MISSOULA COUNTY PUBLIC SCHOOLS

**BOARD OF TRUSTEES**

**Tuesday, February 11, 2014 – 6:00 p.m.**

**Business Building Boardroom**

## Board of Trustees: Board Chair Joe Knapp, Michael Beers, Rose Dickson, Debbie Dupree, Vice Chair Marcia Holland, Diane Lorenzen, Jim Sadler, Vice Chair Mike Smith, Julie Tompkins, Ann Wake, Shelly Wills

**Student Trustees: Kate Zimmer and Abbey Hege-Big Sky HS, Isadora Shannon-Hellgate HS, Skylar Hoelstad and Zach Lewis-Seeley Swan HS, Hailey Gray-Sentinel HS, Jordan Barham, WAHS Program**

**Trustees Present: Board Chair Joe Knapp, Michael Beers, Rose Dickson, Debbie Dupree, Marcia Holland, Diane Lorenzen, Jim Sadler, Mike Smith, Julie Tompkins, Ann Wake, Shelly Wills; Student Trustees Kate Zimmer, Hailey Gray, Isadora Shannon**

**Others Present: Alex Apostle, Pat McHugh, Karen Allen, Heather Davis Schmidt, Trevor Laboski, Hatton Littman, Elizabeth Kaleva, Mark Thane, Burley McWilliams**

**MINUTES**

At 6:01 p.m. Board Chair Joe Knapp called the meeting to order. All Board members were present except for Trustees Michael Beers and Julie Tompkins, who may arrive, and Trustee Marcia Holland. (Beers, Holland, and Tompkins arrived early in the meeting.)

The Pledge of Allegiance was led by student trustees present. Trustee Marcia Holland arrived.

**REVIEW, REVISE, AND APPROVE AGENDA**

Knapp asked to move student trustee reports up to follow public comment so the students can move on if they have other things to do. Lorenzen asked to move item 9c off the consent agenda and onto the regular agenda. Knapp agreed.

**APPROVAL OF MINUTES**

Motion by Smith, seconded by Sadler, to approve the minutes of the November 19, 2013 Budget Study Session. Trustees unanimously approved the minutes.

Motion by Lorenzen, seconded by Sadler, to approve the minutes of the January 14, 2014 Regular Meeting. Trustees unanimously approved the minutes.

Motion by Sadler, seconded by Wake, to approve the minutes of the January 30, 2014, Special Board Meeting – Superintendent’s Evaluation. Trustees unanimously approved the minutes.

Motion by Lorenzen, seconded by Smith, to approve the minutes of the February 5, 2014 Special Board Meeting – Hearing. The elementary trustees in attendance unanimously approved the minutes.

**PUBLIC COMMENT**

**Correspondence** was in the packet, beginning on page 41.

**Public Comment** Regarding Non-Agenda Items (3 Minutes each speaker) - Items from Audience

 Knapp announced that there will be an opportunity later during the meeting for comment on agenda items. He asked commenters to state their name, the name of any group they may be representing, and to try to keep comments to 3 minutes. [Trustee Beers arrived.]

 Melanie Charlson, president MEA, NEA director for state of Montana, stated that she spent 5 days at the NEA Board meeting in Washington DC. On Thursday, they lobbied on the hill, with perfect timing. In the Senate Gallery they saw Max Baucus become Ambassador to China. Before that, they met in Tester’s and Baucus’ offices, and spoke with Baucus’ staff about transitioning. Now Senator John Walsh is representing us in the Senate. They spoke with Rep. Daines’ staff. [Trustee Tompkins arrived.] They discussed the Voter Rights Act and the Supreme Court decision to change a section, and they discussed the federal minimum wage going to $10.10. Both were in favor of that. They discussed Support a Strong Start for America’s Children, Senate Bill 1697 and HB 3461. Tester is one of 105 bipartisan sponsors. This bill will provide early childhood training for programs in place—like our preschool program, which $400,000 from the General Fund goes into now. If this act were to pass, MCPS could apply for matching grant funds; it would be phenomenal for us for early childhood education. Governor Bullock and Lt. Gov. Angela McLean are huge advocates for early childhood education. We will be urging the 2015 legislature to fund early childhood education, and this bill at the federal level would assist programs already in place. It is another reason to urge our legislators to fund early childhood Head Start and early childhood educational programs. Melanie encouraged everyone to contact Montana senators and representatives, particularly Daines, who claims that there is a drop off of the effects of early childhood education after 4th grade; Melanie had not heard that. You can contact him at Daines.house.gov Melanie asked him to become a sponsor of this bill in the house. You can contact Senator Tester at Tester.senate.gov to thank him for being a sponsor of Senate Bill 1697. Those thank you’s have a lot of value. You can email new Senator John Walsh and urge him to join in becoming a sponsor of the senate bill.

 Trustee Smith asked to verify emails. Melanie replied daines.house.gov or Google “contact Daines.”

 Jeanne Jocelyn spoke about the news the last couple of days includes the breakdown of the boiler of Rattlesnake School; students did not attend yesterday, and today they are attending as district has brought in generators and space heaters while waiting for the boiler to be fixed. Jocelyn reminded everyone that 10 years ago, at the beginning of February 2004, the Rattlesnake was embroiled in a heated issue, the closures of Rattlesnake Middle School, Prescott School, and Mount Jumbo Elementary. People were stunned as the decision was made in a 4 day period. Jocelyn said the school district and trustees rushed the decision, which was made at 1 a.m. March 25, 2004. For many in the Rattlesnake and Northside, the closures were harmful and disruptive. For some, they are still painful. The decision to close 3 schools with far-reaching consequences was brought forward to balance the budget that year. In 2004 the district pitted parents of younger children against those of older children. Jocelyn said the tradeoff has reached millions of dollars, incurred over time. She suggested that for the Rattlesnake Valley, East Missoula, and Northside children, a K-8 scenario would have been the preferred solution; that was voiced at the time. She said the district needs to fix problems from that decision. Jocelyn contends that it still makes the most sense to reopen Prescott, Mount Jumbo, and if needed, Whittier, to accommodate all our Northside children. She said it is fair to the children and the taxpayers. Jocelyn thanked the Board for having public comment early in the meeting; she appreciates it.

 Burley McWilliams, Operations and Maintenance supervisor for MCPS, said that Rattlesnake has experienced technical difficulties with a part to the boiler. Many people played a key role in fixing this issue. He will go into detail later. Burley introduced Don Henson, our custodian at Rattlesnake, who has been instrumental in making sure things get done; he comes in during the night to check on things, with a very positive volunteer attitude, invaluable to our district. Burley said that Don will say he is just doing his job, but it is far and above. There are many people to thank, but Burley wanted to give him special recognition at the Board meeting; he thanked Don. Don said that Burley inspires him. Knapp thanked Burley and Mr. Henson.

 Alex Apostle, Superintendent of MCPS, spoke during public comment: he had the pleasure of working with Don on Saturday and Sunday. Don truly exemplifies the very best that MCPS has to offer. He wasn’t watching the clock. He was there in the wee hours of the morning to monitor the school; we were concerned about problems such as a fire, and he had no hesitation. Alex said thank you very much to Don; he played a huge role in getting the school started again today.

 Heather Davis Schmidt, Executive Regional Director at MCPS, echoed what everyone else has said about Don Henson: outstanding job this weekend. It was an unfortunate and unforeseen experience up there; Mr. Henson really came through, spent the time, and presented thoughtful, problem-solving ideas.

**Student Trustee Reports** **-** Student Trustees from the individual high schools will report on activities at their schools. This item was moved up in the agenda to follow Public Comment, with the consent of Trustees.

 Big Sky HS: Student Trustee Kate Zimmer spoke; Student Trustee Abbey Hege is at state DECA. Next week is Diversity Week: Respect Club brings in people to put on presentations for students and teachers; a very fun week. Last week a there was a thespian convention at the university; Big Sky received the best in school dance performance; their drama department won outstanding run through and props, best comedic actress, and one student won a scholarship. Big Sky is sending 21 wrestlers to state. At state swimming, they are hoping for their first championship since 1988. Journalism students are going on a trip to San Diego for a conference around spring break. A group of teachers and students are going to Cuba during spring break, and there is a fundraiser for them at The Loft; it costs $15 to get in. Student government started choosing students of the month: for January they chose Hannah Holland and Nick Simmons. DECA was very successful at state; they are sending 8 members to nationals in Atlanta; Abbey Hege is one. Exciting.

