

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

* 6:30 p.m. May 20, 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. Reorganization of the Board of Trustees – Action

1. Canvass of Election
2. Seating of New Members
3. Election of Chairperson
4. Election of Vice-Chairperson
5. Appointment of Clerk
6. Meeting Procedure/Agenda Format/Meeting Time/ Meeting Location
7. Appointment of MTSBA liaison

F. Committee Appointments

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

1. Tech
2. Policy
3. Building/facilities
4. Negotiations
5. Budget
6. Board training

H. Administration Reports – The board briefly reviews the written reports provided in board packet. Some specific, uncompleted 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. Election report
2. Principal/A.D.
3. Superintendent
 - a. NCTM Math Conference
 - b. Graduation Matters

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

1. Approval of special education application

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

1. Personnel – Action
 - a. Substitute Applications
 - b. Custodial Position(s)
 - c. Coaching Evaluations
 - d. Possible classified and certified renewals
2. Policy 1st reading – 2167 Correspondence courses, 7377 Website advertising
3. Policy 2nd reading – 3150 Part-time enrollment, 3122P Attendance policy
4. Superintendent Evaluation special topic, instructional leadership -- possible closed session
5. Transfer of funds from Fund 227 Litigation Reserve
6. Math Teachers Conference
7. Board Training
8. Metal Mines money classification and use - \$15,000 CAD workstations
9. Advertisement of the vacant board position
10. June meeting date – possible change because of MASBO conference
11. MTSBA Resolution
12. Strategic Planning Meeting

K. Communication and Comments

1. Letters to the Board
 - a. Becky Bruce – resignation

L. Commendations and Recognition

M. 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. June – Review of Policy, Superintendent Report of Annual Objectives, Board Self-Evaluation, Superintendent report/plan on educational program, Board review of accreditation standards, Superintendent report on instructional progress, Superintendent reports all fee schedules to the board, Board establishes lunch fees
3. Budget meeting requirements, substitute rate of pay, tuition rates, list of district credit cards

NEXT REGULARLY SCHEDULED HIGH SCHOOL BOARD MEETING: 6:30 P.M. June 10 or 17, 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 Steketeer, 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.

JHS Board Meeting May 20, 2014

Print Name

Whitney Wallace

Jan Anderson

Troy Humphrey

Victoria Foster

STAN SENECHAL

Darcie Bullock

2014 JHS LEVY ELECTION

GENERAL FUND LEVY						
POLLING PLACES	FOR	AGAINST	NO VOTE	TOTAL	Elegible	%
verified provisionals	2	0	0	2		
MONTANA CITY	105	51	0	156	1291	0.12
CLANCY	54	18	3	75	943	0.08
JEFFERSON CITY	17	10	0	27	322	0.08
BASIN	8	7	0	15	130	0.12
BOULDER	54	32	0	86	854	0.10
	240	118	3	361	3540	0.10
ABSENTEES						
MONTANA CITY	243	278	1	522	856	0.61
CLANCY	201	160		361	582	0.62
JEFFERSON CITY	39	60		99	145	0.68
BASIN	10	17		27	50	0.54
BOULDER	137	153		290	421	0.69
	630	668	1	1299	2054	
TOTALS						
MONTANA CITY	348	329	1	678	2147	0.32
CLANCY	255	178	3	436	1525	0.29
JEFFERSON CITY	56	70	0	126	467	0.27
BASIN	18	24	0	42	180	0.23
BOULDER	191	185	0	376	1275	0.29
GRAND TOTAL	868	786	4	1658	5594	0.30

Long term IT Plan

Labs

D116

Currently a lab that connects to the Terminal Servers using Ncomputing devices.

Future plan is to install 2 MACs and as many PCs that we acquired from MDC loaded with Adobe suite for photo and video editing.

Library Lab

Currently a lab that connects to Terminal Servers using Ncomputing devices.

Future plan is to keep this the same but remove one station and place a PC for teacher to use or to print directly to the Kyocera copier that is moved to that room for accessibility

Library student use systems.

Currently none

Future plan is to move some of the Ncomputing devices from D116 to tables in the library so can be accessed by students during open periods in the library.

Business Lab

Currently 26 system connecting to Terminal Serves on Ncomputing devices.

Future plan is to place the old CAD systems in this room to run an evaluation software for the business class as well as other software that will not function on the Terminal. Mr. Angelo would like to have just physical systems not terminal but could increase the management needs depending on the new management software I am still loading. May try doing both and using 2 port KVM to switch between PC and Terminals. On the other side I think this would be a waste of money if at the same time trying to reach a 1 to 1 level.

CAD Lab

Replace all 12 systems using Metal Mines money with systems I project should be able to handle the CAD for the next 4 to 6 years

1 to 1

Currently do not have adequate number of Access Points to facilitate each student having a device on top of all the devices they and staff have such as phones.

Current model of APs is no longer available.

Current model will not support AC standards.

To handle AC standards will have to replace the controller.

If want to plan for long term functionality on a 1 to 1 believe need to replace the entire wireless infrastructure.

Possible step towards 1 to 1 as suggested by a teacher would be to purchase half the needed laptops and put them in cabinets in classrooms that most use the laptop carts

Wireless (All wireless to new AC standard)

Wireless AP in every classroom and Library
Wireless AP in Mod for health
Wireless AP in the Shops
2 Wireless APs in each Gym for density
Wireless coverage out at football field and outdoor class
2 APs in public areas such as cafeteria and halls outside District office
2 APs at AYA (no need for AC)

Laptop Carts

Currently using 1 Chromebook cart and 1 MAC cart at JHS.
Currently using 1 Chromebook cart at AYA.
Currently have a cart of Acellus only laptops that was purchased with Adult Ed funds and will be used this spring and summer for the Acellus Adult Education offering.
Currently have 2 wireless HP laser printers on order.
Future organization of carts

Acellus cart to be used at AYA: this simplifies management of users from AYA and limits those students to only able to access Acellus. This will prevent them from going to sites they are not supposed to and allows us to still use the Acellus program for students that are not allowed to have any internet access.

2 Chromebook carts and 1 MAC cart in the high school. Each cart will have a wireless HP laser printer on the cart and those units will be configured to only print to those printers to minimize students in the halls to get print jobs and unclaimed print jobs.

Camera system

Current system is software based and requires the computer be logged back into and software ran in order to record. This has in the past created times where there is no recording for periods of time after a power outage. The current system is also only able to work with D-Link Cameras and is maxed out on the number of cameras that can be used at 32.

Cameras at the stadium do not currently record anywhere as the recording unit that was purchased for that was not designed to work in the extreme cold and has quit functioning. These cameras are not able to be feed into the current software based system as not D-Link Cameras.

Resolution most of the cameras currently in place is less than spectacular especially on cameras that need to look a long distance. Of the cameras inside the school 3 are newer and have a higher resolution. Cameras in North Gym watch the doors but not the center of the Gym.

Outdoor cameras are all of newer type and higher resolution but one in the front alcove is not rated for outdoor use.

Future goal. Replace the software based system with a true DVR that will start up automatically in the event of a power failure. New system should be able to work with most any IP camera or encoder allowing the stadium cameras to be fed into the system. New system should also be capable of handling up to 48 cameras

Replace cameras with newer ones for higher resolution and clearer image. Replace the one camera outside that is not rated for outdoor use.

Connect cameras out at stadium to a modulator that will feed them to the DVR via IP.

Resell the 24 cameras we remove and the server that is recording. I estimate the value of those cameras to be about \$200 and the server around \$500 or \$600. We should be able to get \$5000 or a bit more for this equipment. Replacement cameras cost approximately \$400 each but may be able to get for less when not limited to a single brand and a DVR will be between \$6000 and \$8000

Door Lock System

Current system is provided by Nico

We have Maglocks on the front door, both doors on east end, door by district office, south gym entrance and end of hall by south gym.

We have readers for access on the Front door, south door on east end, south gym and door by district office.

Systems is approximately 8 to 10 years at the core.

Replacement and or additional Control Panels are no longer available.

Panels can be sent in for repair at a base cost of \$400.

Currently have one panel with at least 2 failed relays.

Plan to send that board in for repair over the summer

Future plan;

Need to start planning for replacement of this system before we end up with it failing in a way we can't work around during school year.

Would like to position a camera by the front door with an intercom that feeds to district office and tech office with the ability to release the maglock from those locations.

Would like to look into the cost of building a pair of light panels one in front office one in district office. These panels would have status indicator lights for ALL exterior doors in the school. Currently if in a lockdown we are able to have the mags set to hold 6 doors shut there are 10 or more doors that could be open and no one would know. This would also allow the maintenance staff to verify all doors are shut by simply checking this panel.

Phone system

Currently on an IP based phone system that is serving the needs of the school well.

Future plans only include me getting some time with the company that provided the phone system to get a better understanding of its programming and functionality. Particularly would like to find out if a software interface to the system for voicemail and call routing.

Server structure

6 physical servers running VMware hosting the following servers

- Accounting

- Schoolmaster

- AD Controller (users, DHCP, DNS)

- Imaging server

- 7 Terminal servers (3 for business 4 for labs)

- Anti-virus server (also hosts nonfunctioning windows update server)

- Printserver

Old AD controller (currently host terminal licensing and some certificates)
Webserver hosting edmodo, moodle, labscheduler
Destiny library management software
Data Storage
Backups

4 physical servers with single OS install

MAC server (Rebuilt over Christmas break)
Door lock control system
Camera system
Backup Domain Controller

Future plans;

I am currently building an entire new domain in the background as been fighting issues all year with the configuration and policies on the current network. Systems I will be loading to do this include;

New AD controller and backup controller (Primary controller already built just creating users, Creating new DHCP structure)

New Print server

New Management server for imaging, updates and Anti-virus

Data, Backup, Schoolmaster, Accounting, Webserver MAC & Destiny servers will migrate to new domain

Terminal Servers for all labs will be rebuilt with Server 2012 and have Office 2013 installed

Teachers systems

Currently have a mixture of Laptop only, Desktop only or both.

Over the summer all desktops will be replace with Docks for the Laptops.

Teachers systems as well as systems received from MDC will be used for office staff and Para-educators.

Mr. Mikesell and I are currently planning on putting all staff systems on a 3 year rotation for replacement. This would require replacing 8 to 9 systems a year. All systems will be purchased with a 3 year Accidental Damage Warranty.

Physical Network Infrastructure

Current Design

Comm room

4 – 2000 Series Linksys Switches for Data
2 – 2000 Series Linksys Switches for Voice
1 Small Linksys POE switch for Cameras
1 Older Cisco Switch for Wireless
Wireless Controller
Sonicwall Firewall / Router

Server Room

3 – 2000 Series Linksys Switches for Data and Video

Library Lab

4 Mid-sized 16 port switches only using about 8 to 10 ports in each in an effort to achieve load balancing with patch cables to each system.

D116 Lab

2 switches configured just as Library Lab is

Business Lab

5 Small switches serving 6 stations each with patch cables.

CAD Lab

1 Mid-sized switch serving all 12 Cad Stations, Teachers system and 2 Printers

Various Locations

Small 5 to 8 Port Switches in several Locations.

While the Linksys 2000 Series switches are adequate they are not idea for tracking traffic and problems. Connections between the Comm room and Server room are balanced over 4 - 1 Gig links in a trunk configuration

Future Plan;

Comm room

1. Replace older Cisco and small Linksys with 1 higher end switch
2. Replace 4 Switches for Data with same type of switch as above
3. Replace 2 Switches for Voice with same type of switch as above

Server Room

Replace all switches with same type as above and increase total number of ports

Library Lab

Install a small locking rack either in Library storage or in space above it

Install patch panels in that rack

Run cable with wall plates to between Lab and patch panels

Install new switches of same type as above to service lab

D116 Lab

Connect to the Rack installed for Library lab

Student Use system in library

Connect to the Rack installed for Library lab

Business Lab

Install a small locking rack

Install patch panels in that rack

Run cable with wall plates on poles and along wall to service the 10 to 12 systems being added

Install new switches of same type as above to service lab

CAD Lab

Install wall plates that run back to server room preferably on poles that need to be installed to provide proper power as per fire marshal

Various Locations

Remove all switches and if necessary install additional wall jacks that are ran back to nearest patch panel.

Software Licensing

28 Perpetual licenses of Windows 8.1

93 Terminal server seats (can only find proof of 67)

12 Perpetual Licenses of Server 2008

Subscription Licenses

- Unlimited copies of Newest Windows or lower for use in school
- Unlimited copies of Newest Office or lower for use on school owned systems
- Licensing for up to 4 processors of Server 2012
- 250 Seats of Student advantage for Office 365
- Microsoft Management Console
- Unlimited Client Access License

Office 365

- 250 Seats of A2 Level for Students
- 50 Seats of A2 Level for Faculty

Google Docs for both the jhs.k12.mt.us and myjhs.org domain. Staff accounts on jhs.k12.mt.us students on myjhs.org

Future Plans;

- Renew Microsoft subscriptions at about \$1800 a year plus add a few more server licenses
- Add Office 365 licenses as needed at no cost
- Move all mail services to run through Office 365
- Finish integration of new Domain with Office 365
- Maintain Google accounts that are in place but not add any new ones.
- Add a site license for Adobe to allow us to load the video and photo editing software for graphics lab as well as full adobe that can be taught in business class.

Other Tech Plans

Over time we want to standardize the make and model if possible of the following equipment in the school;

- Interactive whiteboard system
- Projectors

Add for checkout a couple image projectors

Possibly add a DLP enabled projector on a cart with DLP 3D glasses depending on test of Cyber Science software

JHS Policy Committee Meeting Notes

May 12, 2014

Committee Members Present: Pat Lewis, Sabrina Steketee, Travis Pierce

Also Present: Superintendent Tim Norbeck and Daryl Mikesell

The committee reviewed a draft for a new Policy, #7333, Public Advertising on School Website in order to allow public advertising. Mr. Mikesell took notes and will present the committee's final version to the board.

Policy 2167, Correspondence Courses, was reviewed and revised by the committee. Mr. Mikesell took notes and will present the final version to the board.

The committee discussed ways in which the board policy manual could be better organized and more easily useful to the board and to the community in line with the project assigned to the committee by the board late last year.

As a first step, the committee suggests that all policies include identification of keywords, time requirements, responsible parties and actions required. The committee will be going through all policies to make the initial identification of these items. The committee members each took a section of the 1000 policy series to work on prior to the next meeting. Then as a whole, the committee will consolidate the keywords with the goal of creating a shorter, concise list of keywords that will make searching the policies faster and more effective. Once the items are identified, an index of keywords can be generated along with a complete timeline and responsibility list.

As the committee members are screening policies, they will also be reviewing the policies with an eye toward these questions:

- Does this policy need a procedure? For instance, does it say that something should be done but not give enough information to know how/when/what/who.
- Does this policy make sense? Do we all share an understanding of what this policy does and why it is necessary?
- Do we follow this policy? To the best of our knowledge, does the board and other responsible parties fulfill their obligations under this policy?
- Do we know if this policy is required by law?
- If a policy includes goal statements, are they really goals? Do they have a time frame, responsible party and a method for followup?
- Does this policy contain items which could be better placed inside the strategic plan?

The committee will meet again on Monday, May 19, at 6:00 p.m. in the teachers' lounge.

Negotiations meeting

May 15, 2004

Present: Fritz Bieler, Charles Garnaas, Mike Hesford, Tim Norbeck, Denise Brunett, Sabrina Steketee

Mike opened the meeting by asking for discussion on outline topics.

EPAS evaluation was discussed, Fritz and Sabrina mentioned the time commitment needed to complete the work, but heard from other districts that it is a useful tool.

A plan of a MOU was discussed pertaining to language in the current contract.

The appeal process language was reviewed and discussed.

The language was tabled until Mr. Hesford meets with Union reps and association.

Coaching matrix discussion stated no real concerns and not sure of how hours can be determined regarding placement on the coaching matrix.

Minimum amounts of expectations for placement on the matrix were discussed.

Agenda items for the next meeting were discussed. They include the information requested from Mr. Mikesell regarding hours dedicated to coaching and/or advising, and the amount of financial difference recognized by changing between columns.

Meeting adjourned.

From the desk of:

£ *orie*

May 2014

Budget – report is included.

Election information is included. The canvas of the election just requires that a couple board members count the tallies on the tally sheets and initial that they have verified the numbers.

This past month has been spent mostly on elections.

Board Packet
May 20, 2014

Principal Report:

EdReady Presentation: On Monday, May 19, Ryan Schrenk from Montana Digital Academy did an introductory presentation to the EdReady supplemental program that will be available to all schools in the upcoming year. At this point, I can tell you EdReady is a software that identifies where a student's math skill is currently and offers instruction into areas of needed improvement. It too has a component that allows the student to enter his/her goal in life (for example, attend college and pursue a degree in electrical engineering) and inform the student what math courses he/she needs to take and what skills they need to improve to allow them success when transitioning from high school into college. This will hopefully help to "bridge the gap" we have identified between our math instruction and college expectations. Mrs. Carey, Mrs. Strozewski, Mr. Norbeck, Mrs. Steketee, and I will have attended the presentation at the time of the Board meeting and can inform you on what information we have gathered.

