district-wide that address the academic needs of students. Documentation of alignment between professional development activities and improvement goals/strategies. Documentation of requests for support from OPI or the USED indicating the need and the types of support that are desired or have been provided. Documentation of involvement by parents in implementing and evaluating the plan.</p>	



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation • Examples of Supporting Documentation	Comments
Parental Involvement (ESEA, 1118)			
IA-Q	The LEA policy is developed with the parents, agreed upon by the parents and disseminated to parents of Title I and Migrant participating students, 1118(a).	Description of policy development including how parents were involved. Evidence of dissemination to parents (E-grants Topic 6)	
IA-R	There is an LEA policy containing all of the required elements that are reviewed annually with input from parents, 1118(a).	Copy of the LEA parent involvement policy Evidence of annual review process taking place with input from parents (E-grants Topic 6)	
IA-S	Each school building has a parent involvement policy (plan). The plan is made available to the local community and is updated periodically, 1118(a).	Copy of building parent involvement plan Evidence of dissemination to parents Evidence of review process taking place	
IA-T	The LEA reserves no less than 1% of its Title I-A allocation (if over \$500,000) for parental involvement activities, including promoting family literacy and parenting skills. 1118(a)	Evidence that funds are used to promote parent involvement Not Applicable if District receives less than \$500,000 in Title IA funds	
IA-U	An annual meeting is convened to inform Title I and Migrant parents of their school's participation in Title I and to explain Title I requirements and the right of parents to be involved. 1118(c)	Evidence of annual meeting: announcements, meeting agenda, sign in sheets, etc.	
IA-V	Each Title I school develops, in partnership with Title I and Migrant parents, a school parent compact. School distributes compact to parents annually. 1118(d)	Description of annual review process and timeline Evidence of distribution process: copies of compacts, meeting agenda, sign in sheet (E-grants Topic 6)	



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation ◦ Examples of Supporting Documentation	Comments
IA-W	Building capacity for involvement: Each school shall provide assistance, materials, and training to Title I parents to help build capacity for their involvement 1118 (e)	Description and timeline of activities including copies of materials, training agendas, sign in sheets, etc.	
Qualifications for Teachers and Paraprofessionals (ESEA 1119)			
IA-X	The LEA ensures that all core academic subject teachers who teach in a Title I SWP or are paid from Title I funds in a TAS program are highly qualified, 1119 (a).	List of teachers in each Title IA building including teaching assignment. Remaining evidence is supplied in CC-J	
IA-Y	The LEA ensures that all instructional paraprofessionals, who work in a Title I SWP or are paid from Title I funds in a TAS program are highly qualified at the time they were hired, 1119 (c).	SWP: List of all paraprofessionals with documentation of how and when HQ status achieved – regardless of funding source. TAS: List of all paraprofessionals, paid in whole or part with Title I-A funds, with documentation of how and when HQ status achieved	
IA-Z	Instructional Paraprofessionals must be under the direct supervision of a licensed teacher, 1119 (g).	Paraprofessional schedule including where instruction is provided and the HQ instructor supervising during each instructional session	
IA-AA	The principal of a Title I school attests, annually, in writing, to the highly qualified teacher and instructional paraprofessional requirements 1119 (i)	Copies of written attestations at both LEA and school	
Title X McKinney-Vento Homeless Act			
MV-A	The LEA has designated a Homeless Liaison to assist homeless students in enrolling and	ADC Copies of staff hand book, agendas from staff	

Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation <ul style="list-style-type: none"> ◦ Examples of Supporting Documentation 	Comments
MV-B	<p>succeeding in school. The LEA has informed school personnel, local service providers, and advocates of the office and duties of the Homeless Liaison. Title X §722 (g)(6) (b) §722 (g)(A)</p> <p>The LEA has procedures in place to identify homeless children and youth, and to document attendance and success in school. Describe the district's eligibility and identification procedures, and the district's definition of homeless eligibility. State the types of documentation used to record and report the number of homeless students in the schools, and the services received. Provide copies of the residency questionnaire and other forms used in the enrollment process. Give the procedures in place to document timely transfer of academic and health records to and from other schools and school districts. Describe or explain the procedures for obtaining records (birth certificates, immunization records, SS cards) State the processes in place to ensure that homeless students are enrolled immediately upon seeking admission, and who is responsible for enrolling the student. If school personnel, describe how the paperwork processed and tracked? List outreach activities that are in place to identify homeless unaccompanied youth. Describe outreach activities for purposes of identifying other students who may be "under the radar". Title X §722 (g)1</p>	<p>meetings or trainings, professional development agendas, other evidence of meetings with local service providers.</p> <p>Copies of district policy regarding the identification of homeless children and youth. Copies of staff handbooks and student handbooks. Copies of district or school documents; residency questionnaires, enrollment forms, proof of immunization forms, referral for services forms, or other documentation which provides evidence of a method to determine the housing status of students. Proof of outreach activities may include agendas from meetings with service providers, copies of posters or brochures used to inform students and the public, or a list of locations within the community where outreach materials are located.</p>	
MV-C	<p>Program activities have been designed and</p>	<p>Copies of the overall Title I plan, which includes</p>	



Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
	<p>implemented to ensure that homeless students are enrolled in school and receiving access to Title I and other support services regardless of school of attendance. Describe your process for ensuring free/reduced meals. What transportation services are provided to ensure that students may remain in their school of origin when that is the choice and is feasible? Procedures are in place for accessing Head Start, and preschool programs administered by the district. Title X, Sec. 722 (g) 1</p>	<p>a method for identifying and serving homeless children. Copies of school board policies or staff handbooks, which describe a plan to provide services to homeless students. Copies of memos or documents used to inform school nutrition services and transportation services of homeless children. Proof of collaboration with Head Start or other pre-school programs, which serve homeless families and children.</p>	
MV-D	<p>The LEA has reviewed and revised policies and procedures that could act as barriers to the enrollment, attendance, and success of homeless children and youth. Remaining policies or procedures that are potential barriers for homeless children and youth are being addressed. Title X, Sec. 722 (g) 7</p>	<p>Copies of all school board, district, and school policies, which address the educational needs of homeless students. Evidence that current policies have been reviewed and revised as necessary.</p>	
MV-E	<p>The district has a process for the resolution of disagreements about eligibility, placement, transportation, and other homeless program services. The procedure includes a written description of the rights of homeless families and youth to appeal decisions made by the LEA, and a clear explanation of the appeal process, including the continuation of services during the appeal. Title X, Sec. 722(g)(3) E</p>	<p>Copies of the district's dispute resolution form or copies of the staff and parent handbook explaining how parents may dispute the district's decision regarding the determination and placement of a homeless child.</p>	
MV-F	<p>Describe progress and dates of McKinney-Vento Authorized Activities as specified in your McKinney-Vento Subgrant application. The McKinney-Vento subgrant project been</p>	<p>If applicable: Brief summary of all activities including timelines and expenditures, as outlined in the LEAs original McKinney-Vento application.</p>	