 Sentinel: Student Trustee Hailey Gray reported that the polar vortex hasn’t slowed down Sentinel. Wrestlers had a great season: they defeated Capitol and are getting ready for state this Thursday and Friday. Swimmers are headed to Butte for the state meet. The girls’ team took 4th at the Helena invitational. Basketball: the girls beat Hellgate HS 61-45, and the boys are getting ready for state in March. Special Olympians went to Lost Trail January 19 for winter games including snowshoe races, cross-country skiing and tubing; they won several medals. Sentinel recognized and congratulated a number of athletes. Sentinel speech and debate concluded a successful season, competing at state in Kalispell; Sentinel finished in 4th place. They took first in public forum debate and duo interp and 2nd in expository; students placed in several other events. This Friday, February 14, Sentinel is hosting a national speech and debate qualifier tournament. They are still looking for judges; there is a link on the Sentinel web page. Drama Club is doing The Laramie Project in March. They have performed for the Thespian Festival at UM with a one act play last weekend; students earned outstanding thespian scholarships. Key Club state convention will be in Billings in March: students are selling raffle tickets, with prizes including a Monte Dolack signed painting, car detailing, carpet cleaning, and iTunes. National Honor Society volunteered for tours and set up for the 8th grade visit today. DECA went to competition, returning tonight. Band state AA festival will be in Missoula. Choirs are going to the AA Choir Festival in Great Falls. Sentinel Honor Choir was invited to the UM Honor Choir Festival, which featured an international choral conductor and composer. The annual Treble Festival was yesterday at Jefferson. Tomorrow Sentinel is hosting the regional Poetry Out Loud competition. Students were chosen as Elks Students of the Month. Four students are competing for Presidential Scholarships, for a full ride: 2 at UM, one at MSU, and Hailey is competing for a Presidential Scholarship at Whitworth. Students attended a Rotary network session last week. Hailey was one of them; she thanked Sunrise Rotary for allowing Sentinel to attend.

 Hellgate: Isadora Shannon, new student trustee, reported that boys’ basketball won against Sentinel and Big Sky. One varsity player will be playing for the UM Grizzlies next year. Three wrestlers are attending state. The Knights swim team is undefeated; girls have wins in all but 2 races. The girls won the Helena Invitational meet. Boys are also number one as a team. The high school state swim meet is this weekend in Butte. Poetry Out Loud competitions: school competition was at Hellgate January 29, and Stella Shannon took first place; 4 finalists are moving on to regional competition at Sentinel tomorrow. Snackpack program: Key Club members will meet once a week to assemble snacks. 8th grade visitation day was today, and there was a tour led by Link Crew leaders; 8th graders got to sit in on classes. Student government is organizing a movie to be put on at the Roxy, with a goal of 300 viewers, to raise funds for a scholarship for Roxy film camp.

 Knapp thanked all 3 students; this is remarkable stuff, and we appreciate you taking the time.

 Willard: Principal Jane Bennett submitted by email the following report from Student Trustee Jordan Barham, who was unable to attend the meeting. Things going on at Willard Alternative School: 1-At our Honors assembly for the third quarter on Jan. 31, 27 students were recognized for being on the honor roll; 25 more on the high honor roll, and 4 more for all A’s on their report card. 66 students were recognized for outstanding attendance, 70 for having received zero plans of improvement, and 5 received commendations for leadership. Kasey Ellingson, Steven Hayes, and Kyle Fox Daniels were honored as Students of the Six Weeks. 2-We had a rewarding two days at the Special Olympics. Several students from Willard were paired with athletes to assist throughout the two day event at Lost Trail. Special thank you to Grace Schell, Jesse Linton, Nate Charles, Allie Martell and Celeste Payne for volunteering for this wonderful event. 3-We are traveling to Lubrecht ski area on Fri., Feb. 14, for our annual cross country ski trip. This will be a first time experience for several of our Willard students. Special thank you to The Trail Head for helping us with the additional gear. 4-Next week we are fortunate to partner with the organizers of the Big Sky Documentary Film Festival. Students will have the opportunity to talk to the film makers after viewing these fantastic documentaries. 5-Seven students are enrolled in an afterschool six week film class with Montana Film Academy, which is through the International Wildlife Film Festival, with University Adjunct Professor Lynn-Wood Fields. They will be producing YouTube programs. The students are enthusiastic about the projects. 6-Students in Gwen Hoppe’s art classes took a field trip in January to see the Montana Museum of Art and Culture, Missoula Art Museum, the Dana and Raven Gallery. We appreciate the ability to see a variety of high quality art from local and international artists, for free. 7-Our A.I.B.L. students hosted a Spaghetti Dinner Jan. 30th at Willard School from 4:30-6:00 p.m. This was a fundraiser in which proceeds went toward the A.I.B.L. national competition trip to Arizona in April. In spite of a cold and snowy evening, many turned out for this event. The frybread, made by Willard student Kyle Fox-Daniels, was definitely the biggest hit! 8-Special thank you to Lynn-Wood from the Roxy Theatre. She is working with another group of Willard students in creating films and videos. This is a fantastic opportunity for students to create individual pieces with her professional guidance, materials, and techniques. That’s what is happening at Willard this month. Please stop by anytime to check us out.

**COMMUNITY CONNECTION**

**Facilities Strategic Plan** – Nick Salmon, CTA Facilitator, Geoff Badenoch, Committee Chair, and Hatton Littman, Director of Technology and Communication

 Knapp: tonight’s Community Connection is on our ongoing strategic planning process.

 Nick Salmon addressed the question of why we are doing the Facilities Strategic Plan: we are aligning the district’s 21st century vision and 20th century facilities, improving safety and security, integrating technology upgrades, addressing rising enrollment; and addressing deferred maintenance.

 Key insights from the Assess phase: the district has had rising enrollment the last 5 years, which will continue for the next 5 years.

 Summarizing the work of the Explore phase: we looked at 13 inspiring schools from around the world identified as inspirational and developed a range of options at each site, talking about educational processes we are attempting to align with facilities we have. He showed images that illustrate some of the things we have discussed about flexibility, transparency, spaces for projects, individuals and collaboration, teachers’ planning spaces. Flexibility can be achieved in simple ways; connection to the environment; thinking about technology and how it supports a wide range of educational practices including collaboration and discussion. Libraries as kitchens and grocery stores. Examples of students learning in non-conventional ways: a school in New Orleans operating a local grocery store, or spending half the day outside of the high school in a professional research facility.

 A month ago the Steering Committee extended the work the Education Innovation Teams had done at other sites. A recommendation they made was to maintain the K-5, 6-8, 9-12 structure of the district and to focus on other innovations. Committee members observed educational values of that configuration, school size and team size. Groups also looked at length of school day and school year, as well as many other pieces, and talked about the funding effort. Important information we have been looking at since last fall: Nick reminded the Board of the map showing where students live and the school sites, illustrating how many students live within a quarter mile and a mile of the school at the elementary, middle, and high school level. In some cases, there is great alignment between school sites and population, whereas others are not so well aligned.

 Key insights from the Apply phase, the last 2 weeks: teams identified and revised their top 1-2 options, considering best educational fit and potential pilot projects. For some of the newer schools, there was one best solution. In many cases, there is a lower cost option and a more expensive option. Groups have been very focused on getting educational fit and school size right. We asked groups that identified continuing to retain their facility to identify a potential pilot project, with a few exceptions—the folks at Lowell said don’t put money into a pilot project, but rather move right on to the final project. There has been an important acknowledgement that there is a need for baseline improvement throughout the district, including school safety, technology, deferred maintenance, and energy. Simple common themes have emerged. One is to move toward intentional not circumstantial capacity—i.e., not driven by how many rooms there are, but instead by best alignment. Another common theme is flexibility: we operate 9 elementary and 3 middle schools, but we are actually operating 12 elementaries of which three have been modified to be middle schools. In the future we could be smarter about that, better matched to programs. Smarter than that: if a right-sized elementary is 450-480 students, smaller than some and larger than several, the same facility could accommodate 650-720 middle school students. So that 20-40 years from now, trustees could quickly meet a change in the disposition of the community and adapt. Make sure you have a bit of additional capacity available. Another theme is to make learning visible: link applied learning to core learning and create spaces to engage projects and presentations, an important feature of the future. There should be layers of security, beginning with the entry, then teams, rooms, technology. The simple things to be done first are the obvious entry and containing folks before entry elsewhere. Teams share spaces and compartmentalize for additional security; classroom locks; and the technology piece is the last resort. Security comes from getting school size right. Technology can be used to enhance that. Designs are focused on a team of adults knowing a group of students well and students knowing one another well. Energy conservation: deferred maintenance—reducing energy consumption by 20% is the target; if anything, maybe you would like to push for 25-30% percent reduction. Many reports from Hatton: there is desire for technology to be robust, flexible and portable. If investments are made in technology in the next few years, we want to make sure it can be implemented in a renovated facility.