Scheduling/2014 Master Schedule: Mrs. Getten and I have been working to register students into courses for the upcoming school year. It is our goal to have schedules out to students before the end of this month to allow them to present the schedule to their parents and sign for approval.

We registered differently this year in having students select what courses they needed/wanted to take and built a master schedule from the requests. Mrs. Getten and I then registered all students into their core classes (Math, Science, English, Social Studies, and PE) and returned their schedules to fill in elective classes. When she and I scheduled the core classes, we took into consideration what electives they would like to take.

Another change to this year's registration is I "capped" the ability to schedule into one elective area at no more than two periods. This prevented upperclassmen from filling all offerings in one area and allows more flexibility in freshman, sophomore, and junior scheduling. At the start of next year, we will post the number of seats still available in certain sections so students can enroll in more than two if space allows. This should also improve the possibility that incoming freshman can get into a class they choose as they have a limited amount of periods to select electives with the amount of requirements they need.

Senior Class Excess Funds: This past week many misconceptions were swirling into the surplus of funds of the 2014 senior class. In the past per policy, the senior class has donated excess funds back to the district or purchased something for the school. The policy states any fund raising effort must go directly for district programs. The misconception was the funds could be donated to the senior trip to Lagoon. This cannot happen because the trip is not affiliated with Jefferson High School and policy prevents it from happening.

This year's senior class has done the following with surplus funds:

- Purchased a cap and gown for every graduating senior
- Purchased seven (7) roses for each senior for the rose ceremony
- Donated ½ of the remaining to each the Booster Club and the Boulder Food Bank

The plan for the future is to notify all classes that whatever excess funds they have after paying for prom (junior year), a senior day (senior year), and a cap and gown for each senior, the remainder would be donated to a fund supporting a district program or buying merchandise for the school. In addition, we will go back to past practice and discuss these options with the class officers and advisors instead of the entire class as it is very difficult to come to a consensus. Discussion has also begun about changing the official senior "skip day" to having a day for each grade level to participate in a day of team building and community service. Funds raised will be used to cover the expenses for the class day. Also see below about the plans for concessions for 2014-15 and beyond.

AD Report:

Spring Sports/Activities Update: The JHS Advanced Drama class recently performed their final play of the school year. Mr. Hesford's group has had a tremendous amount of positive feedback on the play. Those I have spoken with were highly impressed with the quality of the play and the effort put forth by both staff and students.

Golf is rounding out the end of their season with one competitor qualifying for the state meet, sophomore AJ Eckmann. The team missed qualifying for state by six strokes. All but one will be back for next year and we are again optimistic they may be able to qualify as a team for the state meet in 2015.

Track will compete at the district meet on May 17 in Bozeman. The divisional meet will take place on May 21 in Laurel and state in Butte on May 30. Butte Central is hosting the meet and JHS has volunteered to help with the operation of the meet. It takes a tremendous amount of volunteers to allow it to run smoothly, so if interested, please contact me or Mr. Norbeck and we can relay your request to Chad Peterson at Butte Central.

Tennis had a great divisional meet in Whitehall on May 15 and 16. We had two ladies qualify for state, juniors Darcie Bullock and Lexi Vossler. State will happen next week in Missoula on the 23-24.

2014-15 and beyond Concessions/Fund-Raising: In the past we have granted the senior parents the sole access to the Fall sports concessions in an effort to fund their trip to Lagoon. As some may not know, this trip is not affiliated with Jefferson High School and takes a tremendous amount of funding away from the programs and clubs we do sponsor. The plan for 2014-15 and beyond would be to offer these clubs access to those fund-raising efforts to allow them the ability to self-fund instead of doing additional fund raisers and/or requesting support from the activities fund, Booster Club, and/or general fund. This allows those funds to be better utilized and impact even more students at JHS.

In addition, the staff will assist in researching the amount of money each class will need to host prom, a day for each class each year for team building and community service, and graduation costs. Once that dollar figure is met, the fund-raising opportunities will be distributed amongst the programs and clubs affiliated with JHS. This should again take some of the burden off the general fund and booster club as previously mentioned.

Coaching Handbook and Guidelines Update: Mr. Norbeck gathered the coaching handbook he helped draft while at Butte Central. He has shared that document with Mr. Sturdevant and me and discussions have begun into how we can implement some of the components that has helped Butte Central do very well. Some of the items we have discussed are:

- Itinerary: In 2014-15 JHS will require coaches to create an itinerary for away contests to be posted on our updated website. The itinerary will include directions to the facility, when the bus departs, when the bus is expected to return, and whether or not the bus will pick up students along the way as it travels north.
- Baseline Expectations: JHS will have a baseline of expectations for students participating in extra and co-curricular activities. This will include dress code, attendance, and conduct. In addition, consequences, good and bad, will be listed and reviewed at the annual parent meeting at the start of the 2014-15 school year (Scheduled for August 11 at 6:30 in the North Gym)
- Individual club and organization goals and expectations: Prior to start of each year/season the advisor/coach will meet with me and discuss what the goals and expectations are for the upcoming year/season. In addition, the coach/advisor will submit a form listing what consequences will occur if guidelines are not followed. This document will be placed in the binder included in the coach's handbook. These goals and expectations will be presented at the parent meeting.

- Coaching checklists: The coaching handbook will have a checklist of what needs to be completed throughout the season. This will include submitting all documentation (physical form, consent, concussion, and IMPACT testing) for athletes, as well as, the documents needed for coaches (concussion review and coaches education form.) It will also include the club/organization's inventory, purchase order forms, and budget items. Budget items will show the required items already purchased to grant coaches a better understanding of what amount is remaining for items needed for practices. Clubs will have a current budget amount at the start of each year in the event they need to purchase items to prepare for competitions.

North Gym/South Gym Floor Reconditioning: The air-slacking Mr. Whealon identified at the end of last year has progressed and is in need of repair. I have a bid to sand the floor down and lines repainted before the surface is redone. The bid is approximately \$20,000. The bid includes the labor costs for doing all the work and the material needed to paint the lines. JHS would still need to purchase the overlay from Bruco and the bid would include installing the overlay.

Air-slacking happens in all gyms. It is just the sign the floor needs to be sanded down and redone. Dan has scheduled the gym floor to be redone on June 2 to allow it to be ready for a camp to be held at the end of June. He reserved the elementary gym to ensure a gym is available in the event the North Gym has not fully cured.

Dan spoke with Mr. Peeler and both agree we could go one more year with just doing an overlay without sanding. The cost is about \$3,600 if we purchase the materials and have our maintenance staff do the labor. We had them do it last summer and it turned out great. The consensus is we will definitely need to address the floor in the summer of 2015.

We will have the North Gym out of commission for about three weeks and then will progress to the South Gym once the North is open for participation. Dan will schedule the hallway by the South gym to be redone after the North Gym is open so teams have access to the gym and weight room throughout the entire summer.

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

Superintendent's Report

Date: May 20, 2014

Agenda Item: F-3

3a-NCTM Math Conference

This summer, July 30th through August 2nd, the National Conference of Teachers of Mathematics (NCTM) has a summer convention in Chicago. The conference will provide a variety of workshops in many areas beneficial to the teachers at JHS. Workshops include many areas addressing learning and Common Core Standards. Estimated costs for flight, conference, lodging, meals, and transportation is \$3,500-4,000.

Recommendation

Provide funding support to send two teachers to the conference.

3b-Graduation Matters

I have included information regarding the Graduation Matters program through the Montana Office of Public Instruction. The first meeting has occurred with another planned before the end of the school year. Currently, the committee consists of Mr. Bieler, Ms. Drynan, Mrs. Butler, Mrs. Carey, Terry Minow, Mr. Mikesell, and myself. The information shows the need to involve community as well as board members with the committee. The goal is to have a plan in place for implementation mid fall of 2014.

Recommendation

Recruit more community members and form a partnership with Boulder Elementary, Clancy Elementary, and Montana City Elementary.



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Institute Registration

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CART

Algebra Readiness
for Every Student



AN NCTM INTERACTIVE INSTITUTE FOR GRADES 6-8

Connecting Number and
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AN NCTM INTERACTIVE INSTITUTE FOR GRADES PK-5



Engaging Students in Learning:
Mathematical Practices & Process Standards

AN NCTM INTERACTIVE INSTITUTE FOR GRADES 9-12

Register early and save!

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[Registration Rates](#)

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Registration Dates

Institute	Early-Bird Registration	Registration Closes
Algebra Readiness for Every Student Grades 6-8 July 7-9, 2014	May 30	June 13
Connecting Number and Operations in the Classroom PK-5 July 10-12, 2014	May 30	June 13
Engaging Students in Learning: Mathematical Practices and Process Standards July 31-August 2, 2014	June 20	July 11

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Registration Rates

	Early-Bird Registration	Regular Registration	Notes
NCTM member discounted Institute fee	\$425	\$465	Applies to full individual members, e-members, and e-member teachers from PreK-8 schools, as well as student, emeritus, and life members.
Nonmember full Institute fee	\$512	\$552	Includes one year of NCTM Full Individual Membership, not applicable to current member renewals.
Group discounted Institute fee	\$400 per registrant	\$440 per registrant	Rate is for groups of three or more and is per registrant.

Confirmation, Badges, and Program Workbooks

All participants will receive an email confirmation and itinerary for their Institute experience. Badges and program workbooks will be available for on-site pickup during Institute registration. On-site registrations will not be available, but NCTM staff will be available to assist with changes to badges or strand selections.

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REGISTER NOW

Online registration is available for each of our Interactive Institutes. You can register for these events at the same time or separately. Use the link in your registration confirmation e-mail to update your registration at any time.

Member Online Registration

Members need to supply their member number to receive their discount. If you do not know your member number or would like to renew your membership, please log on to [My NCTM](#). You can also contact NCTM Customer Care at (800) 235-7566 or (703) 620-9840, Monday–Friday from 8:30 a.m. to 5:00 p.m. eastern time, or email nctm@nctm.org.

Nonmember Online Registration

Nonmember full conference registration includes a [one-year Full Membership](#) with NCTM. Your membership includes a subscription to one of NCTM's [school journals](#). When you register, you will need to select which journal you would like to receive.

Individuals paying for an Institute with a purchase order can register online and upload the purchase order form to expedite the process.

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Group Online Registration

REGISTER NOW

Register Group Online

NCTM offers groups of three or more a group discount. All members of the group must register for the same Institute. Each group registration must include a primary contact and separate e-mail addresses for each attendee.

Groups paying for their Institute registration with a purchase order can register online and upload the purchase order form to expedite the process.

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Registration by Mail, Fax, or E-mail

Please download, print, and complete the appropriate form:

Algebra Readiness for Every Student July 7-9, 2014	Individual Registration Form (PDF)	Group Registration Form (PDF)
Connecting Number and Operations in the Classroom July 10-12, 2014	Individual Registration Form (PDF)	Group Registration Form (PDF)
Engaging Students in Learning: Mathematical Practices and Process Standards July 31-August 2, 2014	Individual Registration Form (PDF)	Group Registration Form (PDF)

Send the completed form to NCTM Conference Registration via:

Mail

Fax

Email

NCTM Conference Registration
P.O. Box 844277
Dallas, TX 75284-4277

Toll-Free
(877) 905-6618

NCTMinstitutes@showcare.com

International
(514) 360-1689

Please include approved purchase order form, if applicable.

If you have questions or would like to register by phone, please call (866) 207-8648 or (514) 228-3153, Monday–Friday, 8:30 a.m.–6:00 p.m. ET.

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Payment Information

NCTM accepts VISA, MasterCard, American Express, checks, money orders, and purchase orders. All payments must be submitted in U.S. dollars and drawn on U.S. bank accounts, money orders, or credit cards. Credit card payments will be subject to the appropriate exchange rate. NCTM accepts approved purchase orders—please submit a scanned/electronic copy with your online or e-mailed registration, or mail/fax a copy with your registration form.

Cancellation Policy: Cancellation requests must be received in writing prior to the close of registration for your particular Institute (see [Registration Dates](#) above). NCTM will issue a 50% discount within six to eight weeks after the Institute. Please note that we cannot honor telephone requests or requests received after the deadline.

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ADA Information

Attendees with special needs as defined by ADA should send requests by fax to (703) 295-0956 or by e-mail to ada@nctm.org. To ensure that your request is fulfilled, please send the request before registration closes for your Institute.

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Registration Assistance

Please call the NCTM Registration Help Line at (866) 207-8648 or (514) 228-3153, Monday–Friday, 8:30 a.m.–6:00 p.m. ET. Or you can e-mail NCTMinstitutes@showcare.com.

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The banner features the NCTM logo on the left, followed by the text "NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS". The main headline reads "Membership Works. Let us help you get results that work for you." Below this, there is a row of colorful squares in shades of yellow, blue, and purple. To the right of the squares are several small photographs showing diverse groups of people, including students and adults, engaged in learning and discussion.

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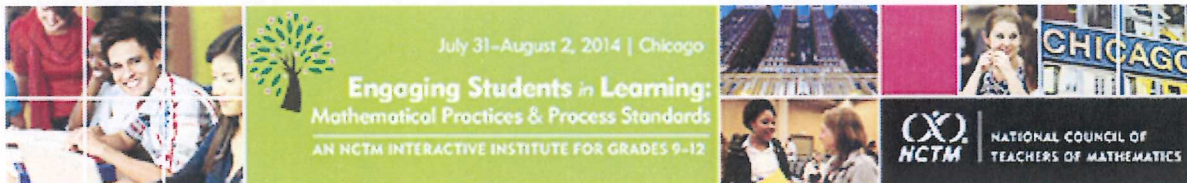
Program and Presentations

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Program & Presentations

You'll dedicate 2½ days of professional development to the Common Core mathematical practices and NCTM Process Standards, and walk away with practical strategies to prepare your students for success.

Program Overview

[Focus on Your Grade](#)

[Keynote Sessions](#)

[Who Should Attend](#)

[Breakout Workshops](#)

[What You'll Accomplish](#)

[Schedule Overview](#)

[General Information](#)

Focus on Your Grade—Pick a Strand

The experience will be suited to your interests—you'll take part in sessions and be grouped with educators according to the grade level you select for your strand of focus. Each strand will experience a progression of activities to address mathematics content related to the Common Core mathematical practices and NCTM Process Standards.

Strands

- Algebra 1/Integrated Year 1
- Algebra 2/Integrated Year 3
- Geometry/Integrated Year 2

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Who Should Attend

- High school mathematics teachers
- Math coaches and teacher leaders
- High school supervisors
- Teacher educators
- Preservice teachers
- College mathematics teachers

What You'll Accomplish—The Institute's Defined Outcomes

Activities are designed for you and your peers to achieve defined outcomes together. Participants will—

- understand that the mathematical practices in CCSSM and the mathematical processes in NCTM's Process Standards are integral to teaching;
- learn instructional strategies that enable students to experience and to develop the habits of mind of a mathematically proficient student;
- examine mathematical content through the lens of the CCSSM mathematical practices, the NCTM Process Standards, and the teaching and learning standards from *Principles to Actions: Ensuring Mathematical Success for All*; and
- engage in activities related to task selection, development, and implementation, both during and after the Institute.

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Keynote Sessions

Well-known mathematics leaders will address teaching, learning, and assessment related to the mathematical practices in CCSSM and NCTM's Process Standards.

Here are just a few of the exceptional speakers presenting at the institute.



Opening Session Task, Tools, and Talk: A Framework for Enacting Mathematical Practices

Margaret (Peg) Smith, University of Pittsburgh

In *Principles to Actions: Ensuring Mathematical Success for All* (2014), NCTM identifies eight research-inspired teaching practices that represent its accumulated wisdom regarding what constitutes effective teaching. This session will focus on describing these eight practices, discussing how they support students' learning of mathematical content and processes, and then engage participants in analyzing instructional episodes in which the practices are embedded.



Closing Session Reflecting on Student Engagement

Cathy Seeley, Charles A. Dana Center at the University of Texas at Austin (retired)

We will look back over the experiences of this institute and consider the opportunities and challenges for the coming year in helping students develop the mathematical habits of mind described in the Common Core Standards for Mathematical Practice and NCTM's Process Standards. How can each educator transform the classroom to become an ever-richer environment for students to become powerful mathematical thinkers?



From Knowing to Doing: Ensuring All Students Possess Essential 21st Century Competencies

Diane Briars, President,
National Council of Teachers of Mathematics (NCTM)



Classroom Formative Assessment: Engaging Learners and Responding to Their Needs

Dylan Wiliam,
Institute of Education, University of London

**Putting the Why into the What for Struggling Learners**

Barbara J. Dougherty,
University of Missouri–Columbia

**Building Successful High School Mathematics Programs that Support the Mathematical Practices**

W. Gary Martin,
Auburn University, AL

**Beyond The Common Core: The High Achieving Actions of PLC's!**

Timothy Kanold,
The Center for Mathematics Teaching and Learning

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Breakout Workshops**Facilitators**

Paul Kelley
Anoka High School, Anoka, MN

James Town
Einstein Distinguished Educator Fellowship, Arlington, VA

Alison Espinosa
A.C. Flora High School, Columbia, SC

David Spohn
Hudson City Schools, Hudson, OH

Nicole Bannister
Clemson University, Clemson, SC

Roxy Peck
Cal Poly, San Luis Obispo, CA

Shli Black
Administrative Mathematics, Tucson, AZ

Marilyn Strutchens
Auburn University, Auburn, AL

Kim Knighton

Profile School, New Hampshire

M. Alejandra Sorto
Texas State University, San Marcos, TX

uki Lyons
e Peak High School, Highland, UT

Darshan M. Jain
Adlai E. Stevenson HS, Lincolnshire, IL

Loads of Codes - Modeling in Your Algebra Class

We'll look at cryptography (the study of enciphering and deciphering secret messages) through the ages, and work through numerous activities suitable for use in an algebraic setting.