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Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation Examples of Supporting Documentation	Comments
MV-G	monitored by the OPI. Subgrant Application Public notices of the educational rights of homeless children and youth have been routinely disseminated by the LEA in places where families and youth are likely to be present (schools, shelters, community agencies, soup kitchens), and in language and readability levels that accommodate community needs. Title X § 722 (g) 6	<p>Supporting Documentation</p> <ul style="list-style-type: none"> ◦ Examples of Supporting Documentation <p>If applicable: Copies of all outreach materials including a list of the locations where such materials can be found in the community. Copies of agendas or minutes from meetings, which included community providers who work with homeless families and children.</p>	
MV-H	Homeless shelters in the school district have been identified. The district/school had a list of these shelters. The Homeless Liaison communicates routinely with shelter providers to facilitate enrollment, attendance, and success in school for homeless students. Title X § 722 (g) 6	<p>If applicable: The LEA must provide a list of all shelters, which may provide services to families and children enrolled within the district. Copies of agendas, minutes, or other proof of meetings with shelter providers.</p>	
MV-I	Parent handbooks include an explanation of the rights of homeless students protected by the McKinney-Vento legislation. Parents of homeless students have been provided with encouragement and support to attend parent meetings and school events, and to become involved in their child's education. Title X § 722 (g) 6	<p>If applicable: Copies of the student handbook or other letters or documents given to all parents explaining the rights of homeless students. Documentation of parent involvement in educational activities, including meeting agendas, letters, or other evidence of outreach to homeless parents.</p>	
MV-J	Program activities have been designed to ensure that homeless students are succeeding in school and receiving full access to Title I and other services regardless of school of attendance. Procedures are in place to support academic success: tutoring, after school or summer programs. The district collects and reports academic proficiency data to the state. The	<p>If applicable: Program plans for tutoring or other out of school time programs aimed at supporting the academic success of homeless children. Copies of academic proficiency data, including graduation rates for homeless youth, standardized test scores, or other evidence that the district monitors the academic success of</p>	



opti.mt.gov

Title I-A Improving the Academic Achievement of the Disadvantaged

Item #	Item	Supporting Documentation ◦ Examples of Supporting Documentation	Comments
MV-K	The Homeless Liaison participates in state and/or national professional development sessions held to educate homeless personnel. List the specific events/dates for these professional development activities. Title X, Sec 722 (g) 6 (b)	homeless children. If applicable: Certificates of training from NAEHCY, NCHE, or other national level training providers for homeless education. Evidence of attendance at conferences or workshops, which address the needs of homeless children and families.	

DAVID K. W. WILSON, JR.
MORRISON, SHERWOOD, WILSON & DEOLA, PLLP
401 North Last Chance Gulch
Helena, MT 59601
(406) 442-3261 Phone
(406) 443-7294 Fax
kwilson@mmslawgroup.com

Attorneys for Plaintiffs

MONTANA FIFTH JUDICIAL DISTRICT COURT, JEFFERSON COUNTY

THE BOULDER MONITOR

Plaintiff,

v.

JEFFERSON HIGH SCHOOL DISTRICT NO.
1 SCHOOL BOARD,

Defendant.

Cause No. DV-2012-52

**STIPULATION TO DISMISS WITH
PREJUDICE**

Pursuant to Rule 41 (1)(a)(ii), Mont. Rules of Civil Proc., the parties hereto, The Boulder Monitor and Jefferson High School District No. 1 School Board, agree and stipulate to dismiss this case, with prejudice, each side to be responsible for its own fees and costs.

DATED this ___ day of March, 2014.

MORRISON, SHERWOOD, WILSON & DEOLA, PLLP

By _____
David K. W. Wilson, Jr.
Attorneys for Plaintiff

////

GOUGH, SHANAHAN, JOHNSON & WATERMAN, PLLP

By _____
David Dalthorp
Attorneys for Defendant

CERTIFICATE OF SERVICE

This is to certify that a true and correct copy of the foregoing was mailed, first class, this ___ day of March, 2014, to:

David C. Dalthorp
GOUGH, SHANAHAN, JOHNSON & WATERMAN, PLLP
P.O. Box 1715
Helena, MT 59624

By _____

TRUSTEE RESOLUTION CALLING FOR AN ELECTION
(Regular School Election, Multiple Polling Locations)

BE IT RESOLVED, the Board of Trustees for School District No. _____, _____ County, State of Montana, will hold the Annual Regular School Election on Tuesday, the _____ day of May, 20____, which date is not less than forty (40) days after the passage of this resolution.

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

The purpose of the election is to elect _____ (____) trustees for a three-year term, or as otherwise designated. Approval of additional levies to operate and maintain the _____ fund for FY _____ will also be requested. If it is later determined that any portion of the election is not required, the Board of Trustees authorizes _____, election administrator, to cancel that portion of the election in accordance with [13-1-304](#) and [20-3-313](#), MCA.

The following polling locations will be used for the election and the three electors of this district who are qualified to vote at such election are hereby appointed to act as judges at the election at each voting place as follows:

Polling Location and Address: _____

County Precinct: _____

Election Judge	Address

Polling Location and Address: _____

County Precinct: _____

Election Judge	Address

Polling Location and Address: _____

County Precinct: _____

Election Judge	Address

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

No further proceedings were conducted relating to the election.

Print Name of Board Chair

Signature of Board Chair

Print Name of District Clerk

Signature of District Clerk

DATED this _____ day of _____, 20__.

NOTICE OF ANNUAL SCHOOL ELECTION

Notice is hereby given by the undersigned Clerk of _____ School District No. _____, _____ County, State of Montana that the Annual School Election will be held on Tuesday, May _____, 20____, at the following polling place(s):

Electors will consider the following issues at the election:

- _____ Trustee(s) to be elected for a (____) year term,
- _____ Trustee(s) to be elected for a (____) year term,
- _____ Trustee(s) to be elected for a (____) year term.
- Mill levy proposition to finance the school's _____ Fund
- Mill levy proposition to finance the school's _____ Fund
- Proposition: _____

The polls will be open between the hours of _____ and 8:00 p.m. on the day of the election.