 Nick showed some diagrams as examples. At Rattlesnake, the group feedback was that operating a modular was not a good option: we should integrate that capacity into the building permanently, having a grade 3-4-5 zone with a breakout area and planning area. Also included were improvements to the entry and more space for counselors. Meadow Hill: the 1960s honeycomb is ineffective; removing that and expanding the building with alignment to the 1980s additions is more cost effective. Hellgate High School: similarly, there were some thoughts they came up with as a better idea than the original range of options: the cafeteria becomes a commons on the main floor, and they put in a receiving area on Gerald.

 In all, we have culled 224 options down to about 50. The Steering Committee will look at details and prioritize how many items to address in the first 5 years and the next 5 years. That is the work of March and April.

Next steps/communication plan update. We will come back to trustees with recommendations in March and April, potential pilot projects for summer 2014 and 2015, and the request for investment from the community planned for fall 2015.

 Hatton Littman gave an update and insight on community survey efforts. We have worked at several levels: we have a draft survey reviewed by the Steering Committee, input from researchers, and refinement. The survey has 13-14 questions; it is short, intended to gauge the level of community awareness and participation in the process so far and some key prioritizing information as far as technology, safety and security, and facility redesign. It would be only online, hosted on our website. We would use Connect 5, emailing and autodialing people to offer them an opportunity to take the survey, put it on our Facebook page, and link to it through the news media. Right now that is the most cost effective way to gauge community awareness and people’s desire for participation. About 250 people have participated in the process so far.

 Other communication plan goals: Hatton explained that as part of the $50,000 grant we received for Quality Schools, we are planning additional appraisal, additional study of demographic information, and additional communication. We are working with a team to create collateral materials to support each school’s Education Innovation Team as ambassadors within the school community, creating kiosks that can be in the schools or moved to Farmers’ Market or Downtown Tonight. She will bring more details as the plan fleshes out.

 Board comment: Wills asked when the survey will be rolled out. Hatton explained that we wanted to present to the Board tonight and get feedback from you. We would like to roll it out as soon as possible; we would like to get feedback before the Steering Committee meets again on Feb. 20th. We will look at initial feedback the 20th, and if it not enough, extend the survey another week.

 Dickson asked if there is a way students can provide input. Hatton: anyone can; it is designed for anyone; we do need to adjust one age range to accommodate for students. In the collateral materials that will be in schools, we would have one of 3 panels of the kiosk be flexible, where staff and students could engage their audience.

 Smith: question about the news outlets and cold calls you mentioned: would it help if Trustees got the word out and asked people watching tonight to spread the word? Hatton: yes, the survey is designed to analyze data quickly; when it is live, we want people sharing the link as much as possible. Smith suggests Board members do that.

 Knapp: when is the target date for the survey to go out? Hatton: we can put it out by the end of the week through Connect 5 and staged communications for the news media, hoping they will pick up on it. We have MCAT coverage tonight, and we will add a button to the front page of the website. Our goal is to turn it on by the end of the week. We wanted to inform Trustees first. We would keep it live at least through February 20; if there is not enough feedback, then through the end of February.

 Apostle: it is very important that we review the survey and give our Trustees an opportunity to view it first before it is sent out. This is the first phase of our surveying the community. It has been highly recommended by the mayor and others that we do a scientific surveying of the community on where we are related to the strategic plan. He thinks we will need every day before the fall of 2015 to make sure everyone in the community understands what this strategic plan means and what it will do and what it will not do for our community and our district. We are very fortunate we have set the date for fall 2015. We have to be very methodical so that staff and the community and everyone have no question what the strategic plan is about. He would like the Board to review the survey. It is very straightforward. We need trustees to look and see how you feel about it. We would like a scientific polling, which will require more effort and be more expensive, but when you are talking about millions of dollars and you are asking taxpayers to support a facilities strategic plan that goes into the future 15-20 years, it is important we find out where the community stands. We need to make sure everyone is on board and we will move forward together.

 Knapp: We are very lucky we have had attentive media to date; thank you all for your efforts. Knapp noted that this is an informational item only. Knapp asked Kaleva if we take public comment. Kaleva replied that information items generally do not; by law you do not need comment unless you are taking action; it is the discretion of the Board. Knapp commented that there will be plenty of time to have comment on the process. Knapp added that if it is not historically the precedent, unless there is a move by the Board to change it, it would be best to stick to precedent.

 Smith said he supports that. He agreed about it being an information item only. The meetings have hundreds of people participating, so it would be more impactful there.

 Sadler: is item 16 on the agenda public comment on non-agenda items? Correct. Sadler remarked that in that case there is public comment at the end of the meeting.

 Dickson wondered if there is another meeting, another community listening session, where this will be discussed. Nick: yes, more community listening sessions will occur. Sadler: do you take public comment there? Absolutely. Sadler: so that will be another opportunity for comment.

**REPORTS** – Information

**Student Trustee Reports were** moved to follow Public Comment, above, with consent of Trustees.

**Shape P20 Dennis & Phyllis Washington Foundation Grant -** Administration will provide an overview of the first year of the Shape P20 Dennis & Phyllis Washington Foundation Grant.

 Knapp noted that this is an update requested last month by Trustee Tompkins on the Shape P20 Washington Foundation grant, its status as of today, funding, etc. It is in the packet on page 49.

 Apostle: the Shape P20 grant is a partnership, a unique partnership between a public school system and a university. It is the first time the Dennis and Phyllis Washington Foundation has donated money to a public school system for this type of endeavor. We will review the agreement we signed with the Washington Foundation and the UM, and Pat McHugh will give an overview of that relationship as relates to the contract. We have additional information if the Board requests it. We will give a summary of the contract at this meeting, Heather will review programs included in this grant, and we will discuss revenue and expenditures related to our efforts this first year.

 Pat: this grant and the application for the grant was a collaborative effort by the Washington Foundation, the University of Montana, and MCPS. The grant involves a grant award, subject to a number of conditions, spelled out in the grant award that Dr. Apostle signed. It is a 3 year grant, beginning January 2013. The grant award provided for distribution to the UM College of Education and MCPS in quarterly installments for the first year, with the obligation of the grantees reporting on a quarterly basis through a financial report and then orally after that. That is applicable to us and to UM. In 2014 and 2015, the grant is conditional on submission of quarterly reports and compliance with benchmarks in terms of expenditures for programs. That is the essence of the grant, the expectations, and the reporting requirements that go with those.

 Apostle noted that he sent a letter that was sent to him by Mike Halligan approving the 2nd year of the grant. Approval did not come easy; we are held to high standards by the Washington Foundation. He and other members of the cabinet report our progress, and our progress has been very positive. We continue with the 2nd year of the grant. It is not automatic. It is a 3 year grant; we have to perform according to specific standards and in relation to specific programs that Heather will review.

 Smith said he wanted to say it is a testament to the teachers and the staff that we are meeting the high standards that were sent. He also asked if Apostle wants to go further back before the grant, to explain the process.

 Apostle explained that he came to the district in 2008. We realized that through the general fund we could not provide the professional development for our staff and move the district into the 21st century unless we went out and received grants from the community. It was not easy to do; it required 3 years of effort to go out and talk to people and convince our donors and potential donors that we were going in the right direction. Even before we received the $1,550,000 from the Washington Foundation, we received $600,000 in cash contributions to continue to move our district in the direction we are heading right now. Without the Washington Foundation and dedicated people in our community, we would not be implementing all the programs we are talking about. All 11 Trustees said that they wanted us to move forward on this. Apostle said he moved forward on the direction the Board gave him.