Reasoning With Fractals in Geometry - More Than Just Pretty Pictures

In this workshop, we'll look at fractals from a few different viewpoints. We'll construct several fractals using pencil and paper, and generate some of the many geometric and algebraic patterns contained in them. We'll also view student-created fractal art projects

How To Solve a Problem Like Maria, Among Others

We don't have 99 problems, but we're getting there. In this session participants will engage heavily in problem solving, developing understanding of Common Core standards in a problem based setting. Attention will be given to developing students' ability to decontextualize abstract situations and reason quantitatively.

The Fast and the Curious

Come prepared to build, both literally and figuratively. Participants will build gravity cars to use to collect data, and will experience how both data collection and analysis can develop students' problem solving abilities. Emphasis will be placed on using tools available to students; technological and household items.

Tea for 2n: Modeling in a Geometer's Classroom

project based workshop will be led with project based learning in mind. Participants will create solar water heaters, developing an understanding of volume and how to integrate modeling in a geometry class. Participants will also be given a taste of the engineering design process.

Gather, Convince, Repeat (as needed)

In this workshop participants will use repeated reasoning and knowledge of structure to find patterns and create functions that model two different data sets. We'll focus on how exploring structure and looking for patterns can help students make generalizations and become more efficient problem solvers. Come prepared to collect data and think as a math student until the penny drops.

Mathematical Practices in the CCSS Domain: "Conditional Probability and the Rules for Probability"

Implementation of the CCSS will require many teachers to teach probability for the first time. It is important for students to learn probability in the spirit of the Mathematical Practices. For this domain, we will start with activities that allow us to make viable arguments using probability models. We will also take a unique look at precision. Once these models are developed, we will make sense of the rules of probability.

Mathematical Practices in the CCSS Domain: "Using Probability to Make Decisions"

Making decisions using probability will have meaning only when students understand how these decisions are made. Focusing on the Mathematical Practice of Using Appropriate Tools Strategically, participants will use simulation, modeling, expected value and probability to develop the ability to make informed choices, evaluate decisions and understand the meaning of "fair game."

Developing Mathematical Precision and Argumentation Skills in an Intermediate Algebra Context

For the past two decades, NCTM has encouraged teachers to use classroom discourse in math classes, to support both students' ability to reason mathematically and their ability to communicate that reasoning. Recent adoption of the Common Core State Standards brings the goal of academic talk to the fore with the third and sixth mathematical practice standards: construct viable arguments and critique the reasoning of others, and attend to precision, respectively. We will use our session to make sense of these standards by considering bigger ideas about what productive academic talk is and how we might foster it. We will work on an intermediate algebra task together, watch video cases of mathematics classrooms,

and try out several well-documented high-leverage practices with one another.

Developing Perseverance and Problem Solving Skills in an Intermediate Algebra Context

For the past two decades, NCTM has encouraged teachers to encourage persistence and problem solving in their math classes. Recent adoption of the Common Core State Standards brings this goal to the forefront in the first mathematical practice standards: Make sense of problems and persevere in solving them. We will use our session to make sense of this standard by considering bigger ideas about what productive sense making is and how we might foster it. We will work on an intermediate algebra task together, watch video cases of mathematics classrooms, and try out several well-documented high-leverage practices with one another.

Engaging Students in Learning Statistics: Interpreting Categorical and Quantitative Data

Explore statistics content in CCSS with a focus on activities that provide students experience with CCSS mathematical practices and NCTM process standards. This session will focus on the content standards in the domain of Interpreting Categorical and Quantitative Data and will showcase practice standards in reasoning, problem solving and modeling.

Engaging Students in Learning Statistics: Making Inferences and Justifying Conclusions

Explore statistics content in CCSS with a focus on activities that provide students experience with CCSS mathematical practices and NCTM process standards. This session will focus on the content standards in the domain of Making Inferences and Justifying Conclusions and will showcase practice standards in reasoning, problem solving and modeling.

Selecting and Using Tasks to Develop MP4: Model with Mathematics

What considerations should we make when selecting modeling tasks for our students? While working on tasks designed to develop student proficiency in MP4, we will investigate several important characteristics of modeling tasks. Additional topics for discussion include classroom environment, potential pitfalls, and available resources.

Graphs, Tables, & Sliders: The Power of Dynamic Visuals

A picture is worth a thousand words, then Desmos, the free online graphing calculator, is worth a thousand books. Participants will explore tasks using Desmos that focus on deepening student understanding of functions. We will also look back in history at the intersection of typography and automobiles known as Bezier Curves.

Fostering Reasoning and Sense Making for All Students: Supporting the Goals of the Common Core State Standards for Mathematical Practice

Pedagogical strategies will be examined that foster mathematical reasoning and sense making for all students, including those with learning disabilities, from different cultural and linguistic backgrounds, considered mathematically gifted, or deemed unmotivated. Connections will be made to the Common Core State Standards of Mathematical Practice.

Persevering with Polygons!

How can we design activities to engage students in the CCSSM's mathematical practices? Participants will take part in activities centered on investigating and applying properties of polygons. Practical strategies which guide and promote student perseverance during problem solving will be discussed.

P³: Problem Solving, Perseverance, & Persistence

How can we design activities to engage students in the CCSSM's mathematical practices? Participants will take part in algebraic activities that stress correspondence between verbal descriptions, tables, graphs, and equations. Practical strategies which guide and promote student perseverance during problem solving will be discussed.

Lightning Task: Strategic Use of Static and Dynamic Geometric Tools

Participants will engage in a rich mathematical problem about lightning and use geometry concepts such as perpendicular bisectors to reason about distances. The task starts with the use of tools such as ruler and compass, then extends to a dynamic environment providing opportunities for new visualizations and explorations leading to a formal proof.

Pinwheels: A Context for Exploring and Conjecturing about Geometric Relationships

Participants will create parallelograms from square sheets of paper and connect them to form an octagon that is then transformed to a pinwheel. By considering angle measures, segment lengths and areas

related to the original square sheets, geometric arguments will be constructed based on precise measures and reasoning.

How Student Errors Help You Address Reasoning and Logical Argumentation

Tasks that require students to problem solve, illustrate their ideas with algebraic representations, interpret notation, build argument, and determine contextually sound conclusions will be used. We will also look at student errors and using errors as an opportunity to rethink through flawed or inefficient arguments, concepts or perceptions. Questions like, "What do you think?" and "Why do you think that?" will focus on the practice of constructing viable arguments. By helping students create defensible conclusions, we will help students attend to the practices addressing precise communication.

Engage Students with Symbolic Structures to Make Sense of Patterns

This session will focus on a task that helps students differentiate constant additive (linear) behavior from constant multiplicative (exponential) behavior. These fundamental growth rates will be explored through context, tables, graphs and symbolic analysis. Participants will look for and make use of structure and express regularity in repeated reasoning, as they build these foundational concepts.

Build it and They Will Learn – Using MP 2 to as a Tool of Mathematical Understanding

This interactive workshop will center of promoting students' use of abstract reasoning and quantitative reasoning (MP 2) to understand a common Algebra 2 mathematics topic. We will start with a loosely defined hand-on task and generate worthwhile questions before diving into solution methods. Helping students to decontextualize (to move from the concrete to the abstract) and contextualize (abstract to the concrete) will be modeled as we work through the problem. The task is also appropriate to strengthen understanding of modeling with mathematics (MP 4) and using appropriate tools strategically (MP 5). Come experience a classroom tested task that engages students and strengthens understanding!

Tired of Calculating? Contemplate using Structure and Regularity to Develop Meaning

This interactive workshop will center on making use of structure and regularity in solving problems. Identifying shortcuts and developing formulas are inclinations of mathematically proficient students. The focus of this workshop will be on promoting students use of MP 7 and 8 in the context of geometry problems. We will investigate attributes of geometric figures and common spatial formulas. Repeated reasoning will lead to developing algebraic representations. Come experience classroom tested problems tasks that strengthen students engagement in the math practices with a geometry focus.

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Montana's Graduation and Dropout Rates Three-Year Comparison

In 2010, Superintendent Juneau launched Graduation Matters Montana, an effort to ensure Montana students graduate from high school prepared for college and careers. Superintendent Juneau also set a goal to cut Montana's dropout rate in half by 2014. In order to reach the goal of a 2.55% dropout rate, communities have joined Superintendent Juneau's statewide effort by creating locally-designed Graduation Matters initiatives in their communities. More than 65% of high school students in our state are currently attending a school with a Graduation Matters initiative.

	Dropouts	H.S. Dropout Rate	Graduation Rate	Completion Rate
2008-2009	2,423	5.1%	80.7%	81.9%
2009-2010	2,010	4.3%	80.2%	82.1%
2010-2011	1,975	4.3%	82.2%*	82.1%

What do the numbers mean?

Dropout Rate: Counts students who were enrolled in school on the date of the previous year's October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count.

Completion Rate: Counts students who complete the high school graduation requirements of a school district, including early graduates, during the previous school year, or complete the high school graduation requirements of a school district at the end of summer prior to the current school year.

Graduation Rate: Counts students who complete a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or has an Individualized Education Program (IEP) allowing for more than four years to graduate.

***Four-Year Adjusted Cohort Graduation Rate:** The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

For information about the four-year adjusted cohort graduation rate that became the state's new measurement of graduation rates in 2011, go to:

<http://www.opi.mt.gov/PDF/gradmatters/Frequently-Asked-Questions-FINAL.pdf>

For more information about Graduation Matters Montana go to: <http://graduationmatters.mt.gov>

Facts and Figures You Can Use

Approximately 2,000 students in Montana did not graduate in 2011.

What is at stake?

- Dropouts are more likely than high school graduates to be in poor health, living in poverty, on public assistance and single parents to children who also drop out of high school.
- In addition, workers who did not graduate from high school have an unemployment rate that is twice as high as someone who has a high school diploma.
- Dropouts are eight times more likely to be in jail or in prison than high school graduates.
- Dropouts are four times less likely to volunteer than college graduates, are twice as less likely to vote or participate in community projects, and represent only 3 percent of actively engaged citizens in the United States today.
- A high school degree is worth about \$569,000 more than being a dropout.

How does not addressing Montana's dropout rate impact our economy?

- Nearly 80% of male inmates and 75% of female inmates at the Montana State Prison are high school dropouts.
- The lost lifetime earnings in Montana from dropouts in 2011 alone total nearly \$312 million.
- Current economic projections show that 62% of all jobs in Montana will require some postsecondary training beyond high school in 2018
- Montana would save more than \$29.8 million in health care costs over the lifetime of each class of dropouts.
- Almost 30% of Montana's high school dropouts meet the federal definition of low-income, which is twice the rate of high school graduates.
- Montana's high school graduates on average earn 22% more than high school dropouts after controlling for differences in age, gender and race. Those with some college earn 27% more and those with a bachelor's degree or higher earn 66% more.
- The average high school dropout is earning \$6,684 less per year than they would if they graduated. The total cost to Montana's economy that results from reduced taxable earnings amounts to \$216 million annually.
- Each prevented dropout will result in an estimated \$32,402 in benefits to the state over that individual's lifetime. By permanently cutting the dropout rate in half, each class of new high school graduates will yield over \$32 million in direct gross economic benefits to the state. By completely eliminating dropouts, the state stands to save \$65 million annually.

It is critical that we graduate students that are positive active participants in our communities and contributors to our society

¹The Georgetown University Center on Education and the Workforce (2010). *Help Wanted: Projections of Jobs and Education Requirements Through 2018*.

²Montana Department of Corrections 2009 Biennial Report

³The Alliance for Excellent Education, <http://www.all4ed.org> ⁴The Georgetown University Center on Education and the Workforce (2010).

⁴Ibid. ⁵Springer, D. A. (2010). *Montana's High School Dropouts: Examining the Fiscal Consequences*. Indianapolis: The Foundation for Educational Choice.

⁶The Alliance for Excellent Education, <http://www.all4ed.org> ⁷Ibid.

Checklist for Launching a Graduation Matters Initiative in Your Town

Step 1: Start your own Graduation Matters Team

- Make sure your GMM team is comprised of students, educators, parents and community members.
- Convene your first GMM meeting! Begin to identify goals that are specific to your community.

Step 2: Know your Data

- Contact OPI for data specific to your district or school.
- Use the data tables included in this toolkit to develop your school's three-year dropout snapshot, how you compare statewide and nationally, and college-going and remediation rates.
- Review this information with your GMM team and discuss.

Step 3: Implement Specific Research-Based Strategies

- Learn about what programs your district already has in place for dropout prevention
- Implement new strategies in your community that work to lower the dropout rate and increase college and-career-readiness.
- Identify what your community is already doing and prioritize next steps using the comprehensive community solutions table to take an inventory of "what is."

Step 4: Build Support and Keep the Community Informed and Involved

- Set goals for your GMM team and hold meetings regularly.
- Raise public awareness of your community's GMM plan.
- Plan an "I Pledge to Graduate" event.
- Celebrate!



What YOU Can Do— Students

GET INVOLVED IN GRADUATION MATTERS MONTANA

1 TAKE THE PLEDGE TO GRADUATE AND ENCOURAGE OTHERS TO JOIN YOU

2 STAY ON THE RIGHT TRACK

- Know the graduation requirements for your school as well as the requirements for college or career training.
- Do your homework, study hard and don't miss school.

3 GET INVOLVED

- Participate in extracurricular activities at school or through a youth organization in your community.
- Volunteer, get an internship or find a part-time job that gives you skills that will benefit you in the workplace or college.
- Participate in the I Pledge to Graduate campaign at your school or start one if your school doesn't have one.
- Join a Career and Technical Student Organization.

4 PREPARE FOR THE FUTURE

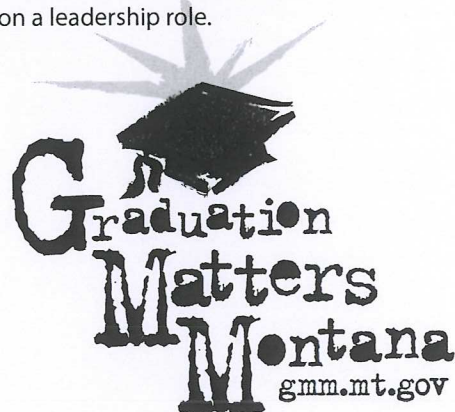
- Challenge yourself academically and plan out your future.
- Talk to your school counselor and family about your goals and college or career training.
- Find a mentor who can help you plan for your future.
- Take advantage of college preparation and career readiness resources and opportunities.
- Create a Big Sky Pathway.

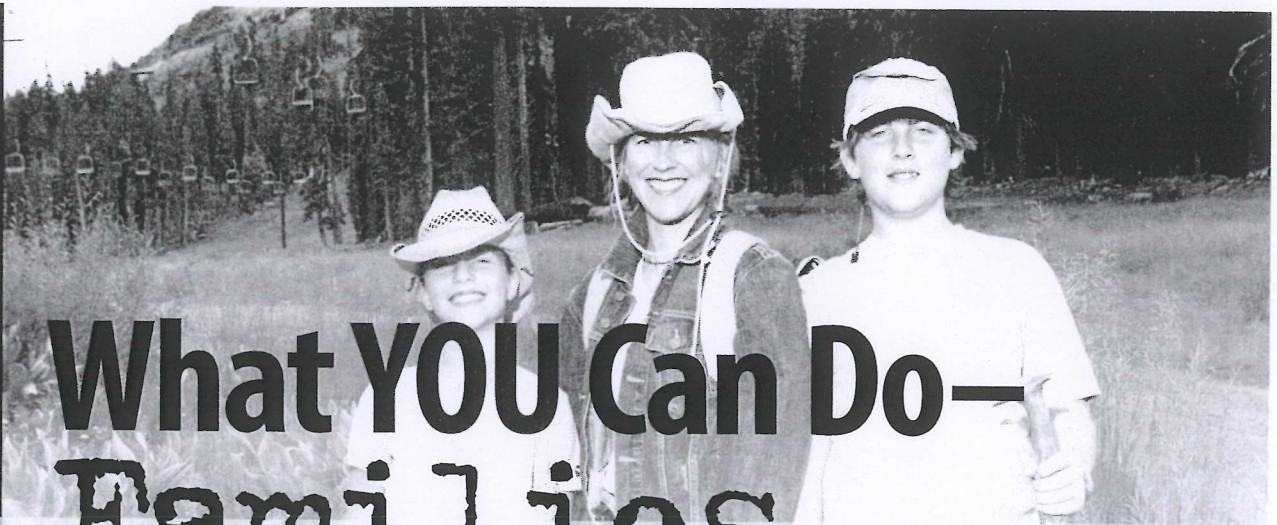
5 MAKE A DIFFERENCE

- Support your peers to make healthy and safe choices.
- Participate in service learning.
- Consider tutoring or mentoring a peer or younger student.
- Be kind and treat others with respect.
- Take on a leadership role.