A qualified registered elector who will be unable to go to the polls on the day of election may request an "Application for Absentee Voter's Ballot" from the school district clerk/election administrator's office located at:

Address of School or County Election Administrator Office:

DATED this _____ day of _____, 20_____

Print Name of District Clerk

Signature of District Clerk

Filed

Date/Time

X

OATH OF CANDIDACY

To the Election Administrator of School District # _____, _____ County, State of Montana:

I, the undersigned citizen of the United States of America and resident of the State of Montana, possessing the qualifications prescribed by the Constitution and laws of the State of Montana for the office of School District Trustee, declare, pursuant to 13-10-501, MCA, that I am a nonpartisan candidate for School District Trustee for a term of _____ years of School District # _____ in the Annual School Trustee Election to be held in said district on the _____ day of _____, 20____.

Candidate Name (printed exactly as it should appear on the ballot): _____

Mailing Address: _____
Street or PO Box City Zip

Residence Address: _____
Street City Zip

County of Residence: _____ Home Phone: _____ Work Phone: _____

Email Address: _____ Website Address: _____

DATED this _____ day of _____, 20____
(Signature of Candidate, as it appears above)

The Candidate must sign and acknowledge this Oath of Candidacy before a Notary Public, if mailed, or before the Election Administrator or Deputy, if delivered in person.

State of Montana
County of _____

Signed and sworn to before me this _____ day of _____, 20____, by _____
Printed Name of Candidate

Signature of Notary or Public Official

Printed name of Notary or Public Official

Notary Public for the State of Montana

Residing at: _____

My Commission Expires: _____, 20____

SEAL/STAMP

Submit to Election Administrator with Petition of Nomination at least 40 days before the regular school election day, 13-14-211(3), MCA.

PETITION FOR NOMINATION OF SCHOOL BOARD TRUSTEE
(Must be accompanied by Oath of Candidacy)

To the Election Administrator of School District No. _____, _____ County,
State of Montana:

We, the undersigned qualified electors of School District No. _____,
County, State of Montana, hereby nominate, in accordance with **20-3-305, MCA**:

Complete Printed Name of Candidate _____

Street and Number or PO Box _____

City, State and ZIP Code _____

for the office of School Board Trustee for School District No. _____ for a term of _____ years
and respectively request that the candidate's name, as set forth above, be placed on the ballot in
the Annual School District Election to be held the _____ day of _____, 20____.

<u>Signature</u>	<u>Print name</u>	<u>Street Address / PO Box</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

This petition for nomination must be filed with the election administrator of the district not later than 40 days prior to the election. Signatures of five (5) qualified voters are needed for each nomination, except for a trustee in a first class district, for which 20 signatures are needed. It is advisable to obtain several additional signatures in case some of the signatories are found to be nonqualified as voters, **20-3-305, MCA**.

Pursuant to **13-37-206, MCA**, all candidates (including write-in candidates) for trustee positions in first-class districts located in counties with populations of 15,000 or more OR in county high school districts having student enrollments of 2,000 or more must report their campaign finance activities to the Montana Commissioner of Political Practices before their names can appear on the ballot. Current forms are available at <http://politicalpractices.mt.gov/5campaignfinance/candidateinfo.mcpX>.

AFFIDAVIT OF SIGNATURE GATHERER

13-10-503 AND 13-27-302, MCA

I, _____,
Printed name of person who is the signature gatherer

swear that I gathered the signatures on the petition to which this affidavit is attached, that I believe the signatures on the petition are genuine, are the signatures of the persons whose names they purport to be, and are the signatures of Montana electors who are registered at the address or have the telephone number following the person's signature, and that the signers knew the contents of the petition before signing the petition.

Date on which the first signature was gathered

Signature of petition signature gatherer

Address of petition signature gatherer

City, state and zip code

STATE OF MONTANA

County of _____

Signed and sworn to before me this ____ day of _____, 20__ by _____.
Printed Name of Signature Gatherer

Signature of Notary or Public Official

Printed Name of Notary or Public Official

Notary Public for the State of Montana

Residing at _____

My Commission Expires _____, 20__

SEAL/STAMP

March 3, 2014

Jefferson High School
Board of Trustees
PO Box 838
Boulder, MT 59632

Board of Trustees,

I feel that it is necessary to let this board know how wonderful and helpful some of the staff has been to myself and my daughter. My daughter, Maddie is a sophomore at JHS and seriously injured her knee during a basketball game that actually resulted in surgery. The week after her surgery I contacted her teachers and heard back from Mr. Hohenthal, Mr. McCauley, Ms. Wallace and Mrs. Carey. They all showed a lot of concern in their email as well as a tremendous amount of understanding for her make-up work. Maddie was worried about all of the work that she was missing and all of these teachers were absolutely wonderful when she came back after missing a week and a half of school. I can't say enough about these 4 teachers and their compassion for their job as well as the wellbeing of my daughter. I also spoke with Mr. Garnaas who said she could work on other projects for band and Mr. Newman, he said she could work on her art in the library so she wouldn't have to climb the stairs.

I feel it is also necessary to recognize a few people on your administration as well. Mrs. Allen has been understanding with Maddie having to leave school twice a week for physical therapy and follow up appointments. Mr. Mikesell has been extremely accommodating with making sure Maddie is able to ice her knee twice a day. Lorie Carey has been instrumental in my daughter's healing. Not only was she wonderful when Maddie was originally injured but she has also taken the time from her busy schedule to hook Maddie up to her ice therapy cooler twice a day four days a week.

I really felt it was important for you all to know how caring these people have been to myself and Maddie, responding to my emails and addressing my concerns for my daughter. They deserve a lot of praise not only for being great teachers and staff but for also showing some empathy and understanding during a difficult time in Maddie's life.

Sincerely,

Britton Mann
459-5172
britton.mann@bgs.k12.mt.us



lorie carey <lorie.carey@jhs.k12.mt.us>

Fwd: Freshman parent night

daryl mikesell <daryl.mikesell@jhs.k12.mt.us>

Wed, Mar 12, 2014 at 11:08 AM

To: tim norbeck <tim.norbeck@jhs.k12.mt.us>, Sabrina Steketee <sabrina@gopantherz.com>, lorie carey <lorie.carey@jhs.k12.mt.us>, dan sturdevant <dan.sturdevant@jhs.k12.mt.us>, Tanya Getten <tanya.getten@jhs.k12.mt.us>, Mary Williams <mary.williams@jhs.k12.mt.us>, river newman <river.newman@jhs.k12.mt.us>, steve mccauley <steve.mccauley@jhs.k12.mt.us>, Becky Bruce <becky.bruce@jhs.k12.mt.us>

----- Forwarded message -----

From: **Cindy McGinnis** <cindy@bkbh.com>

Date: Tue, Mar 11, 2014 at 3:49 PM

Subject: Freshman parent night

To: daryl mikesell <daryl.mikesell@jhs.k12.mt.us>

Cc: "tanya.getten@jhs.k12.mt.us" <tanya.getten@jhs.k12.mt.us>

I've been meaning to send this since that evening, but I just wanted to say that I appreciated the Freshman parent night that you and the kids put on for us. It was informative, but also entertaining and enjoyable to see the presentations by the students. They were articulate and well-spoken. The raffle was a nice touch as well. Emily was already planning to go to JHS, but some of her friends were still on the fence. After that evening, it looks like they will go to JHS as well.