 Heather stated that she will talk about the programs and where we are at. On pages 49-51 of the packet you can see the overview of the programs. Heather, Karen Allen, and Trevor Laboski have reported in detail many times about the programs. They will continue to update at Teaching and Learning and at Board meetings. Shape P20 is focused on the partnership between UM and MCPS, a unique collaboration for us, and a unique model nationally. We are working hard together to provide a model for other communities. An important factor is the opportunity to deliver training programs locally at UM, a benefit for us in terms of cost savings (vs. sending someone out of state with airfare and hotel bills), but also a real benefit to our community, bringing people in from around the area, around the nation, and internationally. Specifically the programs we are working on are the International Baccalaureate (IB): we have 5 schools which have implemented, are implementing, or are considering implementation of IB programs. We know we will have a K-10 IB continuum in Seeley Lake, and we are working toward a K-12 continuum in Missoula. We have Year 1 budget and expenditures listed in the packet. All of our expenditures related to this grant fit into those categories. Thematic academies: the Health Science Academy has been implemented; we are also exploring academies at Hellgate and at Sentinel. Dual language immersion: we have a program at Paxson for Kindergarten and first grade, implemented this year. We had intended to only do it for Kindergarten, but after collaboration, felt it best to start with 2 grades. It will expand each year. We are also looking at other opportunities for language immersion elsewhere in the district. Advancing Graduation Matters Missoula: you will notice that GMM received an award at the state level, the Trailblazer Award from Denise Juneau, who recognized Dr. Apostle and the district for leading the charge for the state level, and the amazing results we have seen in Montana and in MCPS. Toward the end of that description it talks about the overall graduation rate for MCPS. We have led all districts in Montana and have the lowest dropout rate in AA districts. Outcomes for American Indian students with a graduation rate of 82.8% up from 56% in 2007—remarkable. Transforming Professional Learning Opportunities for Educators and Administrators—we were able to bring PLCs to a hybrid event at Big Sky, and partners at UM participated also; it is scheduled for this August again. Last year we trained nearly 300, and we anticipate training a similar number this year. We are transforming the way we work together in our schools and how students learn.

 Board questions: Holland said she recognizes the way awards were given; it was given in Helena: is there a way to communicate back to each building? Improving graduation rates starts with custodians and kindergarten teachers; it is a team endeavor. Missoula could not have had such remarkable results without the teamwork. She asked if Dr. Apostle could communicate thanks to everyone who has contributed to that success. Hatton: Dr. Apostle did send a thank you note to the entire staff the day we received the award thanking them for their participation in that success.

 Apostle replied to Holland that there is no question that our staff is doing a fabulous job. We can provide the vision and the direction, but there is no doubt that our certified staff and classified staff are making these things happen. It is just the start. With the staff we have and the commitment from the community, the future is very bright. Our goal is 100% graduation. Philosophically, the United Way, Susan Hay Patrick, and various businesses are forging a united front to make that happen. Most of this money is being spent on professional development. In the general fund, we have no money whatsoever for professional development. This grant and donations have provided an opportunity for teachers and staff to extend themselves. We have sent teachers all over the country to receive training and to speak with colleagues who have been involved in these programs for many years. We are very thankful to the Washington Foundation and others. Some of the cabinet was in the last meeting with Mike Halligan and UM. Apostle said he believes that if we continue to be successful, they will be partners beyond the 3 years of the grant. The Washington Foundation expects us to continue to move in a positive direction.

 Tompkins said she appreciates the summary of Shape P20. She would more appreciate the actual grant language and expenditures, more enumerated than a summary. Apostle replied that we can get that.

 Knapp: questions for Heather about PLC—is the plan in August a follow-up or similar to last summer? Heather: same presentation. Those who have been to it more than once get new things out of it. Particularly powerful is going to it with your team, getting teams together, learning to work together in a collaborative fashion. All of our building principals participated last year and will again. Many staff will participate again, and many for the first time. Knapp: 300 last summer is a sizable number, but a minority of our staff. What is the intention going forward? Is this limited? Does everyone have an equal opportunity? Heather: everyone has an equal opportunity to participate. It is difficult to participate in summer break, but we were still able to get 300. We anticipate we will get that many again this year. We had to start at 6:30 a.m. because it is a hybrid event in which we have to work with others in other time zones. Knapp: this is a grant jointly held by MCPS and the university: tell us about what is happening at the university, corollary programs. Heather: their programs are happening within the same headings. They are participating alongside us, doing some additional things. GMM: a significant portion of the university budget is focused on credit recovery and blended learning staff development with our staff. Thematic academies and STEM: they are developing a STEM masters program for middle school teachers. There is an early childhood piece focused on reading, helping kindergartners come in better prepared (GMM). Dual language: they are looking at how to implement language at the lab preschool at UM so we can take that concept to other preschools in the community. There are many ways they are participating in this grant. Knapp: this has the potential for quite a halo effect above and beyond MCPS, affecting the School of Education at UM—would that be fair to say? Heather: absolutely; that is Mrs. Washington’s reason for supporting this; it is great for the state of Montana, the School of Education, the region, and the nation.

 Heather introduced Dr. Trent Atkins, curriculum and instruction at the College of Education. Our program liaison, he has worked closely with us through these programs, developing the program plan and quarterly reports given by Dr. Apostle and Dr. Roberta Evans of the College of Education and Human Sciences.

 Trent: It is important for folks to know the vision of Mrs. Washington for preparing teachers. There is an opportunity to do a lot of unique things within our programs. MCPS is a critical partner for us. We are in the process of moving into a more clinical model, a much more hands-on experience for teachers. There is an opportunity for us to do innovative research, professional development that faculty would not have the capacity to do if not for the gift. It is a great opportunity to strengthen the partnership and to do really great work. Every penny of the money is going into the local community, the local school district, to improve outcomes for kids in our community. It is a great opportunity for teachers, faculty, and most importantly the students. Folks from UM would be happy to come present things they are doing.

 Smith: question for Heather: when talking about training opportunities, PLCs and all—how are they presented to teachers—what is their involvement, do they choose, pick one of 2, or do we tell them what to take? Heather: it depends on the program. With IB PYP (Primary Years Program), that was Lewis and Clark staff coming to us, saying they want to do IB and asking if we can help them get there. The grant has allowed us to work with staff, develop dates for the staff and IB organization. With PLCs training, we had a few dates we could work within; we developed that in terms of creating opportunity for teachers to volunteer to participate. We make sure our leaders are there; the teachers have had the opportunity to choose. For IB MYP (Middle Years Program), we talk with teachers, present them with options, and see if they are willing to participate.

 Lorenzen commented that she is a little concerned that this gift may give us a certain amount of money but we are spending a lot of money. She reviewed the 21st century education model: IB and dual language were not in there. $760,000 is the total the schools will receive. It will be $276,000 total for IB, all for the first year, and we have spent $178,000 so far. Lorenzen made a Trojan horse analogy: to continue, the money will have to come from the general fund to pay for a Spanish teacher at Lewis and Clark. She is concerned there will be tradeoffs, and that we will lose something, like the Hellgate library closure. Would we lose Missoula Writing Collaborative? That would be such a shame. What are we going to lose? Overwhelmingly she hears that the public wants students to go to neighborhood schools. IB started at a grade school physically close to Sentinel HS. Sentinel needs the kids from Lewis and Clark, but the upper division IB is at Hellgate, which does not have room for them. Are we going to continue a patchwork where 9 grade schools are different from one another and not aligned with their high school? Are we going to have consequences where Hellgate HS kids are pushed out to make room for Lewis and Clark kids who need to continue IB? The money is a tiny fraction of what we get from a bond issue. Lorenzen said she is grateful for it, but she wants to be sure we don’t tear apart our neighborhood schools.

 Apostle replied that she is making a good point, which will get involved on February 27 when we go deeper into the 5 year plan, Achievement for All, which incorporates many of the things you have mentioned. You have a fund and hope you can fund the plan. Looking into the future, Apostle said he believes the programs we have implemented are very important. He met with parents today at “Soup’s on with the Superintendent.” They are very excited. They brought up that they are hoping their kids have the same opportunity as kids at Lewis and Clark. What you bring up is very important; we need to make sure that we can fund them. He hopes that if we continue to be successful, the Washington Foundation and others will be there to support us. In the private sector they have been downsizing, strategic in planning. Public schools have not focused strategically on goals. We are in the process of transitioning our budget to focus on where we are going, where we have been and what we need to do in the best interest of our students and the community. He believes the programs we are offering are in the best interest. This community, like most, loves their neighborhood schools. That is part of the discussion that will continue. You cannot continue to do what you have done in the past and be a progressive school system. Support innovation and creativity and professional development. We have an obligation to challenge the status quo, meeting the needs of students. They are very important issues you are bringing up; we need to discuss them and see where it takes us.

 Rose said she is very thankful we have the money; it is doing great things for some of our kids. Teacher training is great as is professional development. Her concern is that we don’t have the money to implement the programs in all the schools. Tracking 5 year olds, even tracking high school students, concerns her. She worries about the kids at the bottom of the pack we are not investing the money in; IB is for stellar students. Heather replied that PYP and MYP are for all students in all grades, helping all students regardless of their circumstances in all the schools. Rose: 7 of the 11 board members have connections to Hellgate; she is concerned that we are neglecting schools that we have less connection with. Heather reminded the Board that Seeley Swan and Big Sky are implementing IB.