TO LEARN MORE ABOUT WHAT **YOU** CAN DO, PLEASE VISIT THE **GRADUATION MATTERS MONTANA** WEBSITE.

graduationmatters.mt.gov





What YOU Can Do— Families

GET INVOLVED IN GRADUATION MATTERS MONTANA

1 ENCOURAGE THE STUDENTS IN YOUR FAMILY TO TAKE THE PLEDGE TO GRADUATE

2 START OR JOIN COORDINATED GRADUATION MATTERS MONTANA EFFORTS

- Create or join a task force of local businesses, parents, caregivers, students and community leaders to focus on graduation.

3 PLAN FOR THE FUTURE

- Talk with your student about the credit requirements for a high school diploma and their plans for after graduation.
- Have them explore career and college options and collect as much information as possible.

4 GET INVOLVED IN THEIR EDUCATION

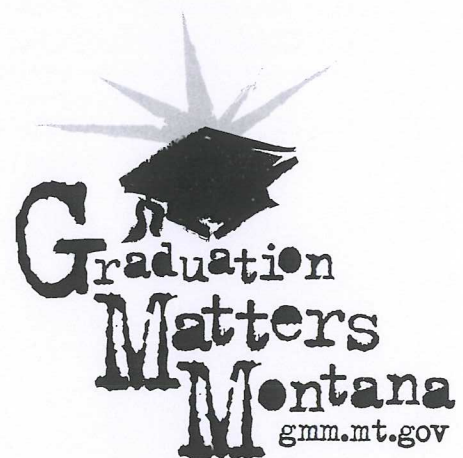
- Ask them about their homework and talk to their teachers.
- Volunteer in their classroom or school.
- Start or join a parent-teacher organization (e.g. PTA).
- Attend their school events and get to know their teachers, coaches, mentors and friends.

5 MAKE A DIFFERENCE

- Volunteer at your local after-school program or youth organization.
- Support other parents and caregivers.
- Encourage others to make a difference too.

TO LEARN MORE ABOUT WHAT **YOU** CAN DO, PLEASE VISIT THE **GRADUATION MATTERS MONTANA** WEBSITE.

graduationmatters.mt.gov



What YOU Can Do— Educators

GET INVOLVED IN GRADUATION MATTERS MONTANA

1 START OR JOIN LOCAL GRADUATION MATTERS MONTANA EFFORTS

- Create or join a task force of local businesses, parents, caregivers, students and community leaders to focus on graduation.

2 IDENTIFY AND ENGAGE STUDENTS AT-RISK OF DROPPING OUT

- Institute an early warning system using indicators such as attendance, behavior and credit deficiency to identify students at-risk of dropping out and create a strategy for re-engaging them.
- Help kids understand the financial impact of dropping out.
- Make sure every student has one caring adult in their life.
- Support the development of Big Sky Pathways.

3 CREATE A CULTURE OF HIGH EXPECTATIONS

- Set the goal of a 100% graduation rate.
- Launch an I PLEDGE TO GRADUATE campaign in your school.
- Incorporate college and career planning into classroom curriculum, provide scholarship and loan information and organize college tours and career fairs.
- Utilize MCIS in your classroom.

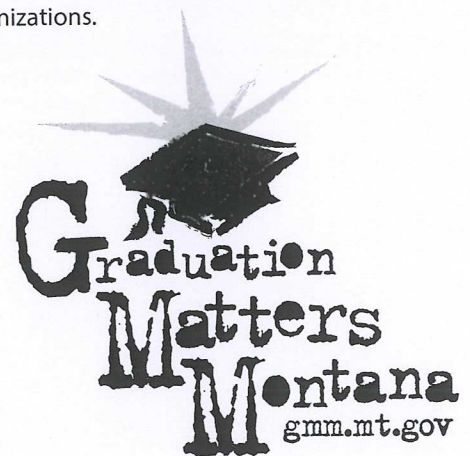
TO LEARN MORE ABOUT WHAT **YOU** CAN DO, PLEASE VISIT THE **GRADUATION MATTERS MONTANA** WEBSITE.
graduationmatters.mt.gov

4 KNOW WHERE TO PUT EXTRA EFFORT

- Examine your school and district-specific data related to dropout rates, risky behaviors and school climate.
- Identify and change policies that may prevent students from staying in school.
- Invite in student voices – engage diverse perspectives on school climate and barriers to reaching graduation.
- Become active in cross-curriculum units with CTE.

5 OPEN YOUR DOORS TO THE COMMUNITY

- Promote volunteer opportunities that engage families and community partners at your school.
- Be an advisor to a student group and incorporate service-learning activities into your curriculum.
- Connect with youth-based community organizations.



What YOU Can Do— Communities/ Businesses

GET INVOLVED IN GRADUATION MATTERS MONTANA

1 START OR JOIN LOCAL GRADUATION MATTERS MONTANA EFFORTS

- Create or join a taskforce of local businesses, parents, caregivers, students and community leaders to focus on graduation.
- Encourage your Chamber of Commerce to take an active role in supporting K-12 education.
- Display Graduation Matters Montana materials in your workplace.

2 INVEST YOUR TIME AND RESOURCES

- Volunteer time to a local school district's Graduation Matters Montana efforts.
- Offer student discounts or set up scholarships for students graduating from high school or receiving their GED.
- Adopt a local classroom or school.
- Fund a classroom project of interest to your business or community group.
- Join a Career and Technical Education Advisory Council.

3 PROMOTE SCHOOL & COMMUNITY PARTNERSHIPS

- Connect employees with volunteer opportunities at local schools.
- Establish a workplace mentoring program for local youth.
- Run a book or supplies drive for a local school.

4 PROVIDE CAREER READINESS OPPORTUNITIES

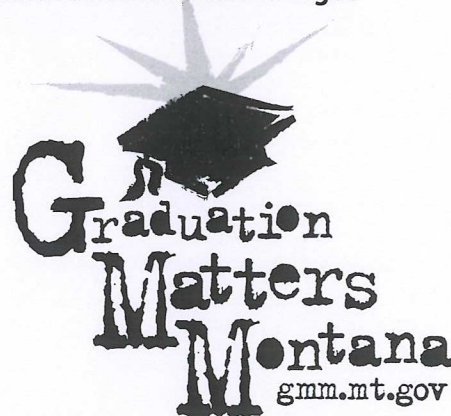
- Offer internships, externships or job shadowing.
- Collaborate with teachers and career counselors to create service-learning and other real world learning opportunities.
- Participate in a career fair or host an industry field trip.

5 SHARE YOUR STORY WITH US

- If you're engaged in partnerships with your local school, tell us how your work is helping your community, your workplace and students.

TO LEARN MORE ABOUT WHAT **YOU** CAN DO, PLEASE VISIT THE **GRADUATION MATTERS MONTANA** WEBSITE.

graduationmattersmontana.mt.gov



How to Launch a Graduation Matters Initiative in Your Community

There are four basic steps to becoming a Graduation Matters Montana school. Please feel free to use this basic GMM Plan Template to work with your GMM Team on the design and implementation of your community's GMM Plan.

STEP 1: Start your own Graduation Matters Team

Ensuring every student graduates from high school college and/or career-ready is a task the entire community can participate in, from school-based efforts, to community organizations working with districts to strengthen student supports, to local businesses participating in career preparation and mentoring supports. See Appendix A for examples of team members and sample letters of an invitation to join the team. At the school level, see if an existing school-based team (MBI, School Improvement, District Leadership Team, etc.) can be tapped to form the nucleus of the school's GMM effort. Some ideas of stakeholders include:

- School Board Representative(s) _____
- District Superintendent _____
- High School Principal(s) _____
- School Counselor(s) _____
- Teacher(s) _____
- Parent(s) _____
- Student(s) _____
- Local Community Foundation Representative(s) _____
- Local Business Owner(s) _____
- Local Community Leader (s) _____
- Local Community-Based and/or Non-Profit Organization (s) _____
- Local Service Organization(s) _____
- Other(s) _____

A Note on Student Voice

Central to the GMM strategy is development of a deeper understanding of why students drop out and why they are not actively engaged in their education. Including student voices in your GMM plan from the very beginning provides a distinct perspective from young people on learning, teaching and school systems. Providing opportunities for students to authentically engage in the shaping of their education is vital to the success of your GMM plan. When we engage students as educational decision-makers, we are actively teaching young people responsibility for their education and

engaging them in making choices in areas ranging from what affects them personally to what affects an entire student body to what affects the entire school system. Their insights warrant not only the attention but also the responses of adults. Within this toolkit you will find many examples of how students can actively participate in their local GMM.

What a GMM Team Looks Like:

1. United Way leaders are convening Graduation Matters Great Falls and Graduation Matters Greater Gallatin. They are also at the leadership table in Graduation Matters Missoula and Graduation Matters Billings.
2. Graduation Matters Stevensville has 20+ community and business leaders on their team.
3. Graduation Matters Miles City has partnered with their local community college, Miles City Community College, to form the local GMM team.
4. Graduation Matters Libby includes community members in their 20's as leaders of their local initiative.

Who to Invite:

See list on page 13 for initial participants to invite, then consider:

- Businesses that employ young people
- Government officials, including the juvenile justice and youth court
- Health and human services, including doctors and psychologists

The OPI has recruited the following state-wide GMM partners:

- State Farm Insurance
- Optimum Cable
- Local Montana United Way Chapters
- Student Assistance Foundation
- Montana Parent Teacher Association
- First Interstate Bank
- Montana Federal Credit Union Network

Be sure to invite representatives from your local branches to participate in your GMM team.

Convening the Team

See the appendix for helpful community meeting tools and a list of helpful online resources. At the first GMM meeting you should: (1) share information about GMM as a statewide effort of locally designed, locally implemented efforts; (2) share data about your local community's dropout challenge (see Step 2 for more data collection information); (3) build in time for participants to talk in small groups about what is working and what more can be done to address the challenges; and (4) identify next steps, which should include: designating a key point of contact in the school who will work with external partners; identify what additional information the team needs to move forward with planning; and designate a regular meeting time and place.

Montana Code Annotated 2013

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20-9-141. Computation of general fund net levy requirement by county superintendent. (1) The county superintendent shall compute the levy requirement for each district's general fund on the basis of the following procedure:

(a) Determine the funding required for the district's final general fund budget less the sum of direct state aid, the natural resource development K-12 funding payment, and the special education allowable cost payment for the district by totaling:

(i) the district's nonisolated school BASE budget requirement to be met by a district levy as provided in [20-9-303](#); and

(ii) any general fund budget amount adopted by the trustees of the district under the provisions of [20-9-308](#) and [20-9-353](#).

(b) Determine the money available for the reduction of the property tax on the district for the general fund by totaling:

(i) the general fund balance reappropriated, as established under the provisions of [20-9-104](#);

(ii) amounts received in the last fiscal year for which revenue reporting was required for each of the following:

(A) interest earned by the investment of general fund cash in accordance with the provisions of [20-9-213](#)(4); and

(B) any other revenue received during the school fiscal year that may be used to finance the general fund, excluding any guaranteed tax base aid;

(iii) anticipated oil and natural gas production taxes;

(iv) pursuant to subsection (4), anticipated revenue from coal gross proceeds under [15-23-703](#); and

(v) school district block grants distributed under [20-9-630](#).

(c) Notwithstanding the provisions of subsection (2), subtract the money available to reduce the property tax required to finance the general fund that has been determined in subsection (1)(b) from any general fund budget amount adopted by the trustees of the district, up to the BASE budget amount, to determine the general fund BASE budget levy requirement.

(d) Determine the sum of any amount remaining after the determination in subsection (1)(c) and any tuition payments for out-of-district pupils to be received under the provisions of [20-5-320](#) through [20-5-324](#), except the amount of tuition received for a pupil who is a child with a disability in excess of the amount received for a pupil without disabilities, as calculated under [20-5-323](#)(2).

(e) Subtract the amount determined in subsection (1)(d) from any additional funding requirement to be met by an over-BASE budget amount, a district levy as provided in [20-9-303](#), and any additional financing as provided in [20-9-353](#) to determine any additional general fund levy requirements.

(2) The county superintendent shall calculate the number of mills to be levied on the taxable property in the district to finance the general fund levy requirement for any amount that does not exceed the BASE budget amount for the district by dividing the amount determined in subsection (1)(c) by the sum of:

(a) the amount of guaranteed tax base aid that the district will receive for each mill levied, as certified by the superintendent of public instruction; and

(b) the current total taxable valuation of the district, as certified by the department of revenue under [15-10-202](#), divided by 1,000.

(3) The net general fund levy requirement determined in subsections (1)(c) and (1)(d) must be reported to the county commissioners by the later of the first Tuesday in September or within 30 calendar days after receiving certified taxable values by the county superintendent as the general fund net levy requirement for the district, and a levy must be set by the county commissioners in accordance with [20-9-142](#).

(4) For each school district, the department of revenue shall calculate and report to the county superintendent the amount of revenue anticipated for the ensuing fiscal year from revenue from coal gross proceeds under [15-23-703](#).

History: En. 75-6926 by Sec. 276, Ch. 5, L. 1971; R.C.M. 1947, 75-6926; amd. Sec. 1, Ch. 699, L. 1983; amd. Sec. 1, Ch. 110, L. 1985; amd. Sec. 1, Ch. 265, L. 1985; amd. Sec. 12, Ch. 695, L. 1985; amd. Sec. 15, Ch. 611, L. 1987; amd. Sec. 19, Ch. 655, L. 1987; amd. Sec. 5, Ch. 35, L. 1989; amd. Secs. 21, 83, Ch. 11, Sp. L. June 1989; amd. Sec. 8, Ch. 267, L. 1991; amd. Sec. 8, Ch. 767, L. 1991; amd. Sec. 6, Ch. 133, L. 1993; amd. Sec. 2, Ch. 325, L. 1993; amd. Sec. 14, Ch. 563, L. 1993; amd. Sec. 13, Ch. 633, L. 1993; amd. Sec. 16, Ch. 9, Sp. L. November 1993; amd. Sec. 2, Ch. 35, Sp. L. November 1993; amd. Sec. 39, Ch. 451, L. 1995; amd. Sec. 2, Ch. 580, L. 1995; amd. Sec. 2, Ch. 389, L. 1997; amd. Sec. 9, Ch. 496, L. 1997; amd. Sec. 99(4), Ch. 51, L. 1999; amd. Sec. 1, Ch. 180, L. 1999; amd. Sec. 14, Ch. 515, L. 1999; amd. Secs. 106, 170(3), Ch. 584, L. 1999; amd. Sec. 7, Ch. 11, Sp. L. May 2000; amd. Sec. 5, Ch. 191, L. 2001; amd. Sec. 5, Ch. 464, L. 2001; amd. Sec. 117, Ch. 574, L. 2001; amd. Sec. 27, Ch. 130, L. 2005; amd. Sec. 1, Ch. 173, L. 2007; amd. Sec. 10, Ch. 152, L. 2011; amd. Sec. 5, Ch. 400, L. 2013.

Provided by Montana Legislative Services

Montana Code Annotated 2013

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20-9-515. Litigation reserve fund. (1) The trustees of a school district may establish a litigation reserve fund only when litigation that is pending against the district could result in an award against the district.

(2) At the end of each school fiscal year, the trustees of a district may transfer money from the general fund, within the adopted budget, to establish the fund.

(3) Upon conclusion of litigation, the balance of the money in the fund reverts to the general fund and must be used to reduce the district's general fund BASE budget levy requirement computed pursuant to [20-9-141](#).

History: En. Sec. 1, Ch. 493, L. 1995.

Provided by Montana Legislative Services

10.10.315 LITIGATION RESERVE FUND

(1) The board of trustees may establish a litigation reserve fund when litigation is pending. Pending litigation is defined as any type of contested hearing that could result in a judgment with adverse fiscal consequences against the school district. Such proceedings may include but are not limited to actions heard by a county superintendent, the state Superintendent of Public Instruction, the Montana Human Rights Commission, a district court, the Montana Supreme Court, the Equal Opportunity Commission, Fair Labor Standard Boards, etc.

(2) The litigation reserve fund may be used to pay awards or judgments, including costs if so ordered in the judgment. This fund may also be used to pay settlements agreed upon before a judgment is rendered, back wages including benefits, and civil penalties.

(3) The litigation reserve fund shall not be used to pay costs of attorney fees, witness fees, travel, copies, telephone, transcripts, etc.

(4) When the litigation ends, any remaining fund balance in the litigation reserve fund shall be immediately transferred back to the general fund.

(5) In accordance with generally accepted accounting principles, transfers due to or from the litigation reserve fund must be accrued prior to year's end in the district's accounting records as operating transfers. The actual cash transfer to or from the litigation reserve fund shall be made before September 30th of the next fiscal year.