I have to say that the *only* thing I would change would be possibly a bigger venue than where we were, but other than that it was well worth my time! Kudos!

Thanks! ☺

Cindy McGinnis

Legal Assistant to

Leo Berry

Mark Etchart

W. John Tietz

3/14/2014

Jefferson High School Mail - Fwd: Freshman parent night

Browning, Kaleczyc, Berry & Hoven, P.C.

800 N. Last Chance Gulch, Ste 101

P.O. Box 1697

Helena, MT 59624

Phone: (406) 443-6820

Fax: (406) 443-6883

Email: cindy@bkbh.com

Web site: www.bkbh.com

Confidentiality Notice: This message is intended for the addressee only and is intended to be privileged. If you receive this e-mail in error, please notify the sender and delete this message immediately.

Daryl Mikesell
Principal/Activities Director
Jefferson High School
Boulder, MT 59632

*** This Email was sent by a staff member at Jefferson High School.

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 3/14

Page: 1 of 6
Report ID: AP100H

School
.. Over spent expenditure

Claim	Warrant	Vendor #/Name	Claim \$			Acct/Source/		
Line #		Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj	Proj
15503		4637 Mastercard	245.48					
1		00032 02/21/14 bbb meals	45.50*	8043	201	720-3500	582	
2		02/21/14 bbb meals	85.75*	8043	201	720-3500	582	
3		234422 02/22/14 bbb meals	114.23*	8043	201	720-3500	582	
		Claim Total for District	245.48					
15504		4637 Mastercard	19.99					
1		mhsm2lyftv 02/01/14 OS X server	19.99*		228	100-1000	680	
		Claim Total for District	19.99					
15505		3366 JHS ACTIVITIES	66.00					
1		1405 02/28/14 wrest. div. meals FCCLA	66.00*	8032	201	720-3500	582	
		Claim Total for District	66.00					
15506		2717 CITY OF BOULDER	2,060.47					
1		03/04/14 March water	975.95		201	100-2600	421	
2		03/04/14 March sewer	1,084.52		201	100-2600	421	
		Claim Total for District	2,060.47					
15507		2706 LOCK SHOPPE	60.00					
		02/12/14 keys,service	29.00		201	100-2600	615	
		02/14/14 keys,service	31.00		201	100-2600	615	
		Claim Total for District	60.00					
15508		4081 GAGGLE	500.00					
1		27360 02/13/14 email archive; license	500.00*		228	100-1000	680	
		Claim Total for District	500.00					
15509		4697 JUNIOR LIBRARY GUILD	9.60					
1		222614 03/15/14 books and dvds	9.60	7838	201	999		
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-2220-640-						
		Claim Total for District	9.60					
15510		3548 NICO ELECTRONIC SYSTEMS, INC.	323.60					
1		1615 02/12/14 eye sensor on south gym door	323.60		201	100-2600	440	
		Claim Total for District	323.60					
15511		1451 L & P GROCERY	2.50					
1		1468031217 12/17/13 biology supplies	2.50	7851	201	999		
		PO Accounting (Org/Prog/Func/Obj/Proj: -100-1511-610-						
		Claim Total for District	2.50					
15513		375 MSHWP/BCBS OF MONTANA	1,327.09					
1		02/07/14 ret prem	638.42		201	100-1000	260	
2		02/07/14 ret prem picc	688.67		201	100-1000	260	
		Claim Total for District	1,327.09					

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 3/14

Page: 2 of 6
Report ID: AP100H

School
.. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
15514	157 ACE HARDWARE	103.16				
1	67001 02/27/14 chem supplies	10.78	7846	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1512-610-					
2	66566 02/07/14 box covers	4.78		201	100-2600	615
3	66587 02/08/14 spray varnish	7.49		201	100-2600	615
4	66677 02/11/14 plumbers putty	8.49		201	100-2600	615
5	66699 02/12/14 no park sign, belt dressing	8.28		201	100-2600	615
6	66788 02/18/14 bolt, grease fitting & cartrid	9.05		201	100-2600	615
7	66809 02/18/14 batteries	25.96		201	100-2600	615
8	66864 02/21/14 nuts, washers	4.70		201	100-2600	615
9	66883 02/21/14 e clips for bleachers	2.00		201	100-2600	615
10	67011 02/28/14 carriage screws,washers	21.06		201	100-2600	615
11	67026 02/28/14 carriage screws,washers	0.57		201	100-2600	615
	Claim Total for District	103.16				
15515	2138 PRICKLY PEAR COOPERATIVE	2,640.25				
1	03/03/14 RSBG Match	2,640.25*		201	280-1000	350
	Claim Total for District	2,640.25				
15516	3766 ACADIA MONTANA	2,031.94				
	7408719 02/17/14 Altacare	2,031.94*		215	280-1000	330 524
	Claim Total for District	2,031.94				
15517	3766 ACADIA MONTANA	1,748.79				
1	7438705 02/24/14 altacare	1,748.79*		215	280-1000	330 524
	Claim Total for District	1,748.79				
15518	3766 ACADIA MONTANA	1,249.14				
1	7492271 03/03/14 altacare	1,249.14*		215	280-1000	330 524
	Claim Total for District	1,249.14				
15519	2152 CENTURY LINK	356.18				
1	3289F 2332 02/12/14 fax service	44.22*		201	100-2400	531
2	3317232B 02/13/14 phone service	311.96*		201	100-2400	531
	Claim Total for District	356.18				
15520	1645 VERIZON BUSINESS	262.33				
1	74350418 02/25/14 phone service	262.33*		201	100-2400	531
	Claim Total for District	262.33				
15521	1377 JOHNSON CONTROLS	800.00				
1	1-91382114 02/25/14 boiler repair	800.00		201	100-2600	440
	Claim Total for District	800.00				