 Knapp asked about the meeting at the end of the month. Apostle explained that on February 27 we will look at the 5 year plan, Achievement for All. We will go deep in the learning quadrant, Title 1, special education, the various benchmarks we discussed at our first meeting. The other quadrant on the 27th we will go deep on is the talent quadrant. We will not rush this work. Each trustee will have opportunity to voice their concerns. We will champion a 5 year look at the teaching and learning environment. Nothing is set in stone. Budget is a concern. We are spending nearly $100 million per year on programs. We have been doing that for years. It is how you spend the money. We will discuss that on the 27th and in our budget development process. If we say maybe we can’t move language immersion where we want it to be in 5 years based on budget, we will do what we can. Project Lead the Way is a great program; if that is what we want to do, we will have to transition the budget. We will spend time with trustees and put everything on the table. We want equity too. In most schools where districts are progressive, not all schools are the same. There are differences. We need to work out a plan where most of our students have the same opportunities.

 Sadler: in the meeting on the 27th he would suggest we talk about how the Common Core works in with the training that we are getting on IB. He understands that they are very coordinated. And that the Common Core itself is a strategy in which all the students will be improving because of the standards set for each grade level. Having teachers go on IB training is part of the idea that a rising tide lifts all boats; those who attend the training will use the ideas in all their curriculum work.

 Tompkins made a statement as to what Dickson and Lorenzen mentioned about neighborhood schools: Paxson is her neighborhood school. She thinks that Spanish immersion has been divisive in that school. She would like to see that addressed in the 5 year plan, Education for All, who “all” encompasses.

 Smith: Lorenzen, Dickson and Tompkins are saying—and he wants to reinforce that—that it is prudent that we don’t implement and walk away. That is the trustees’ job. The grants have afforded us the opportunity to move forward. If the district was not to take the grant, we would be in a worse position. He has heard from a lot of teachers in these programs that they are very happy they have been implemented. We can’t do it all at once. What Dr. Apostle mentioned about the requirement s of the Shape P20 grant, the quarterly reports: it is a testament to the boots on the ground, the teachers, the quality of the programs that have been implemented. Our staff from the leaders down to the custodians, and the students, they are all important. He thinks we can keep this going. If we don’t perform and the funding is pulled, then shame on us.

 Dickson said she would really like to see these programs surveyed with staff, a comprehensive survey of how they were rolled out and whether people think they are working.

 Knapp commented that we are missing a bit of the boat in focusing on programs. The programs are tools. He thinks there is a mindset change in the way education occurs. He was at Sentinel for Career Fair and spent the morning with juniors and seniors, and it strikes him that the learning environment seems different. The approach, the team learning, collaborative activities, the focus on process and innovation rather than facts and figures. While we need to understand the fiscal impact of programs, they are tools and they will come and go; some will fail, but does not mean we made a mistake by trying them. What will have been accomplished will still be an entirely different mindset in the way that education occurs. It is a real different way of thinking. Not the programs, but the mindset, the direction we are all going. He agrees we have to be fiscally prudent, it is the reality of the world, but he would not get hung up on this program or that program. For those of us who have had the opportunity to walk around schools, elementary, middle, or high school, what is happening is that they are beehives. A lot of ingenuity is occurring; it is strikingly different from the educational environment he grew up in—challenging, inspiring, from the non-academic staff, through the students and the teachers. All are important supportive tools in accomplishing a long term goal. They are important but not the game.

 Apostle: like most great things, there has to be a constancy of purpose where you don’t deviate and you are rather methodical about being successful. It is easy to say this is not working or that is not working. We can’t judge a program after 6 months or after 3 years. That is cutting ourselves short, not giving ourselves a chance to succeed. Teachers have worked so hard, traveling, learning. You will hear tonight how your teachers are really feeling about this effort. We have to be methodical. We cannot deviate. We have to keep going. Question: what would be the alternative?

 Knapp thanked Heather and Atkins; we appreciate your speaking, and we would appreciate an ongoing conversation with the university.

**Health Insurance Trust Fund Report -** The routine health insurance trust fund reports for the month of January 2014 were included in the packet.

**Committee Reports** – Minutes were included in the packet. Minutes are also available on the website: [www.mcpsmt.org](http://www.mcpsmt.org). There were no oral committee reports during the Board meeting.

 Holland: the minutes from the Teaching and Learning committee look like a very early draft. They are not the ones that we approved to go on here. Holland said she has made some minor corrections; she would like to take the minutes out and get the correct version for next month. Agreement from Trustees to pull the T&L minutes and revisit them next month.

 Knapp: other committee meeting minutes are there for you to look at, beginning on page 55.

**Announcements from Trustees** – At this time on the agenda, it is appropriate for Trustees to announce items of interest to them.

 Lorenzen: the school visits are fantastic. Between the last meeting and this one, trustees visited Hawthorne, Lowell, and Porter. Before the next meeting, we will visit two more. It is definitely worth the time out of the work day to go on the visits.

 Sadler: there has been a minor dust up occurring on the internet and in letters to editor about the adoption by the state of Montana of the Common Core. He wanted to reassure people that the Common Core has been adopted by the state of Montana. In our district, Sadler is the chairman of the Teaching and Learning Committee. The curriculum department reports to us on a monthly basis how the different curriculums are developed by teachers and administrators through different buildings. They work very hard to come up with a draft presented to T&L committee. It then goes through public hearings and reviews and comes to the Board for us to review. Sadler said he wanted folks to be assured that we as trustees are in complete control of what is appearing in our curriculums no matter what is being said. The new grade by grade standards are an accountability tool for teachers, students and parents. Sadler said he fully supports the adoption of the Common Core, as our district has done. He hopes he has answered folks who are raising issues on it.

 Knapp: there is a 5-6 page summary in the packet from the Superintendent of Public Instruction’s office that defines and details the Common Core, what it is and what it covers. It is well worth reading if you get a chance.

 Wills said she would like to publicly thank Melanie for going to Washington DC and championing the early education. It is very important to her. Wills said she will personally send a note off to the senators and congressman and hopes everyone else will too.

 Holland said she is echoing a bit of what Lorenzen said. She volunteered at Big Sky and Sentinel. There is so much energy in the schools with Key Club and DECA, and other activities, like the Big Sky re-sale store. A lot of positive energy at the schools for kids with all ability levels. Even in informal visits she makes, Holland sees a very positive environment. She has been involved with Angela McLean, the new lieutenant governor, for academic competition for many years; she has a lot of energy, high level.

 Smith: Hailey brought this up, and he would like to reiterate the request for judges for speech and debate at Sentinel. It costs nothing; there are judging clinics tomorrow night; go to mtspeechdebate.org to sign up. They appreciate the help.

 Dupree said she would like to plug the Lifelong Learning Center. She has signed up for a couple of classes. Very popular. The building is beautiful and super clean, the staff is very helpful, the website very helpful and user friendly.

 Beers said on a personal note as a public service announcement to adults, if sledding with a 7 year old, it’s okay to say that jump’s big enough—it’s how he got his black eye. Beers gave a shout out to students in our district and outside who performed in the Zootown Music Awards at the Roxy. Incredibly talented musicians. Huge shout out to all students at the Eagle’s Nest for providing him with his wardrobe, and to the teachers and aides who help out. They are open most days from noon to 3-ish. Beers issued a friendly challenge to fellow Board members to donate or shop there.

 Knapp: we have lots of community partners in education; one is the World Affairs Council. At the end of the month the yearly competition Academic World Quest will occur at the university, with 53 teams from various high schools around the state. Ours is the 3rd largest statewide competition now, and we have routinely sent teams to national competition; MCPS competitors have excelled. This will be the 25th World Quest competition here, Knapp believes; Apostle agreed. Another prominent community member who serves us well.

**TEACHING and LEARNING** – Executive Regional Directors

**Region 3** – Karen Allen, Executive Regional Director

* Project Lead The Way Karen said she is very honored to share tonight a K-12 continuum started in Big Sky HS with Project Lead the Way, and Meadow Hill Region 2 Middle School also. Focused on 2 things: 1-student engagement; all about all kids learning. 2-focus on innovators. Each of these teachers is one of Missoula’s innovators. We are lucky to have them. Mr. Laboski noted that Big Sky is the first Health Science Academy in the state of Montana.
* Big Sky HS, Brian Fortmann, interim principal, Amy Shattuck, interim assistant principal, Kate Lindner, teacher

 Brian said he would like to take the opportunity to introduce people who play a big part in sharing the excitement and wonderful things happening inside classrooms at Big Sky HS. Amy Shattuck is the administrative coordinator for the Health Science Academy. Also introduced were Kate Lindner, Maree Mitchell, and Corbin Witt, student, who has been waiting patiently to speak. Tonight this is about PLTW not the academy.