History: [20-9-102](#), MCA; [IMP, 20-9-515](#), MCA; [NEW](#), 1996 MAR p. 2168, Eff. 8/9/96.

Montana Code Annotated 2013

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20-9-104. (Temporary) General fund operating reserve. (1) At the end of each school fiscal year, the trustees of each district shall designate the portion of the general fund end-of-the-year fund balance that is to be earmarked as operating reserve for the purpose of paying general fund warrants issued by the district from July 1 to November 30 of the ensuing school fiscal year. Except as provided in subsections (6) and (7), the amount of the general fund balance that is earmarked as operating reserve may not exceed 10% of the final general fund budget for the ensuing school fiscal year.

(2) The amount held as operating reserve may not be used for property tax reduction in the manner permitted by [20-9-141](#)(1)(b) for other receipts.

(3) Excess reserves as provided in subsection (6) may be appropriated to reduce the BASE budget levy, the over-BASE budget levy, or the additional levy provided by [20-9-353](#).

(4) Any portion of the general fund end-of-the-year fund balance that is not reserved under subsection (2) or reappropriated under subsection (3) is fund balance reappropriated and must be used for property tax reduction as provided in [20-9-141](#)(1)(b) up to an amount not exceeding 15% of a school district's maximum general fund budget.

(5) Any unreserved fund balance in excess of 15% of a school district's maximum general fund budget must be remitted to the state and allocated as follows:

(a) 70% of the excess amount must be remitted to the state to be deposited in the guarantee account provided for in [20-9-622](#); and

(b) 30% of the excess amount must be remitted to the school facility and technology account.

(6) The limitation of subsection (1) does not apply when the amount in excess of the limitation is equal to or less than the unused balance of any amount:

(a) received in settlement of tax payments protested in a prior school fiscal year;

(b) received in taxes from a prior school fiscal year as a result of a tax audit by the department of revenue or its agents; or

(c) received in delinquent taxes from a prior school fiscal year.

(7) The limitation of subsection (1) does not apply when the amount earmarked as operating reserve is \$10,000 or less.

(8) Any amounts remitted to the state under subsection (5) are not considered expenditures to be applied against budget authority. *(Effective July 1, 2020)*

20-9-104. (Effective July 1, 2020) . General fund operating reserve. (1) At the end of each school fiscal year, the trustees of each district shall designate the portion of the general fund end-of-the-year fund balance that is to be earmarked as operating reserve for the purpose of paying general fund warrants issued by the district from July 1 to November 30 of the ensuing school fiscal year. Except as provided in subsections (6) and (7), the amount of the general fund balance that is earmarked as operating reserve may not exceed 10% of the final general fund budget for the ensuing school fiscal year.

(2) The amount held as operating reserve may not be used for property tax reduction in the manner permitted by [20-9-141](#)(1)(b) for other receipts.

(3) Excess reserves as provided in subsection (6) may be appropriated to reduce the BASE budget levy, the over-BASE budget levy, or the additional levy provided by [20-9-353](#).

(4) Any portion of the general fund end-of-the-year fund balance that is not reserved under subsection (2) or reappropriated under subsection (3) is fund balance reappropriated and must be used for property tax reduction as provided in [20-9-141](#)(1)(b).

(5) Any unreserved fund balance in excess of 15% of a school district's maximum general fund budget must be remitted to the state and allocated as follows:

(a) 70% of the excess amount must be remitted to the state to be deposited in the guarantee account provided for in [20-9-622](#); and

(b) 30% of the excess amount must be remitted to the school facility and technology account.

(6) The limitation of subsection (1) does not apply when the amount in excess of the limitation is equal to or less than the unused balance of any amount:

(a) received in settlement of tax payments protested in a prior school fiscal year;

(b) received in taxes from a prior school fiscal year as a result of a tax audit by the department of revenue or its agents; or

(c) received in delinquent taxes from a prior school fiscal year.

(7) The limitation of subsection (1) does not apply when the amount earmarked as operating reserve is \$10,000 or less.

(8) Any amounts remitted to the state under subsection (5) are not considered expenditures to be applied against budget authority.

History: En. 75-6924 by Sec. 274, Ch. 5, L. 1971; R.C.M. 1947, 75-6924; amd. Sec. 20, Ch. 11, Sp. L. June 1989; amd. Sec. 7, Ch. 767, L. 1991; amd. Secs. 2, 12, Ch. 6, Sp. L. July 1992; amd. Sec. 11, Ch. 633, L. 1993; amd. Sec. 1, Ch. 35, Sp. L. November 1993; amd. Sec. 4, Ch. 36, Sp. L. November 1993; amd. Sec. 35, Ch. 18, L. 1995; amd. Sec. 38, Ch. 451, L. 1995; amd. Sec. 1, Ch. 506, L. 1995; amd. Sec. 9, Ch. 554, L. 1999; amd. Sec. 11, Ch. 237, L. 2001; amd. Sec. 7, Ch. 418, L. 2011; amd. Sec. 2, Ch. 329, L. 2013.

Provided by Montana Legislative Services

**2014 MTSBA Resolutions
For Consideration at Delegate Assembly
June 6, 2014**

Resolutions Submitted by Member Districts in 2014 for Consideration by the 2014 Delegate Assembly (first-time resolutions coming to Delegate Assembly):

Resolution #6 -- Allow State Transportation Reimbursement for Academic Summer School

Submitted by: East Helena School District

WHEREAS, the challenges of academic improvement are not limited to a 180 day school year; and

WHEREAS, current law allows provision of education throughout the year, computed on the basis of minimum aggregate hours of instruction, without any limitation to the number of days on which such instruction is provided; and

WHEREAS, significant research exists supporting the value of expanded and year round learning opportunities in addressing achievement gaps and preventing summer learning loss; and

WHEREAS, the needs of students in poverty to have access to quality classroom instruction are further limited by the current 180 day limit on state transportation reimbursement under 20-10-145; and

WHEREAS, the current organization of schools statewide is limited by geography, and

WHEREAS, the education system in Montana is constantly adapting to the changing demographics of the student population in our state.; and

WHEREAS, the use of State Transportation reimbursement is expressly prohibited by the criteria set forth in MCA 20-10-145; and

WHEREAS, the Board of Trustees desire the ability to use all possible resources to be able to offer extended learning opportunities to the students in need in this school district, and

WHEREAS, communities should have the right to determine how, when and upon what terms education is provided through their public schools; and

WHEREAS, current law penalizes communities that choose to organize their school calendar over the summer months by prohibiting state transportation reimbursement.

NOW THEREFORE BE IT RESOLVED that the MTSBA supports academic improvement through extended learning opportunities for students and is resolved to formally assist in the development of legislation that would remove the 180 day limit on state transportation reimbursement under 20-10-145, MCA.

Designation:

Resolution #7 -- Sixth Grade Middle School Funding

Submitted by: Billings Public Schools

Billings Public Schools requests the Montana School Boards Association to consider adopting a resolution to be presented to the 2015 Montana Legislature regarding funding for sixth grade students in an accredited middle school or junior high.

The basis of this request is that due to needs and requirement of offering a middle school curriculum to sixth, seventh and eighth graders, the funding needs are greater than the traditional one teacher one class setting in an elementary school.

It is requested that sections 20-9-306 and 20-9-311 be amended to reflect increased Basic Entitlement and Average Number Belonging (ANB) for sixth graders.

Designation:

Resolution #8 -- Capital Projects State Funding Subsidy

Submitted by: Billings Public Schools

Billings Public Schools requests the Montana School Boards Association consider adopting a resolution to be presented to the Office of Public Instruction and the 2015 Montana Legislature urging that the amount of state funding for school facilities related to bond debt service requirements remain at the same percentage level as prior years (roughly 95% pro-rata allocation to eligible districts over the past three years).

The basis of this request is that due to the fact that many districts statewide (currently 95-100 districts) rely on this funding to make needed capital projects affordable to taxpayers and satisfy the equalization component for this portion of our school budgets. Many projects have been approved by voters based on the assumption that this funding will remain stable. State monies appropriated for "State Advance for School Facilities" peaked in 2006/07 at \$11,362,762 and currently the amount available is approximately 24% lower at \$8,586,000. A reduction of this funding available to school districts may be a way of balancing budgets but this would adversely affect districts statewide.

Currently, school districts may be eligible for a state reimbursement of a portion of debt service payments on school bonds. In order to be eligible for this program, a district's average mill value per ANB must be less than the statewide "Facility Guaranteed Mill Value per ANB." A formula based on dollars per ANB creates a maximum amount that each District can receive annually.

The last legislative session provided funding whereby approximately 95% of the total possible amount under the formula be provided to eligible districts. This recommendation requests that this reimbursement rate remain close to the current 95% of the total possible funding amount rather than projections that show without an increase in funding the percent will drop to an all-time low since the program started in 1993/94 of just 67%.

Designation:

Resolution #9 -- Career, Vocational and Technical Education Funding

Submitted by: Billings Public Schools

Billings Public Schools requests the Montana School Boards Association to consider adopting a resolution to be presented to the 2015 Montana Legislature regarding additional funding for approved vocational and technical education programs.

The basis of this request is that due to the fact that the cost of offering vocational and technical training puts a significant burden on the budgets of individual districts. These programs are critical to the future livelihood of many students and the economic needs of Montana communities. But due to the cost of providing these programs, many districts find it difficult to adequately fund programs that the business community requires.

Currently statewide funding for Career Vocational and Technical training is approximately \$1,000,000. It is requested that the annual appropriation bill (House Bill 2) increase the current formula so that vocational education receives \$10,000,000 for statewide programs that meet the current requirements of vocational education found in sections 20-7-301 and 20-7-334.

Designation:

Resolution #10 -- Reassessment of Needs and Costs of a Quality Education

Submitted by: Billings Public Schools

Billings Public Schools requests the Montana School Boards Association to consider adopting a resolution to be presented to the 2015 Montana Legislature regarding authorization and to reassess the educational needs and costs related to a free quality education.

The basis of this request is arises from the fact that SB 152 passed by the 2005 Legislature and enacted into law on April 7, 2005, requires in part the following:

- At least every 10 years following [the effective date of this act], the legislature shall:*
- (a) authorize a study to reassess the educational needs and costs related to the basic system of free quality public elementary and secondary schools; and*
 - (b) if necessary, incorporate the results of those assessments into the state's funding formula.*

The above language is found in Section 2 Part 5 of Senate Bill 152 from the 2005 Legislative Session.

Designation:

Resolution #11 -- ANB Funding

Submitted by: Billings Public Schools

Billings Public Schools requests the Montana School Boards Association to consider adopting a resolution to be presented to the 2015 Montana Legislature regarding the current Average Number Belonging(ANB) Entitlement funding.

Currently, part of each school district's funding is based on a per ANB formula established in state law under 20-9-306 MCA. This formula reduces funding for each additional student in a District until a certain number of students are reached. For the 2013-14 year the following amounts are established:

Elementary: K-6:

ANB funding for the first student: \$5,226

Reduction in funding for each ANB student up to 1,000: \$.20

Amount of funding for each ANB student over 1000: \$5,026

High School and Grades 7 -8 Middle Schools:

ANB funding for the first student: \$6,691

Reduction in funding for each ANB student up to 1,000: \$.50

Amount of funding for each ANB student over 800: \$6,292

To achieve an equitable rate of funding for all schools in Montana, Billings Public Schools requests that the MTSBA delegate assembly support legislation that keeps funding per each ANB constant instead of reducing funding as the school's enrollment increases. If this were in effect for the current year, each ANB student in K-6 would provide \$5,226 in funding and each 7th and 8th grade ANB student in a middle school and all high school ANB students would provide \$6,691 in funding to each school district.

Designation:

05/16/14
16:13:08

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 5/14

Page: 1 of 7
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
15598	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	14,240.57				
1	05/01/14 May Contract Payment	14,240.57		210	100-2700	513
	Claim Total for District	14,240.57				
15632	2717 CITY OF BOULDER	2,060.47				
1	05/05/14 May water	975.95		201	100-2600	421
2	05/05/14 May sewer	1,084.52		201	100-2600	421
	Claim Total for District	2,060.47				
15633	4617 MIKESELL, DARYL	89.60				
1	04/22/14 mileage for Math studies	89.60		201	100-1000	582
	Claim Total for District	89.60				
15634	321 BRUCO, INC	594.98				
1	325705 04/30/14 backpack vacuum	594.98	8107	201	100-2600	660
	Claim Total for District	594.98				
15635	1650 MEADOW GOLD GREAT FALLS	314.46				
1	60220383 04/03/14 milk	89.83		201	910-3100	630
2	60220513 04/10/14 milk	71.46		201	910-3100	630
	60220754 04/24/14 milk	153.17		201	910-3100	630
	Claim Total for District	314.46				
15636	1608 MASBO	200.00				
1	06/17/14 MASBO conference reg	200.00*		201	100-2500	582
	Claim Total for District	200.00				
15637	157 ACE HARDWARE	192.62				
1	67782 04/02/14 yellow poly rope for track	8.49*		201	720-3500	610
2	68201 04/19/14 deicer	7.47		201	100-2600	615
3	68197 04/19/14 furnace fuses	25.47		201	100-2600	615
4	68237 04/21/14 plumbing/dust masks	8.94		201	100-2600	615
5	68301 04/25/14 pipe/plumbing/switch	100.32		201	100-2600	615
6	68317 04/25/14 switch/washers/wallplate	7.43		201	100-2600	615
7	68319 04/25/14 lead anchor	1.50		201	100-2600	615
8	68425 04/30/14 maint. tool	9.49		201	100-2600	615
9	67764 04/02/14 biology/science o	12.53	7847	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1511-610-					
10	68427 04/30/14 biology/science o	10.98	7847	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1511-610-					
	Claim Total for District	192.62				
15638	3850 SUPERIOR SHARPENING	578.20				
1	398041c 01/20/14 3 singed panel raising cu	215.20	8055	201	390-1641	610
2	398041c 01/20/14 blade sharpening	260.00*	8055	201	390-1641	440
3	398398c 05/05/14 knives	103.00		201	390-1641	610
	Claim Total for District	578.20				

05/16/14
16:13:08

JEFFERSON HIGH SCHOOL
Claim Approval List
For the Accounting Period: 5/14

Page: 2 of 7
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
15639	781 EAGLE GLASS	81.91				
1	140428 04/28/14 door stops/tubes for roof	81.91		201	100-2600	615
	Claim Total for District	81.91				
15640	4642 CONNOLE, SCOTT	85.00				
1	04/22/14 Manhattan golf fees	75.00*		201	720-3500	582
2	04/29/14 golf balls	10.00*		201	720-3500	610
	Claim Total for District	85.00				
15641	764 TERNES, DAVE	70.00				
1	164667 04/28/14 3forks golf fees	70.00*		201	720-3500	582
	Claim Total for District	70.00				
15642	3194 MT DEPT OF LABOR & INDUSTRY	62.00				
1	006366 04/29/14 boiler certification	31.00		201	100-2600	440
2	006937 04/29/14 boiler certification	31.00		201	100-2600	440
	Claim Total for District	62.00				
15643	385 BOULDER MONITOR & JEFFERSON CO.	80.00				
1	00016923 04/01/14 election ads	80.00		201	100-2500	310
	Claim Total for District	80.00				
15644	2366 SIMPLEXGRINNELL	348.58				
1	76938868 04/23/14 sprinkler contract	348.58		201	100-2600	440
	Claim Total for District	348.58				
15645	2152 CENTURY LINK	321.53				
1	232B 04/13/14 phone	321.53*		201	100-2400	531
	Claim Total for District	321.53				
15646	4639 WEX BANK	5,000.66				
1	36662139 04/30/14 golf fuel	626.29*		201	720-3500	582
2	36662139 04/30/14 track fuel	342.88*		201	720-3500	582
3	36662139 04/30/14 band fuel	225.06		201	710-3400	582
4	36662139 04/30/14 tennis fuel	108.36*		201	720-3500	582
5	36662139 04/30/14 skills fuel	310.09		201	710-3400	582
6	36662139 04/30/14 biology fuel	53.90		201	710-3400	582
7	36662139 04/30/14 compass test fuel	37.23		201	710-3400	582
8	36662139 04/30/14 jhs admin	32.49		201	100-2300	582
9	36662139 04/30/14 jhs athletic	58.07*		201	720-3500	582
10	36662139 04/30/14 foods	49.02*		201	910-3100	624
11	36662139 04/30/14 drivers ed	126.44*		218	100-1000	624
12	36662139 04/30/14 route fuel	3,030.83		210	100-2700	624
	Claim Total for District	5,000.66				