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 3/14

Page: 3 of 6
Report ID: AP100H

School
.. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
15523	1608 MASBO	75.00				
1	999 02/10/14 budget workshop	75.00		201	100-2500	582
	Claim Total for District	75.00				
15524	1828 MT HIGH SCHOOL ASSOCIATION	150.00				
1	01/28/14 registrations for annual	150.00*	8011	201	720-3500	582
	Claim Total for District	150.00				
15525	631 CRESCENT ELECTRIC SUPPLY CO.	14.60				
1	051-512933 01/17/14 electrical parts	14.60	8027	201	100-2600	615
	Claim Total for District	14.60				
15526	4617 MIKESELL, DARYL	89.60				
1	02/26/14 district meeting BBB/GBB	89.60*		201	720-3500	582
	Claim Total for District	89.60				
15527	4282 KONDA, STACEY	441.00				
1	02/17/14 ind. trans cont	441.00		210	100-2700	514
	Claim Total for District	441.00				
8	4281 KOMM, BRIAN & ALISON	436.10				
	02/17/14 ind trans cont	436.10		210	100-2700	514
	Claim Total for District	436.10				
15529	4277 DOHERTY, KELLIE	23.45				
1	02/17/14 ind trans cont	23.45*		201	100-2700	514
	Claim Total for District	23.45				
15530	4576 BRUNETT, DENISE	119.00				
1	02/17/14 ind. trans cont	119.00		210	100-2700	514
	Claim Total for District	119.00				
15531	4284 LESTER, ROBERT	362.60				
1	02/17/14 ind trans cont	362.60		210	100-2700	514
	Claim Total for District	362.60				
15532	3959 AMERICAN EXPRESS	417.00				
1	3463 02/23/14 fcs groceries	48.50	7835	201	999	
2	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-4062107570 03/03/14 fcs groceries	163.66	7835	201	999	
3	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-4043004829 02/11/14 fcs groceries	62.36	7835	201	999	
4	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-8893 03/03/14 fcs groceries	46.92	7835	201	999	
5	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-4042239010 02/11/14 fcs groceries	0.12	7835	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 3/14

Page: 4 of 6
Report ID: AP100H

School
.. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
6	4042239010 02/11/14 fcs groceries	95.44	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
	Claim Total for District	417.00				
15534	3959 AMERICAN EXPRESS	41.47				
1	4057458520 02/26/14 batteries	40.00*	8009	215	390-1000	660 138
2	4057458520 02/26/14 batteries	1.47*		215	395-1640	610 137
	Claim Total for District	41.47				
15535	1086 GIULIO DISPOSAL SERVICES, INC.	141.00				
1	80364 02/28/14 disposal	141.00		201	100-2600	431
	Claim Total for District	141.00				
15536	1648 MDM SUPPLY CO.	157.78				
1	8392910 03/04/14 plumbing supplies	157.78	7864	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2600-615-					
	Claim Total for District	157.78				
15537	4706 H & H ENTERPRISES	197.96				
1	2112 03/05/14 axles for bleachers	197.96	8058	201	100-2600	615
	Claim Total for District	197.96				
3	4639 WEX BANK	5,042.09				
1	36005021 02/28/14 gbb	610.26*		201	720-3500	582
2	36005021 02/28/14 bbb	494.54*		201	720-3500	582
3	36005021 02/28/14 band	260.22*		201	720-3500	582
4	36005021 02/28/14 wrestling	158.90*		201	720-3500	582
5	36005021 02/28/14 thespians	192.29		201	710-3400	582
6	36005021 02/28/14 custodial	106.18		201	100-2600	624
7	36005021 02/28/14 foods	48.47*		201	910-3100	624
8	36005021 02/28/14 drivers ed	73.55*		218	100-1000	624
9	36005021 02/28/14 route fuel	3,097.68		210	100-2700	624
	Claim Total for District	5,042.09				
15539	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	5,859.03				
1	02/28/14 gbb	1,727.80*		201	720-3500	582
2	02/28/14 bbb	1,400.17*		201	720-3500	582
3	02/28/14 wrestling	449.88*		201	720-3500	582
4	02/28/14 band	736.76*		201	720-3500	582
5	02/28/14 thespians	544.42		201	710-3400	582
6	02/28/14 downtime athletic	840.00*		201	720-3500	582
7	02/28/14 downtime activity	160.00		201	710-3400	582
	Claim Total for District	5,859.03				
15540	4635 MT ACTE	125.00				
1	03/04/14 MT ACTE Conf Reg	125.00*	8051	215	394-1710	582 136
	Claim Total for District	125.00				

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 3/14

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Report ID: AP100H

School
.. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
15541	4629 LAYNG, CLINT	96.05				
1	reimb state tourney meeting	96.05*		201	720-3500	582
	Claim Total for District	96.05				
15542	899 EMPIRE OFFICE MACHINES, INC.	24.47				
1	187926-001 03/10/14 pendaflex hanging folders	22.43	8054	201	390-1641	610
2	03/10/14 guidance supplies	2.04	7899	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-					
	Claim Total for District	24.47				
15543	899 EMPIRE OFFICE MACHINES, INC.	143.87				
1	187792-001 02/28/14 guidance supplies	143.87	7899	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-					
	Claim Total for District	143.87				
15544	1650 MEADOW GOLD GREAT FALLS	279.43				
1	60219377 02/06/14 milk	87.83		201	910-3100	630
2	60219514 02/13/14 milk	69.86		201	910-3100	630
3	60219634 02/20/14 milk	69.86		201	910-3100	630
4	60219765 02/27/14 milk	51.88		201	910-3100	630
	Claim Total for District	279.43				
15545	4637 Mastercard	415.29				
1	190518 02/21/14 band/cheer meals bball di	71.96*	8045	201	720-3500	582
2	185504 02/21/14 band/cheer meals bball di	80.83*	8045	201	720-3500	582
3	235605 02/22/14 band/cheer meals bball di	147.42*	8045	201	720-3500	582
4	202528 02/24/14 band/cheer meals bball di	115.08*	8045	201	720-3500	582
	Claim Total for District	415.29				
15546	4637 Mastercard	309.98				
1	000013 02/22/14 gbb meals	96.65*	8044	201	720-3500	582
2	163759 02/21/14 gbb meals	88.68*	8044	201	720-3500	582
3	182154 02/24/14 gbb meals	124.65*	8044	201	720-3500	582
	Claim Total for District	309.98				
15548	375 MSHWP/BCBS OF MONTANA	638.42				
1	april14 03/07/14 ret. prem	638.42		201	100-1000	260
	Claim Total for District	638.42				
	Total High School	29,406.71				

03/14/14
16:37:14

JEFFERSON HIGH SCHOOL
Fund Summary for Claims
For the Accounting Period: 3/14

Page: 6 of 6
Report ID: AP110H

Fund/Account	Amount
201 HIGH SCHOOL GENERAL FUND	
101	\$19,160.45
210 HIGH SCHOOL TRANSPORTATION FUN	
101	\$4,456.38
215 HIGH SCHOOL MISC PROGRAMS FUND	
101	\$5,196.34
218 HIGH SCHOOL TRAFFIC EDUCATION	
101	\$73.55
228 TECHNOLOGY FUND	
101	\$519.99
Total	\$29,406.71
Grand Total	\$29,406.71



JEFFERSON HIGH SCHOOL BOARD OF TRUSTEES STRATEGIC PLAN

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Mission Statement

- “The Jefferson High School District #1’s mission is to provide the best possible education for our youth for whatever path of life they choose, to be the school of choice for students, teachers and staff, and to be the heart of the communities we serve.”