 Corbin talked about the 2 classes specifically for PLTW: Principles of Biomedical Sciences, for freshmen, and Human Body Systems, the next level continuation. He has finished the Principles of Biomedical Sciences class. A lot of fun, totally new. Some of it has taken him out of order from other things, like the common sophomore biology class—a lot of that is review from the PLTW class. Currently he is in the Human Body Systems class: it has taught him more about himself, all about medical issues he has; one thing you learn is that the body is all interconnected and you can’t have just one thing affected. If one thing goes down, so many other things struggle. Right now things look really good; we have just finished a unit on the nervous system and are headed into the muscular system.

 Kate: Corbin is a sophomore at Big Sky, part of the Health Science Academy and PLTW. Both Maree and she have been lucky to take part in a lot of the professional development that you have talked about. PLTW at Big Sky is a sequence of 4 courses; so far we have implemented 2 of them. It has required both of them to spend 2 weeks of the summer in Spokane. Principles in Biomedical Sciences is a broad based course around human biology. Human Body Systems builds on that; it talks about all systems. The next level is Medical Interventions, which we will implement next year: we will look at ELISA testing. And the last year is Biomedical Innovations: we will go out into the community, into labs, and try to come up with solutions. The hands-on collaborative approach helps reach lots of different levels and integrate them in one classroom.

 Maree spoke about the huge career focus. They took 100 ninth graders to Community, where they watched a fake baby being born, tried to intubate and “killed” many people, and worked with PT and laboratory stuff. Not all students are interested in the doctor/nurse field; we are presenting a variety of careers, including the computer sciences and alternative careers a little to the side that all feed into biomedical sciences. They work with the university and Rocky Mountain Labs. In 11th grade students will be shadowing someone. A student today made a PT connection to go and work with someone at community. We are really trying for Big Sky to include all incomes and all walks, to keep them in the Academy or in PLTW.

 Kate: It’s really neat to see the community reach out to us and to respond and be generous with their time as we reach out to them, to community members and institutions. Kate showed a quick video of freshman and sophomore year; she highlighted the diversity of the experiences and the diversity of the students taking part in the PLTW curriculum.

 Karen: the first ever Academy Awards at Big Sky HS at the end of last year was put on by students; they gave each other awards as they saw each other as learners, collaborators and friends.

* Meadow Hill MS, Chris Stevens, principal, Kasey Dirnberger, teacher
* CS Porter MS, Julie Robitaille, principal, Scott Edge, teacher

Karen introduced Julie Robitaille, principal at CS Porter, and Chris Stevens, principal at Meadow Hill.

 Julie: When Big Sky started the Academy she came in as principal midyear at Porter; she looked into the middle school program, Gateway to Technology. Both Meadow Hill and Porter are offering the foundational courses in a slightly different manner. It is not an academy—they are teaching it through the exploratories. Scott Edge is teaching computer applications—it used to be keyboarding in 6th grade and Microsoft Suite. Keyboarding needs to be taught a lot sooner. A new way to approach computer applications. Scott agreed to go to 2 week training in San Diego last year; we would much rather offer it here at the university. The most important part is the training component. The training and curriculum is excellent; kids are thriving.

 Chris Stevens said they had two teachers trained. They went to exploratories because they want all kids to get the opportunity: every 6th grader had introduction to engineering, focusing on the females too, 7th grade focused on design and modeling, and 8th grade did automation and robotics. So every student in every grade level gets these courses. They went to Las Vegas for intense training. Chris knows how hard it is: she chose teachers because they are innovators and hard workers who get right to work and want to take another course. We hear your concerns. We all want good things for all of our students. Chris thanked her teachers. Not only do they do great work every day, they go above and beyond. The Meadow Hill visit for Board members is on the 28th. Meadow Hill has two 3D printers: Kasey did all the work through Donors Choose; Kasey will share some of that. Chris said Kasey has worked with Hellgate HS, supervising a senior project student, and is working on getting another 3D printer.

 Julie noted that Scott Edge also got Porter a 3D printer through Donors Choose.

 Scott Edge, computer applications teacher at Porter, said he has had the privilege to teach PLTW engineering curriculum to 7th and 8th graders. They use the engineering design process to think critically and collaboratively to learn. They do isometric 2D and 3D modeling and design in 7th grade; they use the MakerBot 3D printer to print designs; and they design a video game share for a client. They use standard and metric systems to measure, cut out, design and build a skimmer. Another thing they have done is use autoinventor cad software to design a toy car using software and then print with the 3D printer. 8th grade: automation and robotics continues the engineering design process. Students learn about how gears work, design, build, program, and evaluate working models using VEX robotic kits. Scott showed examples on slides: a chair device that helps elderly people get up and down stairs; sensors to open and close a drawbridge; a car design to go on a road trip, turning on headlights, etc.; the kids made rack and pinion steering above and beyond, and autonomously programmed it to parallel park. The PLTW curriculum provides a true authentic engineering experience for middle school students, applying science and math class lessons. Every kid is engaged in the class, involved in problem solving; they are critical thinkers.

 Chris introduced Kasey Dirnberger, noting that she printed her earrings off the 3D printer.

 Kasey: this is her students’ presentation: they are going to present to Leadership Missoula at the university on Thursday. Their class motto is “Failure is how we learn.” If we don’t fail, we don’t learn. We fail a lot; that shows we learn. Kasey was trained at PLTW in teaching design and modeling, and is hoping to be trained in green architecture next year. PLTW is STEM learning; it uses the design process to solve problems, understand influence. They study all types of engineering. Kids are amazed at the variety. They study how engineers use science and math, do hands -on activities, shoot things down the hallway, learn about precision measurement, prototyping, and how to refine designs, talk about the science involved and how to innovate the design so the skimmers can stay on the floor and go further. All on their own, the students figure it out. They ask her questions, and she asks them what they think so they can figure it out. Teachers did all the projects in our training, so we know exactly the struggles they are having in class. Using the design and modeling software, they start with a cube: a 2D drawing, then a 3D drawing, then print one. They work up to their final project, a tic-tac-toe board. Kasey passed around the items to Board members. Her students develop the tic-tac-toe board; the printer is going nonstop so they have things to take home to show what they can do. The 8th graders got jealous that they didn’t get to be in PLTW: so Kasey started a club called Just Design Club, a great opportunity—kids she never expected to love the computers have come up, from kids with severe autism to a very shy girl who never talks, and they design things; they make birthday presents for their dads; they are the inventors and innovators on Friday afternoons; then they print them off. The PTO has donated a bunch of plastic, and she has a small lab fee. Kids on behavior modifications work to earn the little trinkets; they will do anything. It is amazing: the kids you thought would do really well, the advanced kids, have to struggle for the first time; you have to encourage them to fail so they will learn. Sustainability: they may have to take down the banner PLTW so as not to have to pay fees. Kasey was a chemical engineering major at Bozeman her first year, and boys assumed she couldn’t do anything, so she really encourages the girls. Robotics Club at the middle school is next door to her; they needed to make a prototype for the state level presentation, he designed it on the software and presented it; they got 2nd; judges were impressed by his prototype, and it worked.

* Hawthorne Elem, Becky Sorenson, principal, Kate Farnes, teacher

 Becky Sorenson: It is very interesting hearing PLTW middle and high school teachers. They have had formal training. Hawthorne is one of 44 schools piloting the elementary program across the country. You have been talking about the Shape P20 grant: she was at an administrative meeting and they handed out the budget for the Shape P20 grant, and she felt like elementary was not included. They want to implement the model of change for 21st century education, and they thought STEM was perfect for them. Teachers did research and heard about the Big Sky program and middle schools program. Becky emailed PLTW to ask about an elementary program; there was not one, so she asked them as soon as there was one, to contact them. Pilot means there is not a formal program yet; teachers are working hard to refine and fine tune with a problem based learning approach, so engaging for the students. You can’t send just one teacher to training because all teachers teach science. Teacher Kate Farnes went to Indiana, was trained, and came back to train all our teachers. They are training as they go, online, sending back feedback on the lessons; the first two modules in each grade level will be commercially available next year. Trustees saw 4th graders using VEX robotics kits a couple weeks ago, problem solving. PLTW is so engaging. Kate Farnes, an amazing teacher, is so excited about the STEM endorsement at the university, which is supposed to be a middle school endorsement. She will be among the first cohort to get the STEM masters; she started before it really began. She is a first grade teacher.