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. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$			Acct/Source/	
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
15647	1183 HARLOW'S SCHOOL BUS SERVICE, INC.	6,497.58				
1	April 04/30/14 golf	1,837.01*		201	720-3500	582
2	April 04/30/14 track	1,005.71*		201	720-3500	582
3	April 04/30/14 tennis	317.85*		201	720-3500	582
4	April 04/30/14 band	660.15		201	710-3400	582
5	April 04/30/14 skills	909.54		201	710-3400	582
6	April 04/30/14 biology	158.11		201	710-3400	582
7	April 04/30/14 junior compass	109.21		201	710-3400	582
8	April 04/30/14 downtime athletic	1,140.00*		201	720-3500	582
9	April 04/30/14 downtime activity	360.00		201	710-3400	582
	Claim Total for District	6,497.58				
15648	4156 BENJAMIN, BONNIE	101.55				
1	05/06/14 Election 12.5 hrs 5 miles	101.55		201	100-2500	310
	Claim Total for District	101.55				
15650	4651 STUKER, BECKY	86.46				
1	05/06/14 election 9 hrs,meal,6 miles	86.46		201	100-2500	310
	Claim Total for District	86.46				
15651	4656 COOPER, DEBORAH	85.34				
1	05/06/14 election 9 hrs, meal, 4 miles	85.34		201	100-2500	310
	Claim Total for District	85.34				
15652	4318 MAZUREK, CAROLYN	95.45				
1	05/06/14 election 9.5 hrs,meal.15 miles	95.45		201	100-2500	310
	Claim Total for District	95.45				
15653	4713 ADAMS, LILLIAN	92.65				
1	05/06/14 election 9.5 hrs, meal, 10 mil	92.65		201	100-2500	310
	Claim Total for District	92.65				
15654	4714 WILLBANKS, PATTY	87.58				
1	05/06/14 election 9hrs, meal, 8 miles	87.58		201	100-2500	310
	Claim Total for District	87.58				
15655	4595 OLSON, SUSAN	87.05				
1	05/06/14 election, 9hrs, meal,	87.05		201	100-2500	310
	Claim Total for District	87.05				
15656	4512 MCCAULEY, MARILYN	103.85				
1	05/06/14 election 9.5 hrs, meal, 30 mil	103.85		201	100-2500	310
	Claim Total for District	103.85				

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Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
15657	4511 MOLITOR, MARY	87.05				
1	05/06/14 election 9.5 hrs, meal	87.05		201	100-2500	310
	Claim Total for District	87.05				
15658	4661 JAMES, O. KATY	93.18				
1	05/06/14 election 9 hrs, meal	83.10		201	100-2500	310
2	05/06/14 election ballot delivery	10.08		201	100-2500	310
	Claim Total for District	93.18				
15659	3833 DAVIDSON, KAREN	83.10				
1	05/06/14 election 9 hrs, meal	83.10		201	100-2500	310
	Claim Total for District	83.10				
15660	4649 RHODES, DEMA	83.10				
1	05/06/14 election 9 hrs, meal	83.10		201	100-2500	310
	Claim Total for District	83.10				
15661	4654 HAYES, TONI	54.80				
1	05/06/14 election 4 hrs., 20 miles, mea	54.80		201	100-2500	310
	Claim Total for District	54.80				
15662	4655 SCHLUETER, BETTIE	44.16				
1	05/06/14 election 4 hrs, meal, 1 mile	44.16		201	100-2500	310
	Claim Total for District	44.16				
15663	3403 CRAFT, GARY	44.16				
1	05/06/14 election 4 hrs, meal, mile	44.16		201	100-2500	310
	Claim Total for District	44.16				
15664	4715 TILLO PLUMBING INC.	1,570.00				
1	19656 04/18/14 Water heater replacement	1,570.00	8116	215	451-1710	660 133
	Claim Total for District	1,570.00				
15665	4708 SCHOOL IN SITES	420.00				
1	30501 03/21/14 Website setup fees distri	335.00*	8069	228	100-1000	680
2	30501 03/21/14 website setup fees school	85.00*	8069	228	100-1000	680
	Claim Total for District	420.00				
15666	4642 CONNOLE, SCOTT	60.00				
1	05/03/14 ennis golf fees	60.00*		201	720-3500	582
	Claim Total for District	60.00				
15667	1608 MASBO	200.00				
1	1327 05/06/14 summer conference	200.00*		201	100-2500	582
	Claim Total for District	200.00				

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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
15668	4322 WANIATA, CAROL	1,086.00				
1	05/11/14 accompanist 23 hrs @18	414.00		201	710-3400	582
2	05/11/14 accompanist mileage 1200@.56	672.00		201	710-3400	582
	Claim Total for District	1,086.00				
15669	4704 SELBY'S INC.	52.50				
1	257495-000 05/09/14 tracing paper	52.50	8100	201	390-1640	610
	Claim Total for District	52.50				
15670	3766 ACADIA MONTANA	2,165.24				
1	7779141 05/12/14 altacare	2,165.24*		215	280-1000	330 524
	Claim Total for District	2,165.24				
15671	4572 FIRST BOULDER VALLEY BANK	400.00				
1	05/01/14 quinn scholarship	400.00*		215	100-1000	800 169
	Claim Total for District	400.00				
15672	1366 JEFFERSON HIGH SCHOOL	200.00				
1	05/01/14 quinn trust	200.00*		215	100-1000	800 169
	Claim Total for District	200.00				
15673	4633 COMMERCIAL ENERGY OF MT INC.	1,432.08				
1	NWE024309 05/01/14 Fuel	47.79		201	100-2600	411
2	NWE024308 05/01/14 fuel	1,384.29		201	100-2600	411
	Claim Total for District	1,432.08				
15674	1987 PACIFIC STEEL	40.80				
1	641105 03/14/14 steel for competition	40.80*	8059	215	395-1640	610 137
	Claim Total for District	40.80				
15675	3766 ACADIA MONTANA	2,165.23				
1	7762558 05/05/14 altacare	2,165.23*		215	280-1000	330 524
	Claim Total for District	2,165.23				
15676	1086 GIULIO DISPOSAL SERVICES, INC.	141.00				
1	81273 04/30/14 disposal	141.00		201	100-2600	431
	Claim Total for District	141.00				
15677	2749 UNIVERSAL ATHLETICS	408.48				
1	602-000027 04/18/14 tennis nets	408.48	7897	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -720-3500-660-					
	Claim Total for District	408.48				
15678	899 EMPIRE OFFICE MACHINES, INC.	317.45				
1	188417-001 04/08/14 library supplies	95.95	7899	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2220-610-					

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. Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/			
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func	Obj Proj
2	188417-001 04/08/14 guidance supplies	221.50	7899	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-					
	Claim Total for District	317.45				
15679	899 EMPIRE OFFICE MACHINES, INC.	95.30				
1	232111 04/14/14 guidance supplies	95.30	7899	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2100-610-					
	Claim Total for District	95.30				
15680	4234 WELLS FARGO FINANCIAL LEASING	600.00				
1	5000746803 04/18/14 copier lease - final	600.00*		201	100-1000	840
	Claim Total for District	600.00				
15681	4617 MIKESELL, DARYL	19.25				
1	552303 04/16/14 math wrkshop lunch	19.25*		201	100-2400	582
	Claim Total for District	19.25				
15682	321 BRUCO, INC	615.56				
1	325898 04/28/14 Scruber	110.55	7669	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-2600-615-					
2	325898 04/28/14 repairs on scruber	505.01		201	100-2600	440
	Claim Total for District	615.56				
15683	3959 AMERICAN EXPRESS	473.78				
1	4118220300 04/28/14 fcs groceries	141.32	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
2	4122292290 05/02/14 fcs groceries	60.03	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
3	4119000609 04/28/14 fcs groceries	86.66	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
4	00582440 04/15/14 fcs groceries	62.27	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
5	4097297580 04/07/14 lunch for test	67.83	7936	215	999	96
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610- 96					
6	4096003761 04/06/14 lunch for test	27.76	7936	215	999	96
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1000-610- 96					
7	00506613 04/07/14 fcs groceries	27.91	7837	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
	Claim Total for District	473.78				
15684	1451 L & P GROCERY	144.79				
1	1471140430 04/30/14 fcs groceries	41.61	7836	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
2	1405910414 04/14/14 fcs groceries	46.96	7836	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
3	2372660505 05/05/14 fcs groceries	56.22	7836	201	999	
	PO Accounting (Org/Prog/Func/Obj/Proj: -390-1710-610-					
	Claim Total for District	144.79				

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School
Over spent expenditure

Claim Warrant	Vendor #/Name	Claim \$	Acct/Source/				Obj	Proj
Line #	Invoice #/Inv Date/Description	Line Amount	PO #	Fund Org	Prog-Func			
15685	1737 NORTHWESTERN ENERGY	5,185.38						
1	May 05/01/14 electric	3,771.59		201	100-2600		412	
2	May 05/01/14 gas delivery	1,413.79		201	100-2600		411	
	Claim Total for District	5,185.38						
15686	4637 Mastercard	658.55						
1	000036 04/22/14 ACT lunch/snack	53.04	8105	215	100-1000	610	145	
2	173333 04/22/14 ACT lunch/snack	233.82	8105	215	100-1000	610	145	
3	04/22/14 ACT lunch/snack	5.08	8105	215	100-1000	610	145	
4	yellow cab 05/01/14 BPA Nat'l Travel	30.88*	8089	215	396-1170	582	135	
5	223951 05/01/14 BPA Nat'l Travel meal	68.79*	8089	215	396-1170	582	135	
6	165327 05/02/14 BPA Nat'l Travel cab	18.00*	8089	215	396-1170	582	135	
7	151325 05/02/14 BPA Nat'l Travel cab	15.87*	8089	215	396-1170	582	135	
8	210908 05/01/14 BPA Nat'l Travelcab	28.08*	8089	215	396-1170	582	135	
9	213623 04/29/14 BPA Nat'l Travelcab	15.34*	8089	215	396-1170	582	135	
10	213623 04/29/14 BPA Nat'l Travelcab	22.09*	8089	215	396-1170	582	135	
11	141409 05/03/14 BPA Nat'l Travel meal	34.88*	8089	215	396-1170	582	135	
12	8240672048 04/29/14 BPA Nat'l Travel bagcheck	25.00*	8089	215	396-1170	582	135	
13	8240672049 05/03/14 BPA Nat'l Travel bagcheck	25.00*	8089	215	396-1170	582	135	
14	203156 05/01/14 BPA Nat'l Travel meal	5.57*	8089	215	396-1170	582	135	
	203156 05/01/14 BPA	77.11		201	710-3400	582		
	Claim Total for District	658.55						
15687	4637 Mastercard	257.05						
1	134525 04/11/14 meals for festival	104.94	8092	201	710-3400	582		
2	141529 04/12/14 meals for festival	87.90	8092	201	710-3400	582		
3	99440246 05/02/14 state music fest meal	35.26	8109	201	710-3400	582		
4	04/11/14 state music fest meal	28.95	8109	201	710-3400	582		
	Claim Total for District	257.05						
15688	4637 Mastercard	526.32						
1	1148445789 04/30/14 Health/anatomy supplies	500.00	7829	201	999			
	PO Accounting (Org/Prog/Func/Obj/Proj: -100-1510-610-							
2	1148445789 04/30/14 Health/anatomy supplies	26.32		201	100-1340	610		
	Claim Total for District	526.32						
15689	4637 Mastercard	1,191.95						
1	9713005 04/10/14 MAFCS Conf	54.45*	8066	215	394-1710	582	135	
2	04/09/14 Skills rooms	1,137.50	8040	201	710-3400	582		
	Claim Total for District	1,191.95						
	Total High School	52,474.35						

JHS Policy Committee Meeting Notes

May 19, 2014

Committee Members Present: Pat Lewis, Sabrina Steketee, Travis Pierce

Also Present: Superintendent Tim Norbeck and Daryl Mikesell

Mr. Mikesell gave the committee members his updated versions of policies 7333/Website advertising and 2167/Distance learning based on the discussion of the previous policy committee meeting. These policies will be on the agenda at the Tuesday night board meeting on first read. The committee noted that policy 3150/Part-time enrollment and 3122P/Attendance will be on the regular meeting agenda for second read.

The committee reviewed each committee members assignment of keywords, time frame, responsibility and actions in series 1000. The data was entered in to a spreadsheet and the committee got through policy 1240 and will pick up from that point at the next committee meeting. The committee intends to try to meet weekly until this process is completed.

In reviewing the policies together, the committee made these observations:

- Many policies contain what we described as “fluff” language that describe why the policy is a good policy to have and sometimes appear to set goals for the board that we generally don’t intend as hard and fast goals but could be interpreted that way. The committee will examine and possibly suggest removal of this language policies in order to streamline the policies, get goals out of policy and in to the strategic plan, reduce the manual size and make the information strictly applicable to the policy action itself without the flowery sentences describing why a particular policy is good.
- The committee noted that related policies are not always in sequence and that it might make more sense to group related policies in a single policy with subheadings. For instance, a policy on “Meetings” could have subheadings for quorum, open meeting, absences, etc. While we don’t know if we have the time or energy to re-write whole sections of policy, this kind of consolidation might be helpful.
- The committee will be working on one series at a time, starting with series 1000, and presenting a series to the board for approval one at a time rather than doing the whole project and having the full board have to digest the entire policy manual at one time.

The next policy committee meeting will be Monday, May 26th at 6 p.m. in the teachers’ lounge.



Fact Sheet about Fund Balance Reporting and Governmental Fund Type Definitions

1. Why has the GASB issued new standards for reporting fund balance?

The GASB issued Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, to address issues related to how fund balance was being reported. The GASB's original intention was to clear up confusion regarding the relationship between reserved fund balance and restricted net assets. However, the GASB's research revealed that the existing standards guiding fund balance reporting were being interpreted inconsistently by different governments. Consequently, the fund balance information reported by many governments also was inconsistent. It also became clear that the understandability of fund balance information was affected and that financial statement users were unable to readily interpret reported fund balance information.

2. Why did the GASB decide not to just clarify the existing fund balance classifications (reserved, designated, unreserved)?

The GASB considered pursuing a solely educational approach to these issues. However, it became apparent based on interviews and survey results that, even if all governments interpreted the requirements consistently, the resulting information would not meet the needs of people who use fund balance information to identify available resources and assess liquidity and financial flexibility.

3. How will governments report fund balance in the future?

Fund balance will be displayed in the following classifications depicting the relative strength of the spending constraints placed on the purposes for which resources can be used:

- *Nonspendable fund balance*—amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund)
- *Restricted fund balance*—amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation
- *Committed fund balance*—amounts constrained to specific purposes by a government itself, using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the government takes the same highest-level action to remove or change the constraint
- *Assigned fund balance*—amounts a government *intends* to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority

7. What did the GASB find out about the reporting of governmental funds?

In practice, many governments have interpreted in different ways the prior standards on reporting governmental funds contained in National Council on Governmental Accounting (NCGA) Statement 1, *Governmental Accounting and Financial Reporting Principles*. This is particularly true for special revenue funds.

8. How does Statement 54 clarify the special revenue fund type definition?

Statement 54 makes clear that, for financial reporting purposes, a special revenue fund may only be established around one or more revenue sources that are restricted or committed to purposes other than capital projects or debt service. For example, a school district might report state and federal aid for elementary and secondary education in a special fund if those revenue sources represent a substantial portion of the fund's total inflows.

9. How does Statement 54 clarify the definitions of debt service and capital projects fund types?

Statement 54 revises the definitions of the debt service and capital projects fund types so that consistent language and structure are used across all of the governmental fund type definitions. Although the existing definition of a capital project fund specifies that they should be used to account for "the acquisition or construction of major capital facilities," many governments have used them to report on capital assets that are not facilities or major or either. Based on constituent feedback, the GASB broadened the definition to encompass capital outlays in general.

10. How will Statement 54 impact the reporting of governmental funds?

The most significant changes are likely to occur in the reporting of special revenue funds, because that is where there has been the most variation in how the prior standards were interpreted. Some governments may not be able to continue to report some of their special revenue funds under the clarified definition. The Statement 54 definition is considered by some to be more permissive than the NCGA Statement 1 definition. However, practice has varied so much that the Statement 54 definition may appear more restrictive to some governments.

11. Does Statement 54 affect how governments use funds for internal accounting purposes or for special reporting?

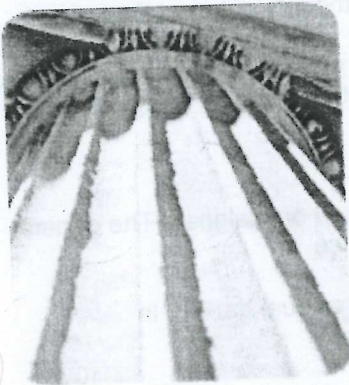
No. Statement 54 affects only the *reporting* of governmental funds in general purpose external financial reports in conformity with generally accepted accounting principles (GAAP). Governments may continue to use any funds they choose or are required to for their internal accounting or for special purpose reporting.

JOURNAL OF ACCOUNTANCY

GOVERNMENT

Balancing Governmental Budgets Under GASB 54

BY BRUCE W. CHASE, CPA, PH.D. AND JOHN B. MONTORO, CPA
NOVEMBER 2009



Fund balance is an important measure that represents the difference between a fund's assets and liabilities. The overall objective of fund balance reporting is to isolate that portion of fund balance that is unavailable to support the following period's budget.

Because governmental funds' measurement focus is the flow of financial resources, the balance sheet primarily reports assets and liabilities that represent net spendable and available resources for these funds. In many ways, fund balance represents working capital, which can either be used as a liquidity reserve or for spending in future years.