Vision Statements

- Students
 - Achieve high test scores and graduation rates that are competitive nationally;
 - Graduate with a plan for life that they feel well equipped to pursue;
 - Choose our school over other options because of our solid reputation
 - Feel happy, challenged, safe and supported throughout their time here;
 - Appreciate and fully engage in our activities that augment our core curriculum, and
 - Have access to technology that enhances their learning opportunities
- Teachers
 - Actively support students with their time, attention and obvious commitment;
 - Have the tools and resources necessary to do optimal work;
 - Are proud of working here and their contribution to the school;
 - Are committed to continuing education and the use of best practices;
 - Look at our District as a long-term career commitment, and
 - Feel confident about the Board’s decisions and plans
- Administration and Board
 - Establish, devote themselves to, and evaluate their priority goals on a regular basis, and
 - Work as a collaborative team to make decisions that always focus on what’s best for students, teachers and our communities;
 - Are knowledgeable of and engage in training about educational best practices
- Our communities
 - Are knowledgeable of and highly respect our commitment to excellence, and
 - Support our work in many ways – their time, funds, levy votes, ideas, and enthusiasm about our students and their activities

Performance Measures

Budget

General Fund	2009	2010	2011	2012	2013	Goal
General Fund per Student						
Free and Reduced Lunch						
Fte Teachers						
Teacher Student Ratio						
Teacher Average Salary						

Enrollment

	2009	2010	2011	2012	2013	Goal
Enrollment						
Free and Reduced						
% of In-district 8 th that enroll at JHS	67%	42%	55%	61%		
Drop Out						

Standardized Test Data

JHS CRT data

Advanced or Proficient

YEAR	2008-09	2009-10	2010-11	2011-12	2012-13	Goal
MATH	30%	65%	51%	47%	62%	
READING	63%	75%	76%	90%	94%	
SCIENCE	28%	42%	49%	49%	52%	

ACT DATA

GRAD YEAR	2008	2009	2010	2011	2012	2013	Goal
# TESTED	20	25	16	10	6		
ENGLISH	21.6	21.5	21.4	19.3	21.8		
MATH	21.1	20.9	21.8	20.1	21.8		
READING	23.8	23.6	22.1	21.7	25.8		
SCIENCE	22.4	21.8	22.7	21.7	21.8		
WRITING							
COMPOSITE	22.4	22.1	22	20.9	23		
MT COMP	22	22	22	22.1	22		

SAT DATA

GRAD YEAR	2010	2011	2012	2013	Goal
MATH	550	682	579	618	
READING	563	699	589	599	
WRITING	511	628	532	581	

ASFAB

GRAD YEAR	2010	2011	2012	2013	Goal
VOCATIONAL	52.13	53.33	52.19	52.68	
MATH	51.13	53.5	52.75	52.32	
TECHNOLOGY	51.95	53.46	51.41	52.64	

Graduation Data

	2009	2010	2011	2012	2013	Goal
Class Size						
Average GPA						
Seniors with college credit						
Seniors with trade certify.						
Seniors entering college						
Senior Scholarship \$\$						

Extracurricular

	2009	2010	2011	2012	2013	Goal
% Students in Extracurriculars						
% Male Students						
% Female Students						

Priority Strategic Directions

- A. Ensure that all students create and grow a career planning portfolio
- B. Create and institutionalize meaningful recognition for staff and students
- C. Provide the funding and supports for increased staff development, training and collaboration
- D. Align our curricula to best meet state standards
- E. Create a culture where students and staff feel safe and supported to take on challenges and try new things
- F. Provide the Trustees with regular Board education, and become a Certified Board
- G. Continue to maintain and improve the physical facility for an optimal learning and working environment
- H. Raise money, pass levies, explore additional funding sources to achieve our educational goals
- I. Expand planning to include staff and the community
 - Have board or a committee of the board meet jointly with staff at meetings Mr. Mikesell is starting
 - Bring speakers in to speak to board, staff, community, other schools on educational issues
 - Have board member(s) on the building Leadership Committee
 - Board involvement in formulating new 5 year plan
- J. Evaluate 4 day week, consider enhancements, possibly using Friday

Board Objectives for 2013-2014 school year

Objectives tied to Strategic direction F – trustee education, board certification

- Continue the commitment to trustee education including bringing at least six hours of training in-house for all trustees at the same time.
- Work on reaching out to the elementary schools in our district to share training or other collaboration possibilities
- Expand strategic planning to include staff and community, including action step development from staff in each department and board representation on the Leadership Committee.
- Fully develop our superintendent and principal evaluation process so it is a fair and ongoing process that ties in with achievement of our strategic plan and provides professional positive career development for our administrators.
- Achieve certified board status with MTSBA as a result of logging enough training hours.

Objectives tied to Strategic direction H – raise money, pass levies, explore additional funding sources

- Improve and streamline our fundraising efforts to avoid community overload.
- Work more closely with Boosters and generate more recognition for their efforts and the benefits brought to the school through their efforts and the contributions of their donors.
- Reach out to elementary schools to coordinate fundraising efforts.
- Pass a tech levy.
- Explore and possibly join school district purchasing and training cooperatives.
- Update the evaluation of the four day week to make sure it is effective and that the public understands and supports it.

Additional Objectives

- Update Board self-evaluation so that it is tied to strategic planning and so that it measures the things the board truly feels are important to the success of the school and the strategic plan.
- Make the Strategic Plan document effective as a working tool.
- Fully develop and implement the student career planning portfolio (Strategic Direction A)
- Create and institutionalize meaningful recognition for staff and students (Strategic Direction B)

Strategic Plan Action Item List

STATUS	ORIG DATE	WHO	WHAT	STRAT DIR	BY WHEN	GOAL
Ongoing	June 2012	All	Create strategic priorities	F		Ongoing, A-H are in place
Ongoing	June 2012	All	Create objectives for each strategic priority	F		Ongoing, F, H and I are in progress and should be reviewed periodically A is in progress by Mr. Norbeck B, C,D,E and G need to be done
Open	June 2012/October 2013	All	Become certified board	F		Have complete 4 hours of training, need to get additional planned full day scheduled at February meeting.
Ongoing	June 2012	Supt and Chair	Monthly article to Monitor			Is ongoing, has been hit and miss, considering larger (because of 5600 word limit) article for the website
Open	January 2013	Mr. Norbeck	Education Foundation			Need update
Open	January 2013/October 2013	Mr. Norbeck	Tech levy update			Much work done for 2013 levy but it failed, need an update for 2014
Open	January 2013	Mr. Mikesell	Staff survey			Need update – questions were 1) What do we wish to do? 2) What are we doing well? 3) What challenges are we facing?
Open	January 2013	All	Liaisons to community groups			Need update. Assignments were Pat: Chamber/JLDC Sabrina: Library, BES Travis: Jeffco Commission, Clancy School