 Kate Farnes said she is excited to talk about the pilot program and excited to be the lead teacher. She recalled that Dr. Knapp said something about the context of learning; our staff has had to look at the scientific method vs. the engineering process. A design process is a step by step way to solve problems: ask, explore, model, investigate, explain. Kindergarten students are working with structure and function. They read *The 3 Little Pigs*, then design a structure to withstand the force of the big bad wolf. They had to do all the purchasing: the fan is an industrial fan, and some of the kids made incredible structures that withstood the industrial fan. She thought they had set up our kids to fail, but they persevered through and recreated designs if they didn’t work the first time. First graders investigate light and sound and design a device using light and sound to communicate over a distance. Observable properties: 2nd graders design a structure to keep popsicles frozen while playing a soccer game for an hour. PLTW has set up 3 fictional characters, going through the process. 3rd graders are introduced to aspects of aerospace: they design a glider with the longest flight time. Teachers do this during the training; it was a challenge for our staff. We are used to the scientific method, in which you can change only one variable, and there is only one solution. With the engineering process you can change as many things as you want. They can find as many different solutions as they need. 4th grade is introduced to the VEX robotics kits. They started building using the VEX kits, getting familiar with them; they built the simple machines. Then they will study the transfer of energy resulting from a collision and design and test a car carrying an egg to travel down a ramp and into a wall. 5th graders get into robotics, learning the components of the robotics kits and a brief introduction into programming. They have a VEX game board with game pieces in the middle, and they control the robot to carry the game pieces across the board. Sam, a 2nd grader, went home after getting introduced to the properties of matter, and created a heat box at home for his grandma, to keep her warm, and put a hood on it for a facial. They are taking the skills and applying them in the real world at the elementary level.

 Karen: You can’t say school is dull and boring.

 Knapp: clarification—all the elementary students and all the middle school students are participants? Yes; and approximately 400 of the Big Sky students at any one time. Knapp asked about the master’s program—Karen replied that it is part of the Shape P20 grant, a component on the university side of the ledger. Becky Sorenson added that we are very close to having the elementary PLTW training at the university. Karen said they will be coming next week to finalize that.

 Dickson thanked everyone. It is amazing to hear all your stories. She said she knows you work really hard; thank you for all you do.

 Holland thanked them. She is a former middle school and elementary school robotics coach with little prior experience other than coding computers. The skills translate into everything else in their lives, including the mindset of having to try everything over again and re-think everything; it is not just a science and math or STEM thing. Holland said she has bugged Dr. Apostle since she got on the school board to implement STEM and robotics.

 Apostle: the Board tonight has had the opportunity to interface with our innovators and creators, those challenging everything they have known in the past. He congratulated them for using their summer to go to training. It’s not easy to give up your time with your family and receive training and to bring it back to share with staff and our kids. We are grateful and appreciative; keep going.

 Knapp: extraordinary stuff; this needs way more play and press than you have been able to give it so far. It is way beyond his wildest expectations of things happening in the elementary. Knapp said to Karen that this needs a lot more press. Karen thanked everyone.

* My Student In Need Program

Karen explained that Ann Wake brought us an idea, My Student In Need, a program that has started in Great Falls. Like you heard Donors Choose described tonight, My Student In Need is a community way of helping students in need. Often it is difficult to coordinate between the need and the student and the teachers. You heard around the holidays about the opportunity for people to bring paper products. This My Student In Need Program is something we have looked into, and we will be bringing more information. Karen said she can’t tell you how excited FRC (Family Resource Center) and FIT (Families in Transition) programs are to connect with the community this way. An exciting thing happened today: the Missoulian now wants to partner with us.

* Robotics: Karen reported that we have a little more robotics in 4th and 5th grade as part of Shape P20. Lisa Blank bought 25 kits for Lowell and Chief Charlo, and we have teachers at each school as pioneers for robotics at the elementary level. We believe that is another step in the positive direction of robotics. Also in collaboration with Lisa and as part of the Shape P20 grant, we will have a girls only middle school science and technology opportunity in April.
* GMM, Sheridan Wyoming administration visit: Karen reported that we had a visit from Sheridan, Wyoming, community members, who came to learn more about how GMM works. Trevor coordinated it, and they came to Mark ahead of that. In the opportunity we had to talk to them, she realized that in MCPS from kindergarten to high school, everything fits under the GMM umbrella. Healthy kids, more kids who feel engaged in their learning, all these things help produce more graduates. You don’t often get an opportunity to share with people who don’t know a whole lot about what you are doing. She was proud to share that GMM means all kids, not just a few kids. We also had a call from Maryland asking us about GMM.
* Back to robotics: Karen said as you heard, we had 3 teams go to the state robotics challenge meet in Bozeman. One student at Meadow Hill earned a 2nd place. The Porter team earned 7th place out of about 45. Karen thinks the experience matters more than the place. We do have teams in all 3 middle schools now. At the high school level, our robotics team comes from all the highs schools: they are preparing to go to Calgary for the FIRST Robotics Competition. Thank you to Beach Transportation: they are giving us the bus transportation for half price to Bozeman and to Calgary.
* Board questions: Holland said she saw in the paper that Target Range has had the program the longest and Hellgate is behind it. She is glad to hear it is in all our schools. All those schools feed into our high schools. A great alignment.

Karen: as part of the pre-K-20 we are moving to an elementary competition in the next year, and then a more county wide competition.

Apostle: Karen came to him and said our budget in terms of supporting robotics teams is challenged, and asked if there was any way we could get Greg and Scott Beach to support us; immediately Beach Transportation funded over half the transportation cost. They have been supportive in many different ways, including providing the best bus transportation he has been involved in.

**Transportation Reimbursement Increases –** Burley McWilliams, Operations and Maintenance Supervisor

**Board Direction:** Trustees approved the transportation routes mileage on the Consent Agenda.

**FINANCE and OPERATIONS** – Pat McHugh, Executive Director of Business & Operations

**Claims and Extracurricular Report**

**Board Direction:** Trustees approved the December 2013 Claims and Extracurricular Report on the Consent Agenda.

**Grant Application Summary**

* National FFA Grant Bank – Food For All/Living to Serve

**Board Direction:** Trustees approved the grant application summary on the Consent Agenda.

**Topic: Out-of-District Attendance Agreements** (Elem)(Sec)(Action) This item was removed from the Consent Agenda at the request of Trustee Lorenzen and placed on the Regular Agenda.

**Background Information:** Pursuant to MCA §20-5-320, the Board of Trustees must approve out-of-district student attendance agreements. The January 2014 list of those students enrolled in accordance with out-of-district attendance agreements is included in the packet. This item was discussed at the January 15, 2014 Finance & Operations Committee meeting and forwarded to the February 11, 2014 regular Board meeting on the Consent Agenda.

**Administrative Recommendation:** The Committee supportsAdministration’s recommendation that Trustees approve the January 2014 out-of-district attendance agreements at the February 11, 2014 regular Board meeting on the Consent Agenda.

**Board Direction:** Knapp: item 9c was brought off the Consent Agenda and onto the regular agenda. Motion by Lorenzen to approve the attendance agreement, seconded by Dickson.

Discussion: Lorenzen said she wanted to pull it off the Consent Agenda because she thinks it is something we need to think about. It is more a question of the fact that we don’t really have the resources to absorb students to become a choice for other students. If parents are just looking for another choice for their child, we need to be careful about admitting too many out of district students. It is quite possible we could be taxing our district taxpayers to build out of district space. If someone comes to us and they are unhappy, it is not enough reason to strain our space and our relations with our neighbors; we need to not do it automatically.

Sadler: at the Target Range district they accept out of district students, many of whom come from our district. It allowed them to keep up their numbers and have a larger teaching staff because they had more students. We are starting to go up in enrollment; we had been down for many years. We still have high schools that are not growing: more students in the high schools would help programs in the high schools, so you get more ANB and can afford things. While he understands there could be some concern for that, we are a long ways from worrying about it.

Knapp: question for administration: when someone from out of district applies, is it automatic? Do we have criteria? Pat McHugh explained that students in our district that come in under the statute fill out an agreement put together by the superintendent of schools, an application, and this meets more the tuition side of it; from the tuition side the parent would set up a payment plan. In each district (elementary and high school) we have about 40 out of district students, and they pay tuition as a percentage of ANB. In the high school the tuition is about $1300, and in the elementary it is about $1000. The statute is intended to ameliorate or eliminate the subsidy that would otherwise exist if a student comes in from out of district. It reflects how the tax base structure works. The tuition we get reduces directly our overbase levy, the amount we bill our taxpayers. We reduce our overbase by about $40,000 in each district. It is built into the budget and reduces the overbase levy. Pat suggested that the ERDs could address the admission side of the question. Trevor: there is contact with the home schools. Knapp: do we do that when students leave here and go elsewhere? Trevor: we often get calls; often the kids are moving to go somewhere else. Knapp clarified that there are 40 students in each district, 80 students total—Correct.