Many state and local governments are experiencing revenue shortfalls and are facing difficult decisions in balancing their budgets. One option some governments have is to use a portion of fund balance to offset revenue declines and balance the current-year budget. However, not all amounts reported as part of fund balance are available to be used in a future budget.

Under current practice, fund balances are either classified as reserved or unreserved. Many governments also designate part of unreserved fund balance. Recent research conducted by GASB shows a lack of consistency among governments in reporting the components of fund balance and that the components are often misunderstood by financial statement users. It is often unclear if any of the reserved or designated fund balances are available to help balance a government's budget.

GASB Statement no. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, will significantly change how this information is reported. The statement is intended to improve the usefulness of the amount reported in fund balance by providing more structured classification. The statement also clarifies the definition of existing governmental fund types.

The purpose of this article is to assist governments and auditors in preparing for the reporting requirements of Statement no. 54 and to discuss possible policy changes governments should consider as they approach adoption of this statement, which is effective for periods beginning after June 15, 2010 (GASB encourages early implementation). In addition, it will help citizens and decision makers better understand the constraints placed on fund balances.

GASB'S SOLUTION

To improve the reporting of fund balance, a hierarchy of fund balance classifications has been created based primarily on the extent to which governments are bound by constraints on resources reported in the funds. This approach is intended to provide users more consistent and understandable information about a fund's net resources.

The hierarchy of five possible classifications of fund balance is:

Nonspendable Fund Balance

Likewise a government should establish a policy on the order in which unrestricted resources are to be used when any of these amounts are available for expenditure. If a government does not establish a policy, the default approach assumes that committed amounts should be reduced first, followed by the assigned amounts, and then the unassigned amounts.

Governments must consider the impact on the components of fund balance when determining their policy on which funds are used first. Exhibit 1 (opens in a new window) reflects the results of two policies related to unrestricted resources. In Case A, the government elected a policy to use restricted amounts before unrestricted amounts. A policy was not elected on the use of unrestricted amounts; therefore, the default will be used where committed resources are used first. Under this approach, all of the ending fund balance is unrestricted and reported as either committed or assigned.

In Case B, the government elected a policy to use unrestricted amounts before restricted amounts. They also elected a policy to use assigned amounts before committed amounts. Under this approach, all of the ending fund balance is reported as restricted. The accounting policy choice on which resources are used first can significantly affect how balances are reported.

For most governments, determining the components of fund balance will be an annual exercise. The first step is to determine the amount that should be reported as nonspendable. For all but the general fund, the remaining amounts must be allocated to restricted, committed or assigned by reviewing the constraints placed on available resources and by applying the order of spending policy just discussed. Assigned fund balance is the residual classification after amounts have been classified as nonspendable, restricted or committed. However, if there is a negative balance after classifying amounts as nonspendable, restricted or committed, the fund would report a negative amount as unassigned. In this case no amount would be reported as assigned.

For the general fund, unassigned fund balance is the residual classification after amounts have been classified as nonspendable, restricted, committed or assigned. Only the general fund would report a positive amount as unassigned. A negative residual amount would be eliminated by reducing unassigned balance based on the government's order of spending policy. No funds should report a negative amount for restricted, committed or assigned fund balance.

ENCUMBRANCES

For governments that use encumbrance accounting, encumbering funds that are already restricted, committed or assigned based on the source and strength of the constraints placed on them does not further limit the use of the amounts reported in these classifications. A government should not report amounts that are encumbered.

However, amounts encumbered for a specific purpose for which amounts have not been previously restricted, committed or assigned, should be classified as either committed or assigned, based on the criteria previously discussed for these two classifications. Significant encumbrances at year-end should be disclosed in the notes to the financial statements, along with other significant commitments.

STABILIZATION FUNDS

Some governments have stabilization funds to cover such things as revenue shortfalls, emergencies or other purposes. The authority to set aside resources often comes from a statute, ordinance or constitution. The formal action that creates these funds should identify and describe the specific circumstances under which these funds may be used. These circumstances should not be expected to occur regularly. Stabilization funds can be classified as either restricted or committed fund balance if they meet the criteria previously discussed. If the criteria of restricted or committed are not met, then stabilization agreements should be reported as unassigned.

REPORTING THE BALANCES

Governments can choose where to disclose information about constraints placed on the different classifications of fund balance. The information can be displayed on the face of the balance sheet, or only aggregate amounts can be reported with the constraints disclosed in the notes to financial statements.

For nonspendable fund balance, the amount not in spendable form and the amount that must be maintained intact must be disclosed separately. For restricted fund balance, major restricted purposes should be disclosed. Major specific purposes should also be disclosed on committed and assigned fund balance.

Exhibit 2 (opens in a new window) is from Appendix C of Statement no. 54. It provides an example of displaying the information about constraints on fund balance on the face of the financial statements and an example of only showing aggregate amounts for fund balance.

extent to which governments are bound by constraints placed on resources. Governments need to consider several things before implementing this reporting standard.

■ **Statement no. 54 clarifies the definition of existing governmental fund types.** Because of the timing of the budget cycle, governments need to assess early the impact of this statement on reporting information for governmental funds.

■ **Governments must determine if current special revenue funds** meet the revised fund definition for such funds. They should establish a policy on the order in which unrestricted resources are to be used when any of these amounts are available for expenditure. Finally, governments should review their current policies and procedures to determine if resources would meet the definition of committed or assigned.

■ **Statement no. 54 is effective** for financial statements for periods beginning after June 15, 2010. GASB encourages early implementation.

Bruce W. Chase (bchase@radford.edu) is a professor of accounting and director of the Governmental and Nonprofit Assistance Center at Radford University in Virginia. **John B. Montoro** (jmontoro@cbh.com) is a partner with Cherry, Bekaert & Holland LLP, in Richmond, Va.

To comment on this article or to suggest another article, contact Loanna Overcash, senior editor, at lovercash@aicpa.org or 919-402-4462.

AICPA RESOURCES

Publications

- *State and Local Governments: Audit and Accounting Guide* (#012669)
- *State and Local Governments: Checklists and Illustrative Financial Statements* (#0090309)
- *State and Local Governmental Developments: Audit Risk Alert* (#0224309)

For more information or to place an order, go to cpa2biz.com or call the Institute at 888-777-7077.

Governmental Audit Quality Center

The Government Audit Quality Center (GAQC) is a firm membership center that helps member firms achieve the highest standards in Yellow Book, not-for-profit, HUD or government audits through targeted e-mail alerts, resources and teleconferences. Visit the GAQC at aicpa.org/GAQC. For members, the Center has an archived conference call presented by GASB staff and titled "New GASB Fund Balance Standard: Now is the Time to Begin Talking to Your Clients," available at tinyurl.com/l2ybv5.

Tech Requests 2014 / 2015

Outline of Requests and Plans for coming school year.

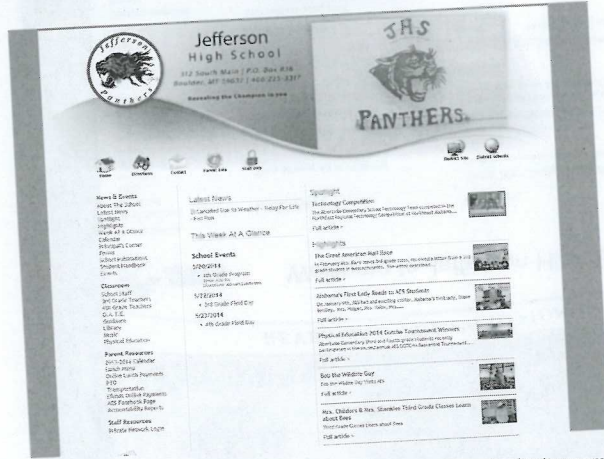
Website Design Options

Need to choose one design style to use

Tech committee has narrowed to 3 options

School In Sites had built me mock ups of those 3

COASTLINE SCHOOL



- Cohesive with the Coastline District Design
- White background. Strong focus of content
- Primary Color: Purple
- Secondary Color: Gold
- Primary Color WILL be "pastel" on this design. Darkest shade of primary color will border the left edge of slideshow.

Mary G. Montgomery High School: <http://montgomerymcs.schoolinsites.com>
 Owosso High School: <http://owossohigh.mi.oph.schoolinsites.com/>



Jefferson High School
 312 South Main | P.O. Box 838
 Boulder, MT 59632 | 406 225-3317
 Revealing the Champion in you



- Home
- Directions
- Contact
- Parent Info
- Staff Only

- District Site
- District Schools

- News & Events
- About The School
- Latest News
- Spotlight
- Highlights
- Week At A Glance
- Calendar
- Principal's Corner
- Forms
- School Publications
- Student Handbook
- Events
- Classroom
- School Staff
- 3rd Grade Teachers
- 4th Grade Teachers
- G.A.T.E.
- Guidance
- Library
- Music
- Physical Education
- Parent Resources
- 2013-2014 Calendar
- Lunch Menu
- Online Lunch Payments
- PTD
- Transportation
- Etfunds Online Payments
- AES Facebook Page
- Accountability Reports
- Staff Resources
- Private Network LogIn

- Latest News
- Cancelled Due to Weather - Relay For Life - Fun Run
- This Week At A Glance
- School Events
- 5/20/2014
- 4th Grade Program
- 5/22/2014
- 3rd Grade Field Day
- 5/23/2014
- 4th Grade Field Day

- Spotlight
- Technology Competition
- The Abertville Elementary School Technology Team competed in the NorthEast Regional Technology Competition at NorthEast Alabama...
- Full article >
- Highlights
- The Great American Mail Race
- On January 9th, AES had 3rd grade class, received a letter from a 3rd grade student in Massachusetts. The letter described...
- Full article >
- Alabama's First Lady Reads to AES Students
- On January 9th, AES had 3rd grade class, received a letter from a 3rd grade student in Massachusetts. The letter described...
- Full article >
- Physical Education 2014 Gotcha Tournament Winners
- Abertville Elementary 3rd and 4th grade students recently participated in the second annual AES GOTCHA Basketball Tournament...
- Full article >
- Bob the Wildlife Guy
- Bob the Wildlife Guy Visits AES
- Full article >
- Mrs. Childers & Mrs. Shankles Third Grade Classes Learn about Bees
- Third Grade Classes Learn about Bees
- Full article >

Technology Goals

- New Systems in CAD Lab able to run AutoCAD for next 4 to 5 years
- Physical Computer systems in Business Lab for QuickBooks and Office Skill Assessment software
- Graphics Lab for Video and Photo editing plus useable for other purpose when not needed for those classes
- Student Use Systems in the Library to have a controlled location where students can get on a computer to work
- Provide systems to the Math teachers for Ed Ready
- Ensure Projectors and interactive system in place for most all teachers and labs
- Ensure Camera system is functioning properly and all areas needing monitored can be

Technology Goals

- Update Wi-Fi to support new technology in speeds and throughput
- Ensure teachers have access to systems the majority of time needed
- Achieve 1 to 1 by being able to put every student in front of a system at one time
- Ensure student have access to technology needed to do work outside of school
- Find new methods for Teachers to present information in a way that will engage students
- Build a stable manageable network infrastructure that will last for several years and is easily upgradable
- Build a network infrastructure as free of bottle necks as possible

CAD Lab

- Required to accomplish the Proposed Fix

- | | |
|--|--------------------|
| • 12 HP 600 Desktops with Dual Monitors | \$14,592.00 |
| • Cat 6 Wire, Patch Panel and 48 Port Switch | \$ 2,864.50 |
| • Wiremold and wall jacks | \$ 193.60 |
| • Total Cost of CAD Lab upgrade: | \$17,650.10 |

- Existing CAD systems and monitors to be repurposed elsewhere in school.

Business Lab

Business Lab

- Current issues

- Remote Desktop design creates licensing issue with some software.
- Remote Desktop design incompatible with some software.
- Network design creates bottlenecks and management issues.

Business Lab

Library Lab

- Current issues
 - Room layout is cluttered and difficult to work in.
 - Network design creates massive bottlenecks and management issues.
 - Network design creates massive bottlenecks and management issues.
 - Network design creates massive bottlenecks and management issues.
 - Network design creates massive bottlenecks and management issues.
 - Network design creates massive bottlenecks and management issues.

Library Lab

Library Lab

- Proposed Fix
 - Install dedicated rack with clean link to network that supports all systems located in this Lab
 - Install necessary wiring to support stations
 - Install hardware to cleanup work areas
 - Install hardware to cleanup work areas
 - Install hardware to cleanup work areas
 - Install hardware to cleanup work areas

Library Lab

Graphics Lab

- Proposed Fix

- Upgrade and install dedicated systems which we already own.
 - Monitors from CAD Lab
 - System received from MDC
 - 2 MAC workstations currently sitting on shelf
- Install necessary wiring to support stations.
 - Dependent on wiring upgrade in Library Lab
- Install hardware to cleanup work areas.

Graphics Lab

- Required to Accomplish Proposed Fix

- Upgrades to MDC systems: \$ 676.00
- Cable, Conduit and Wall Jacks: \$ 872.39
- Install wall mounts for monitors to maximize space: \$ 150.00
- **Total Cost for Graphics Lab Upgrade: \$1,698.39**

Library Student Use Systems

- Required to Accomplish Proposed Fix
 - Cable, Wiremold and Wall Jacks: \$276.76
 - Install wall mounts for monitors to maximize space: \$140.00
 - **Total Cost for Student Use Systems: \$416.76**

Ed Ready stations in C104

Ed Ready stations in C104

- Current issues
 - Does not exist.
 - Not a supervised location with assistance to work in the EdReady Program

Ed Ready stations in C104

Interactive Whiteboard / Projector

- Current issues
 - No Projector in C105, Library, Library Lab, D116 or Staff Lounge
 - Old Projector in D112
 - No Interactive Board in C105, Library Lab, D116
 - Old Interactive Board in C101
 - Seldom or never used Ebeam in D112, C102 and C104

Interactive Whiteboard / Projector

- Proposed Fix
 - Mr. Angelo has ordered a new Hitachi Projector with Perkin's funds for C102
 - Purchase and install 2 New Hitachi Projectors
 - Install new Projector in C105
 - Install new Projector in Library
 - Move Projector from C102 to D112
 - Move Projector from D112 into D116
 - Install one of 3 bagged projectors in Library Lab
 - Place one of 3 bagged projectors on the projector cart
 - Install current projector cart projector in Staff Lounge to support wireless connection.

Camera System

- Current issues
 - Only Supports 32 Cameras
 - Cameras at stadium not recorded
 - No Cameras in Labs or Library
 - Resolution of Cameras inadequate in some locations
 - Several Cameras distorted with noise in night mode
 - Camera installed outside that is not Outdoor rated

Camera System

- Proposed Fix
 - Install new 48 Channel DVR with auto-start and 4 TB of storage
 - Install proper camera types for location
 - Replace 24 interior cameras with newer higher resolution units
 - Install 2 Video Encoders to feed stadium
 - Purchase 2 Cameras for Library and D116 Labs

Wi-Fi System

- Proposed Fix
 - Replace Controller and APs with units supporting new AC standard and up to 1.5 Gbps total throughput
 - New APs use 2 network connections to load balance traffic
 - Install total of 16 APs to increase total throughput in classroom wing
 - Configure new system to not have Public Wi-Fi in education Wing
 - Additional APs cost only \$530
 - Additional APs would require a 16 license add on to controller
 - Lower Cost annual maintenance

Wi-Fi System

- Required to Accomplish Proposed Fix

• Enterasys Wi-Fi Controller with 16 AP licenses	\$ 2,800.00
• 16 Wireless APs supporting AC standard:	\$ 8,480.00
• Annual Maintenance	\$ 820.00
• Wiring, Patch Panel and Switch to connect into network	\$ 3,045.00
• Total Cost for Wi-Fi Upgrade:	\$15,145.00

 - Would attempt to sell current system on Ebay. Estimate can get \$4000 to \$4500 for whole system

Laptop Carts

- Proposed Fix Continued
 - Install Printers dedicated to only laptops in the cabinet or cart on each.
 - Will have 1 remaining Laptop cart to find storage for. (D107)
 - 75 new laptops will run Smarter Balance
 - Total number of systems will exceed total enrolment thus meeting 1 to 1

Laptop Carts

- Required to Accomplish Proposed Fix
 - 25 HP Probooks with Win 8.1 Pro and Office 2013 Pro \$13,225.00
 - Secure Steel Cabinet with Fans and charging units: \$ 2,565.00
 - Black and White Printer and networking connection: \$ 232.20
 - Cost per Cabinet: \$16,022.20
 - **Total Cost for 3 Laptop Cabinets: \$48,066.60**

Student Checkout Laptops

- Required to Accomplish Proposed Fix
 - 5 HP Probooks with Win 8.1 Pro and Office 2013 Pro \$2,645.00
 - Accidental Damage and Tracking for 3 years \$1,360.00
 - Already have Bags to use

Total Cost for 5 Laptops: \$4,005.00

3D Presentation Cart

3D Presentation Cart

- Current issues
 - Currently non-existent
 - A tool to engage and interest students