						Denise: MT City School Mickey: Boosters
Open	October 2013		Reach out to elementaries to share training or collaborate			Need specifics, update from administration
Open	October 2013		Expand planning to staff and community			In progress via representation on Leadership Committee (formerly the Title 1 committee)
Open	October 2013	Mr. Norbeck and Mr. Mikesell	Action plan from each educational department			In progress – Math and At Risk are in place, both still need specific goals and measures, other departments needed
Open	October 2013	All and subcommittee	Fully develop superintendent and principal eval process tied to strat plan			Ongoing – superintendent eval is nearly done
Open	October 2013	Admin	Provide professional development for administrators			Summer training in Atlanta was first step, need an update
Open	October 2013	Mr. Mikesell, Ms. LeTexier and Mr. Travis	Improve/streamlining fundraising, work more closely with Boosters, coord with elementaries			Is in progress, need update
Open	October 2013	Ms. Steketee	Explore joining buying cooperative			Ongoing, RESA4U is a possibility, also MREA buying cooperative but waiting to see if combing with MTSBA
Open	October 2013	Mr. Norbeck and all	Update 4 day week eval, explore enhancements like Friday			Ongoing, need update
Open	October 2013	All	Update board self eval so is tied to strat plan			Has not started, will finish supt eval first

Open	October 2013	Ms. Steketee, Mr. Norbeck	Re-write Strat Plan doc to be a better tool (Strat Dir A)			This document is it!
Open	October 2013	Mr. Norbeck	Fully develop and implement student career planning portfolio (Strat Dir A)			Need update
Open	October 2013	All	Create and institutionalize meaningful recognition for staff and students (Strat Dir B)			
Done	March 2012	All	Mission statement			Done
Done	April 2012	All	Vision statements			Done
Done	October 2012	All	Funding for facilitator			Obtained through grant
Done	January 2012	All	Website committee			Website Committee – established and working, working to make website friendlier and more useful, has expanded to look at all tech
Done	October 2012	All	Improved process for supt search			Done and worked
Done	June 2012	All	Get trustees to MCEL and/or workshops			Did not accomplish, will bring training in house instead
Done	June 2012	All	Streamline meeting process			Moved staff reports to top, track upcoming and follow-up items, have background information on items, reports are written and in packet, packet is on website
Done	January 2013	Ms. Steketee and Ms. Carey	Legislative updates			Done and worked

Strategic Planning Meeting Agenda Template

- Review action items on each strategic directive and answer these questions
 - o Have we made the progress we intended to make on this item?
 - Is this item still important?
 - Has anything changed regarding this item?
 - What have been the barriers to progress?
 - What new assignments do we need to make in order to achieve this item?
- Review at least one new Strategic Directive and answer these questions
 - Why is the direction important to us?
 - What does success look like? What are the ideal results?
 - What action steps make sense?
 - How do we measure progress?
 - What action item commitments do we want to make and who will ensure each is accomplished?
- Consider possible additional Strategic Directives

Strategic Planning Meeting Notes

March 22, 2012

- Developed Mission Statement

April 24, 2012

- Created first draft Vision Statements

June 19, 2012

- Reviewed/improved first draft Vision Statements
- Brainstormed ideas for actions to work toward Vision
- Narrowed down ideas to create a list of strategic priorities
- Identified Strategic planning process steps, that for each strategic direction, we will discuss using this outline:
 - o Why is this strategic direction important to us?
 - o What does success look like? What outcomes are we striving for? What are the ideal results?
 - o What action steps make sense? Brainstorming here, not committing yet
 - o What could we measure that will assure we are making progress?
 - o Which of our possible action steps do we want to commit to – with dates, measurements, and the names of who is responsible

October 29, 2012

- Discussed finding funding for strategic planning facilitator
- Worked on action steps for strategic item F – trustee education, board certification
- Identified strategic item H as next priority – raise money, pass levies, explore additional funding sources
- Discussed board process for superintendent search

January 22, 2013

- Processed strategic direction H: raise money, pass levies, explore additional funding sources
- Action steps:
 - o Website committee – done and ongoing
 - o Explore education foundation – Mr. Whealon, not sure of progress, Mr. Norbeck is looking at
 - o Update on levies – Mr. Whealon, done
 - o Staff/admin survey – Daryl
 - What do we wish to do?
 - What are we doing well?
 - What challenges are we facing?
 - o Legislative updates – done
 - o Trustee liaisons to community groups

- Chamber/JLDC – Pat, done
- Library Board, Boulder Elementary – Sabrina, Library not done, BES done
- Commission, Clancy School – Travis, check status
- MT City School – Denise, Daryl, check status
- Booster Club – Micki, done

October 1, 2013

Present: **Trustees** Denise Brunett, Stan Senechal, Sabrina Steketee, Pat Lewis, Larry Rasch, and Travis Pierce, Superintendent Tim Norbeck, Principal Daryl Mikesell, Clerk/Business Manager Lorie Carey, Jan Anderson

- Review of work-to-date
 - Strategic direction F – trustee education, board certification
 - Trustees reached consensus to continue the commitment to trustee education. Discussed the difficulty of getting out to training due to trustee’s having full time jobs and families. Discussed the benefit of having all trustees present for trainings so that the training material can be learned and discussed by everyone at once to get the same picture. Decided to work on bringing training opportunities in for trustees, inviting the elementary schools to join in, and emphasizing that the training meetings are open to the public. Discussed that there are a couple thousand dollars possibly available in the budget for this and that bringing a trainer in is likely to cost about \$150 per hour. Discussed these training topics:
 - Legal
 - Safety
 - Common Core
 - HR
 - Legislative
 - Open Meeting
 - Superintendent/principal evaluation
 - Trustees would like to schedule training this year. Hopefully one full day on a Saturday to cover multiple topics and also a work session training as soon as possible to develop the Superintendent and Principal evaluation form and process. Discussed that first evaluations should not occur earlier than 90 days after the form and process are approved so the superintendent and principal know what they are being evaluated on. Clarified that the board evaluates the superintendent. The superintendent evaluates the principal but it is appropriate for the board to be involved in developing the principal evaluation form and process.
 - Sabrina will contact MTSBA and possibly others about providing training. Mr. Norbeck will reach out to MT Tech and possibly other about training options.
 - Discussed that training is ongoing and will lead to other topics as we progress.