3D Presentation Cart

Temporary Summer Labor

- Required to Accomplish Proposed Fix
 - Student intern @ minimum wage with cost for work comp included

\$	9.18
X	40
\$	367.20
X	3
\$	1,101.60
X	6
\$	6,609.60
 - Working 40 hours a week
 - Cost per week
 - 3 Interns needed to complete work before school starts
 - Total Labor cost per week
 - 6 Weeks allowed to complete all work
 - **Total Cost for Summer Interns:**

IT's Projected Spending for next year

- Microsoft Desktop and Server Licensing \$2,100
- Student Email Monitoring \$ 300
- Microsoft IT Academy \$1,500
- Web Hosting \$ 800
- Adobe Software Licensing \$1,820
- Cyber Science \$1,500
- Trouble Ticket Management \$ 848
- Total Known Expenses: **\$8,868**

QTY.	Description	Cost Each	Extended	Project Cost
12	CAD Stations with Dual Monitors	\$ 1,216.00	\$ 14,592.00	
1	4 Port Patch Panel	\$ 42.50	\$ 42.50	
1	48 Port Switch	\$ 2,250.00	\$ 2,250.00	
8	2 Port Keystone Blocks	\$ 1.62	\$ 12.96	
64	2700 Wiremold Surface Duct	\$ 1.15	\$ 73.60	
8	2700 Wiremold Drop Ceiling entrance	\$ 1.38	\$ 11.04	
16	Keystone Jacks	\$ 6.00	\$ 96.00	
4	1000' Spool of Wire	\$ 143.00	\$ 572.00	
CAD System Upgrade: \$				17,650.10
12	Monitor Wall Mounts	\$ 10.00	\$ 120.00	
40	2900 Wiremold Surface Duct	\$ 1.83	\$ 73.20	
5	2900 Wiremold Drop Ceiling Entrance	\$ 1.38	\$ 6.90	
24	2800 Wiremold Surface Duct	\$ 1.45	\$ 34.80	
3	2800 Wiremold Drop Ceiling entrance	\$ 1.38	\$ 4.14	
1	6U Locking network Rack	\$ 150.00	\$ 150.00	
2	24 Port Patch Panel	\$ 42.50	\$ 85.00	
1	48 Port Switch	\$ 2,250.00	\$ 2,250.00	
8	Single Gang Surface Mount Boxes	\$ 5.16	\$ 41.28	
3	4 Port Single Gang Cover Plates	\$ 1.38	\$ 4.14	
5	6 Port Single Gang Cover Plates	\$ 1.38	\$ 6.90	
40	Keystone Jacks	\$ 6.00	\$ 240.00	
2	1000' Spool of Wire	\$ 143.00	\$ 286.00	
Business Class Upgrade: \$				3,302.36
25	Monitor Wall Mounts	\$ 10.00	\$ 250.00	
2	2"x6"x10' Cable Trays	\$ 55.14	\$ 110.28	
4	2"x4"x10' Cable Trays	\$ 49.60	\$ 198.40	
15	Wall Mount Tray Hangers	\$ 11.28	\$ 169.20	
1	Package 50 Tray Splicers	\$ 64.09	\$ 64.09	
1	9U Locking Network Rack	\$ 195.00	\$ 195.00	
1	24 Port Patch Panel	\$ 42.50	\$ 42.50	
1	48 Port Patch Panel	\$ 80.00	\$ 80.00	
2	48 Port Switch	\$ 2,250.00	\$ 4,500.00	
24	2900 Wiremold Surface Duct	\$ 1.83	\$ 43.92	
3	2900 Wiremold Drop Ceiling Entrance	\$ 1.38	\$ 4.14	
40	2800 Wiremold Surface Duct	\$ 1.45	\$ 58.00	
5	2800 Wiremold Drop Ceiling entrance	\$ 1.38	\$ 6.90	
8	Single Gang Surface Mount Boxes	\$ 5.16	\$ 41.28	
8	4 Port Single Gang Cover Plates	\$ 1.62	\$ 12.96	
32	Keystone Jacks	\$ 6.00	\$ 192.00	
3	1000' Spool of Wire	\$ 143.00	\$ 429.00	
Total For Library Lab: \$				6,397.67

TY.	Description	Cost Each	Extended	Project Cost
	1" Sweeping Tee	\$ 1.57	\$ 14.13	
	1/2" 45 Degree elbow	\$ 1.45	\$ 11.60	
	Exit Bushing	\$ 1.97	\$ 19.70	
10	Pipestrap	\$ 3.25	\$ 32.50	
1	Unistrut	\$ 16.09	\$ 16.09	
3	2" Coupling	\$ 0.89	\$ 2.67	
9	2" Conduit	\$ 7.50	\$ 67.50	
10	2 Port Keystone Blocks	\$ 31.00	\$ 465.00	
15	2 Gig Memory Sticks	\$ 10.00	\$ 150.00	
15	Monitor Wall Mounts	\$ 10.50	\$ 147.00	
14	3 Button Mice	\$ 32.00	\$ 64.00	
2	Video Cards	\$ 6.00	\$ 120.00	
20	Keystone Jacks	\$ 143.00	\$ 572.00	
4	1000' Spool of Wire			
Total for Graphics Lab:				\$ 1,698.39

14	Monitor Wall Mounts	\$ 10.00	\$ 140.00	
8	2800 Wiremold Surface Duct	\$ 1.45	\$ 11.60	
4	Single Gang Surface Mount Boxes	\$ 5.16	\$ 20.64	
4	4 Port Single Gang Cover Plates	\$ 1.38	\$ 5.52	
16	Keystone Jacks	\$ 6.00	\$ 96.00	
1	1000' Spool of Wire	\$ 143.00	\$ 143.00	
Total For Library Stations:				\$ 416.76

2	2700 Wiremold Surface Duct	\$ 1.15	\$ 2.30	
2	2700 Wiremold Drop Ceiling entrance	\$ 1.38	\$ 2.76	
2	2 Port Keystone Blocks	\$ 1.62	\$ 3.24	
4	Keystone Jacks	\$ 6.00	\$ 24.00	
6	Monitor Wall Mounts	\$ 10.00	\$ 60.00	
Ed Ready Stations in C104:				\$ 92.30

2	Hitachi CP-A222WN LCD Projector	\$ 987.00	\$ 1,974.00	
5	Hitachi FX-79E1 Interactive Whiteboard	\$ 1,199.00	\$ 5,995.00	
5	Hitachi Mounting Kit for Whiteboard	\$ 179.00	\$ 895.00	
2	Hitachi UST1Wallarm	\$ 175.00	\$ 350.00	
Total for Whiteboard / Projector Upgrade:				\$ 9,214.00

1	48 Channel IP DVR	\$ 5,699.00	\$ 5,699.00	
4	1 TB HDD	\$ 60.00	\$ 240.00	
1	Outdoor IP Camera	\$ 175.00	\$ 175.00	
26	IR enabled Day/Night IP Camera	\$ 250.00	\$ 6,500.00	
2	4 Channel Video Encoder	\$ 376.00	\$ 752.00	
	Sell Old Cameras with Server and Switch to YMCA	\$ (5,500.00)	\$ (5,500.00)	
Total To upgrade Camera System:				\$ 7,866.00

Y. Description	Cost Each	Extended	Project Cost
Wireless Controller	\$ 2,800.00	\$ 2,800.00	
1 C Wireless Access Points	\$ 530.00	\$ 8,480.00	
First Year Maintenance	\$ 820.00	\$ 820.00	
48 Port Patch Panel	\$ 80.00	\$ 80.00	
48 Port Switch	\$ 2,250.00	\$ 2,250.00	
1000' Spool of Wire	\$ 143.00	\$ 715.00	
Total for WiFi upgrade:			\$ 15,145.00

25 HP Probook 450 Laptops	\$ 529.00	\$ 13,225.00	
1 26U Locking network Rack	\$ 640.00	\$ 640.00	
4 Rackmount shelves	\$ 30.00	\$ 120.00	
1 Rack Fan Kit	\$ 60.00	\$ 60.00	
3 Vertical storage Laptop Rack	\$ 49.00	\$ 147.00	
2 Earthwalk Charger	\$ 799.00	\$ 1,598.00	
1 Black and White Laser Printer	\$ 208.00	\$ 208.00	
8 2700 Wiremold Durface Duct	\$ 1.15	\$ 9.20	
1 2700 Wiremold Drop Ceiling entrance	\$ 1.38	\$ 1.38	
1 2 Port Keystone Blocks	\$ 1.62	\$ 1.62	
2 Keystone Jacks	\$ 6.00	\$ 12.00	
Cost Per Cabinet:			\$ 16,022.20
Cost for 3 Cabinets:			\$ 48,066.60

5 HP Probook 450 Laptops for Checkout	\$ 529.00	\$ 2,645.00	
5 Accidental Damage Protection with Computrace	\$ 272.00	\$ 1,360.00	
Total for Checkout Laptops:			\$ 4,005.00

1 Projector Cart	\$ 600.00	\$ 600.00	
1 Hitachi CP-DX300	\$ 500.00	\$ 500.00	
1 Stereoscopic 3D Document Camera	\$ 820.00	\$ 820.00	
11 2 Packs of DPL 3D Glasses	\$ 50.00	\$ 550.00	
1 Amplified Speaker	\$ 50.00	\$ 50.00	
Total Cost of 3D Presentation Cart:			\$ 2,520.00

240 Hours of Temp Labor @ Minimum Wage	\$ 9.18	\$ 2,203.20	
Total for 3 Temporary Laborers:			\$ 6,609.60

Total for Summer Projects: \$ 122,983.78

TALLY SHEET – PROPOSITION

Polling Place Boulder

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$ **4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 290

For Proposition

No. of Votes Cast 137

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Against Proposition

No. of Votes Cast 153

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓											

Under- or over-voted

No. of Votes Cast

--	--	--	--	--	--	--	--	--	--	--	--	--	--

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Toni Hayes
Print Election Judge's Name

Toni Hayes
Signature of Election Judge

Gary Craft
Print Election Judge's Name

Gary Craft
Signature of Election Judge

BETTIE SCHLUETER
Print Election Judge's Name

Bettie Schlueter
Signature of Election Judge

Lorie J Carey
Print Clerk's Name

Lorie J Carey
Signature of Clerk

Subscribed and sworn on this 6th day of May, 2014.

TALLY SHEET – PROPOSITION

Polling Place Jefferson City
 Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$**4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 99

For Proposition

No. of Votes Cast 39

II	II	II	II	II	II	II	II	II	II										

Against Proposition

No. of Votes Cast 60

II	II	II	II	II	II	II	II	II	II	II	II	II	II	II	II	II	II	II	II

Under- or over-voted

No. of Votes Cast 0

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Gary Craft
 Print Election Judge's Name

Gary Craft
 Signature of Election Judge

BETTIE SCHLUETER
 Print Election Judge's Name

Bettie Schlueter
 Signature of Election Judge

TONI HAYES
 Print Election Judge's Name

Toni Hayes
 Signature of Election Judge

Lorie J Carey
 Print Clerk's Name

Lorie J Carey
 Signature of Clerk

Subscribed and sworn on this 6 day of May, 2014.

TALLY SHEET – PROPOSITION

Polling Place Basin

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$ **4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 27

For Proposition										No. of Votes Cast <u>10</u>				

Against Proposition										No. of Votes Cast <u>17</u>				

Under- or over-voted										No. of Votes Cast _____			

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Gary Craft
Print Election Judge's Name

[Signature]
Signature of Election Judge

BETTIE SCHLUETER
Print Election Judge's Name

[Signature]
Signature of Election Judge

TONI HAYES
Print Election Judge's Name

[Signature]
Signature of Election Judge

Lorie J Carey
Print Clerk's Name

[Signature]
Signature of Clerk

Subscribed and sworn on this 6 day of May, 2014.

TALLY SHEET – PROPOSITION

Polling Place MT City

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$**4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 520 *1 ballot unmarked*

For Proposition													No. of Votes Cast <u>243</u>			

Against Proposition													No. of Votes Cast <u>278</u>			

Under- or over-voted													No. of Votes Cast _____			

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Gary Croft
Print Election Judge's Name

Gary R Croft
Signature of Election Judge

BETTIE SCHLUETER
Print Election Judge's Name

Bettie Schluter
Signature of Election Judge

TONI HAYES
Print Election Judge's Name

Toni Hayes
Signature of Election Judge

Lorie J Carey
Print Clerk's Name

Lorie J Carey
Signature of Clerk

Subscribed and sworn on this 6 day of May, 2014.

TALLY SHEET – PROPOSITION

Polling Place Clancy

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$ **4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 3461

For Proposition													No. of Votes Cast <u>201</u>			
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		

Against Proposition													No. of Votes Cast <u>160</u>			
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		
#	#	#	#	#	#	#	#	#	#	#	#	#	#	#		
#	#	#	#													

Under- or over-voted													No. of Votes Cast			

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Gary Craft
Print Election Judge's Name

Gary Craft
Signature of Election Judge

BETTIE SCHLUETER
Print Election Judge's Name

Betty Schlueter
Signature of Election Judge

TONI HAYES
Print Election Judge's Name

Toni Hayes
Signature of Election Judge

Lorie J Carey
Print Clerk's Name

Lorie J Carey
Signature of Clerk

Subscribed and sworn on this 6th day of May, 20 14.

TALLY SHEET – PROPOSITION

Polling Place Clawcy
Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$**4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 75

For Proposition											No. of Votes Cast			
														75 54

Against Proposition											No. of Votes Cast			
														18

Under- or over-voted											No. of Votes Cast			
														3

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Carolyn MAzurek
Print Election Judge's Name

Carolyn Mazurek
Signature of Election Judge

Lilian Adams
Print Election Judge's Name

Lilian Adams
Signature of Election Judge

Print Election Judge's Name

Signature of Election Judge

Print Clerk's Name

Signature of Clerk

Subscribed and sworn on this 6 day of May, 2014.

TALLY SHEET – PROPOSITION

Polling Place Montana City School
Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$ **4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 159

For Proposition										No. of Votes Cast <u>105</u>			
70													
31													
70													
34													
70													
35													

Against Proposition										No. of Votes Cast <u>51</u>			
51													
52													
51													

Under- or over-voted										No. of Votes Cast <u> </u>			

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Print Election Judge's Name	Signature of Election Judge
<u>Marsha McDeede Alsbury</u>	<u>[Signature]</u>
Print Election Judge's Name	Signature of Election Judge
<u>Marc Murphy</u>	<u>[Signature]</u>
Print Election Judge's Name	Signature of Election Judge
<u>Bonnie Benjamin</u>	<u>[Signature]</u>
Print Clerk's Name	Signature of Clerk
<u>Bonnie Benjamin</u>	<u>[Signature]</u>

Subscribed and sworn on this 6th day of MAY, 2014.

TALLY SHEET – PROPOSITION

Polling Place BASIN

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$**4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 15 + 1 provisional

For Proposition

No. of Votes Cast 8

Against Proposition

No. of Votes Cast 7

Under- or over-voted

No. of Votes Cast 0

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Karen Davidson
Print Election Judge's Name

[Signature]
Signature of Election Judge

Dema F Rhodes
Print Election Judge's Name

[Signature]
Signature of Election Judge

Katy James
Print Election Judge's Name

[Signature]
Signature of Election Judge

Print Clerk's Name

Signature of Clerk

Subscribed and sworn on this 6 day of MAY, 2014.

TALLY SHEET – PROPOSITION

Polling Place Boulder

Jefferson High School - May 6, 2014

PROPOSITION: Shall the district be authorized to impose an increase in local taxes to support the general fund in the amount of \$ **30,370.00** which is approximately 1.83 mills for the purpose of operations and maintenance? Passage of this proposal will increase the taxes on a home with a market value of \$100,000 by approximately \$ **2.40** and on a home with a market value of \$200,000 by approximately \$**4.80**. The durational limit of the proposed levy is permanent, assuming the district levies that amount each year thereafter. However, lowering over-BASE tax levies in any year will lower the amount of permissively over-BASE levies in subsequent years.

Total Votes Cast: 86

For Proposition											No. of Votes Cast <u>54</u>	

Against Proposition											No. of Votes Cast <u>32</u>	

Under- or over-voted											No. of Votes Cast <u>860</u>	

We the judges of the school election, hereby verify that the above tally is true and correct to the best of our knowledge.

Marilyn McCauley
Print Election Judge's Name

MARY Mohitor
Print Election Judge's Name

Susan K. Olson
Print Election Judge's Name

Marilyn McCauley
Signature of Election Judge

Mary Mohitor
Signature of Election Judge

Susan K. Olson
Signature of Election Judge

Print Clerk's Name

Signature of Clerk

Subscribed and sworn on this _____ day of _____, 20____.

Name of Candidate or Constitutional Amendment And Measures	Office	Total Paper Ballots	Tally		Tally		Tally		Tally		Tally		Tally		Tally		Tally	
			5	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10

Yes (For)

(2)

No (Against)

Yes (Against)

Yes (For)

WARD/PRECINCT NO. _____

VOTING PL _____

To Be Filled In AFTER The Election By Election Judges