- The board would like to track training in pursuit of the MTSBA Certified Board status.
- Strategic direction H – raise money, pass levies, explore additional funding sources
 - The board discussed fundraising efforts and how they benefit the school but could possibly be better coordinated in order to avoid fundraising overload on the community. Also discussed the vital role the Booster Club plays in fundraising and the donors to the Booster Club.
 - Decided on these action steps:
 - The board will make a determined effort to avoid meeting conflicts with Booster Club meetings. Micki will talk to the Booster Club about meeting scheduling.
 - Daryl will add a space on the fundraising approval form for the Booster Club to acknowledge new fundraising efforts to avoid duplication and overload.
 - As the board liaison to Boosters and the chair of the tech committee, Micki will lead a board effort to
 - Establish a web page on the JHS site just for listing all fundraising efforts (who, what, when, why), recognize contributors and the results of fundraising efforts, recognize the Booster Club, its history and significance.
 - Have fundraising events listed on the JHS calendar for the time they are being held
 - Reach out to the elementary schools to also list their fundraising events on our calendar.
 - Increase the recognition of donors and the results of fundraising by having a sign placed in the school near the Booster signs and on the football stadium, updated with the fundraising dollars raised and what has been accomplished for the school and students as a result.
 - Identify/implement other ways to increase recognition such as a page in the annual.
 - The board discussed the need for a successful tech levy next spring. The board will not start working on this until January but noted that our new tech director should be aware of this and start as soon as possible to identify the needs for any proposed tech levy.
 - The board discussed the RESA4U school district co-op program and that this might be a good time to join because of the cost savings and training opportunities they are providing. Sabrina will contact Bruce Grubbs to get information for the next board meeting.
 - The board briefly discussed the 4-day week, noted that the evaluation information on the 4-day week is outdated and it is possibly time to revisit the evaluation. This will be added as a priority strategic direction.
- Future planning structure

- Board self-evaluation – reviewing current and others, tying evaluation to strategic planning
 - – not addressed at this meeting, carry over to next.
- Tying Supt and Principal evaluation to strategic planning, evaluating forms
 - – Sabrina will contact MTSBA to request training from them on this process. Mr. Norbeck will gather his previous evaluation from Butte Central to use as a starting point.
- Board members on Leadership Committee
 - Micki and Travis will join the Leadership Committee and will between them make sure that at least one is at each meeting. Daryl suggested and the board agreed that the current Title 1 committee is a natural fit to be the Leadership Committee as it is actively meeting now and is comprised of administration, teachers and community members. In addition to fulfilling the responsibilities imposed by OPI on the committee regarding improving our math and reading outcomes, Micki and Travis will bring the Board strategic planning to this committee as a way of broadening involvement in the plan including action steps within the school among teaching and other staff.
 - A report from the Leadership Committee will be a regular agenda item under committees.
- Board member at staff meetings
 - This will be covered by having Micki and Travis on the Leadership Committee
- Expanding planning to include staff with action items
 - This will be part of working with the Leadership Committee by Micki and Travis
- Objectives for coming year per policy
 - Sabrina will list the items we discussed at this meeting as objectives for the board to consider at the regular board meeting
- Strategic Plan document rewrite/organization – Sabrina, Micki and Mr. Norbeck assigned
- Strategic planning meeting dates for current school year
 - The first training, Superintendent/principal evaluation is the priority and as soon as we have a trainer (MTSBA most likely), we will schedule that meeting.
 - The next training would be the full day multi-topic training, 6 hours on a Saturday
- Selection of next priority item
 - The board identified Priority A and B as the next strategic direction to put through the process. The board did not set a meeting date for this and will wait until the trainings are scheduled.

HS-PS2 Motion and Stability: Forces and Interactions

How to read the standards »

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Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]
- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]
- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]
- HS-PS2-4.** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]
- HS-PS2-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]
- HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS2-5)

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-PS2-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools (e.g., spreadsheets, modeling software) to analyze, represent, and

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (secondary to HS-PS2-6)

PS2.A: Forces and Motion

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)

PS2.B: Types of Interactions

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2-4),(HS-PS2-5)
- Attraction and repulsion between electric charges

Crosscutting Concepts

Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS2-4)

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS2-1), (HS-PS2-5)
- Systems can be designed to cause a desired effect. (HS-PS2-3)

Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (HS-PS2-2)

Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

Pedagogical Shifts demanded by the Common Core State Standards

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in terms of curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/ Literacy.

Shifts in ELA/Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.



HS-PS2 Motion and Stability: Forces and Interactions

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Students who demonstrate understanding can:

- HS-PS2-1.** Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]
- HS-PS2-2.** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]
- HS-PS2-3.** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.* [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]
- HS-PS2-4.** Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects. [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]
- HS-PS2-5.** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]
- HS-PS2-6.** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.* [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS2-5)

Analyzing and Interpreting Data

Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.

Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-PS2-1)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools such as spreadsheets to analyze, represent, and

Disciplinary Core Ideas

PS1.A: Structure and Properties of Matter

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (secondary to HS-PS2-6)

PS2.A: Forces and Motion

- Newton’s second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1)
- Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2),(HS-PS2-3)

PS2.B: Types of Interactions

- Newton’s law of universal gravitation and Coulomb’s law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2-4),(HS-PS2-5)
- Attraction and repulsion between electric charges

Crosscutting Concepts

Patterns

- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS2-4)

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS2-1), (HS-PS2-5)
- Systems can be designed to cause a desired effect. (HS-PS2-3)

Systems and System Models

- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (HS-PS2-2)

Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

JHS 10-Year Budget History

	1	2	3	4	5	6	7	8	9	10
General Fund	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Adopted	1,606,068.07	1,695,414.10	1,776,725.73	1,862,005.35	1,919,307.01	1,907,646.22	1,865,635.49	1,776,697.66	1,839,729.38	1,935,342.53
Allowable with Vote	1,785,117.21	1,838,443.14	1,943,619.84	2,025,360.50	2,031,505.44	2,018,928.12	1,947,117.88	1,868,055.93	1,875,681.43	1,974,877.17
Allowable without Vote	1,606,068.07	1,659,414.10	1,776,725.73	1,862,005.35	1,879,307.01	1,907,646.22	1,865,635.49	1,776,697.66	1,791,262.65	1,916,725.94
Base	1,414,921.30	1,468,267.33	1,549,578.96	1,616,757.87	1,622,008.65	1,611,579.54	1,552,938.42	1,475,248.56	1,496,793.50	1,577,247.09
Max	1,785,117.21	1,838,443.14	1,943,619.84	2,025,360.50	2,031,505.44	2,018,928.12	1,947,117.88	1,850,299.63	1,875,681.43	1,974,877.10
% of Max	89.97%	92.22%	91.41%	91.93%	94.48%	94.49%	95.82%	96.02%	98.08%	98.00%

ANB	277	279	271	268	261	252	232	221	220	228
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