Smith: we do have a Board policy addressing the procedures the administration follows. BP 3141 addresses capacity within the schools and the standing of the students, and the administration bases their recommendation on that. Smith said Lorenzen’s point about not rubber stamping anything ever is a valid point, but he wanted to point that out.

Public comment: none.

Trustee Dupree had departed by this point in the meeting. Trustees present unanimously approved the January 2014 out-of-district attendance agreements.

**Website Hosting Services Bid** **– Art Sikkink, Technology Supervisor and Tracy Long, Webmaster**

**Board Direction:** Trustees awarded the bid for website hosting services to Schoolwires, provided that the District and Schoolwires are able to mutually agree upon the terms of 3-5 year contract, on the Consent Agenda.

**Topic: General Fund Update** (Information Only) - Pat McHugh, Executive Director of Business & Operations

**Background Information:** Pat McHugh will provide an update on the general fund. The summary of General Fund Expenditures from July 1, 2013 through December 31, 2013 is attached.

Pat referenced the summary on page 89 of the packet. This went through at F&O; the summary is through December 31, 2013. Near the bottom under non salary and benefit, we are missing property liability expenditures, which are $217,000 on the elementary and $182,000 on the secondary side. That addition will make the numbers balance as they should. Pat and Dan Parrish look at expenditures by object code and meet with Dr. Apostle on a weekly basis to talk about general fund expenditures and other budget information. In comparison to last year, we are expending more in administrative salaries by about $30,000/$20,000, very reasonable in light of the salary increase. Teacher salaries are also higher, due to increase in staff and the 3% increase. Our budgets increased in the elementary by $1.2 million and in the high school by about $200,000, funds mostly expended in the areas of employee wages. We reduced the utility budget by $25,000/$50,000 and used the funds to cover bandwidth. At this point our utility expenditure is up compared to last year; we had a little cushion, but with reductions for budget reasons we are eating into it. The utilities category the past few years has represented the main area of cushion creating year end funds. Pat said he expects we will be very close to budget in expenditures. We will have an F&O meeting next week and look at the General Fund Expenditures through the end of January.

This item was information only.

**BUILDINGS, GROUNDS and TRANSPORTATION** – Information – Burley McWilliams, Operations and Maintenance Supervisor

**Topic: Building Reserve Budget Update –** Burley McWilliams, Operations and Maintenance Supervisor – Information Only

**Background Information:** A summary of Building Reserve Expenditures from July 1, 2013 through December 31, 2013 is included in the packet.

 Burley referenced the summary on pages 91-92 of the board packet. He explained that we are really sticklers, trying to make do and make it last as long as possible. He has a long synopsis of what happened at Rattlesnake Elementary; he will break it down. [Elizabeth Kaleva left.] Friday night, a chain of events began: it ended up being a heat exchanger, attached to the boiler system, that went bad. It is not a stocked shelf product. It was built in 1960, with a life expectancy of 25 years. The company that built it went out of business in the 80s. You have to build it. We found a manufacturer, and we hope to have it late Thursday or early Friday. The heating system we put in through Dayspring is working very well. Don Henson said almost every room is pushing 70 degrees right now. We have a ton of people to thank in the process: a lot of district personnel, cabinet, custodians. We really appreciate the Rattlesnake staff for being open to the inconvenience this caused; they have been upbeat and positive, and they will make it an adventure for our kids. Some people from the community helped as well: the Missoula Fire Department played a large role in making sure the building was safe and that we had a fire escape route alternative. Edgell Homes donated 220 volt heaters that played a big role. Jared Swartz of Associated Construction Engineering sent a crew, which helped from the engineering standpoint. The university and the city helped; Sentinel Mechanical is a company in town that will be helping us with quite a large part that we will receive. It was a big team, a big city/MCPS effort. Trades and crafts played a big role. We have great plumbers and electricians. Heather also spent a lot of time at Rattlesnake.

 Wills thanked Burley; great effort. What about the budget? Pat replied that he spoke with a representative from Western States Insurance on Saturday; he thanked Dave Montelius. They talked about the damage and what we needed to do to prevent further pipe breakage. He gave us the green light to do what we needed to do to make sure no more pipes freeze. Pat has spoken to both adjusters today, Hartford steam boiler adjuster and general liability adjuster. They will not cover the mechanical part, but the efforts to rent the heating system and make sure we had no further damage, that will be covered. Pat thinks we are in pretty good shape.

 Smith: thanks to Burley and everyone you mentioned and didn’t mention; a good community effort. Now that we have replaced this part—he knows we had to do it—is this something where we bought ourselves some time? Burley: It is not a band-aid; we actually are replacing a part. The boiler system is old. But this is a brand new part, and we expect a long life out of it. Smith: if we replaced the boiler, could we keep the heat exchanger? Burley: No, it would not play with the new generation of boilers. That’s why it’s not a shelf product.

 Sadler: will this come out of other funds, not the general fund—reserves, insurance, something? Pat replied that a small amount of overtime might hit the general fund, but mostly it will come from elsewhere. Sadler: you have built in overtime in the general fund. He explained that he just wanted to know that we didn’t have to can anyone in order to be able to fix the boiler.

 Tompkins: modulars are listed here—do we own them? Does someone else own them? Do we give them back? Burley: we own the modulars; a lot of the funds were taken out of building reserve to buy them. Tompkins noted that it said modular contract, $417,000. Burley replied that he will look into that. That is the cost of the modular. Apostle: that’s what we had to pay for the two modulars. Burley said he is not sure why it says contract. Apostle: we paid up front for those.

 Knapp: are students all back in regular classrooms?—No. Heather said some students are receiving instruction in different classrooms. One 5th grade classroom had flooding and cold; they have moved into the computer room across the hall in the mornings when it is colder. But if it stays warm outside, they plan to be back in the regular room. One classroom chose to move down to the gymnasium; Burley set up dividers so anyone who chose to bring their classroom down could do so, for warmth.

 Apostle: This is an example of why we need to continue our work as relates to a facilities strategic plan, and as Nick mentioned, develop a maintenance plan to check the roofs and the boilers. We have not had that. We need to have a plan so we are not surprised by anything that may happen in terms of our infrastructure. People he has worked with on the committee understand the importance of having the plan. The equipment we rented is stuff we should have on hand, so when these things happen we know exactly what we will do.

 Tompkins: point of clarification: we have never had a plan? Apostle: we have never had a long term plan for maintenance and operations.

 Knapp: thank you to Burley and your crew.

This item was information only.

**PERSONNEL, NEGOTIATIONS and POLICY** – Mark Thane, Executive Director of Human Resources

**Personnel Report**

The monthly Personnel Report was included in the packet. Motion by Sadler, seconded by Wills, to approve the Personnel Report as written. Knapp stated that we do not take Board comment on the Personnel Report. We will take public comment on the report itself, not on individuals. There was no public comment. Trustees unanimously approved the Personnel Report.

**CONSENT AGENDA**

The Consent Agenda was included in the packet, page 101. Board Chair Joe Knapp read the Consent Agenda. Motion by Holland, seconded by Sadler, to approve the Consent Agenda. There was no public comment. Trustees unanimously approved the Consent Agenda.

**SUPERINTENDENT’S REPORT** – Dr. Alex Apostle, Superintendent

Dr. Apostle remarked that we heard a lot about Rattlesnake School and how the community and school district came together to remediate. We also had 2 armed robberies in the community, causing a situation where we had to lock in our schools. Apostle complimented our staff for their cooperation and vigilance, and also our police department. They responded immediately to our needs. The cabinet came together and responded. Our plans worked. We made things happen. Can we be better?—Yes. We are reviewing and debriefing. It went smooth as silk; people worked together harmoniously. Apostle congratulated our staff, our community, and all who worked to bring it to a positive conclusion.

Apostle read the important dates, found in the Superintendent’s Report on page 103 of the packet. No school, President’s Day Holiday, Monday, Feb. 17, Administration closed. Finance & Operations committee meeting Wed., Feb. 19, at 3 p.m. in the Business Building Boardroom (BBB). Special Board Meeting: Facilities Strategic Plan Work Session, Wed., Feb. 19, at 6 p.m., BBB. Facilities Strategic Plan Steering Committee, Thurs., Feb. 20, 4-8 p.m., BBB. Apostle invited the Board to attend the Healthy Kids Summit Part 2, Food for Fuel, Fri., Feb. 21, 7:30 a.m. to 12 p.m., UM University Center. PN&P committee meeting Wed., Feb. 26, at noon, BBB. Board Special Meeting Work Session—5 Year Instructional Strategic plan, Thurs., Feb. 27, 6-8 p.m., BBB. Teaching & Learning Committee meeting, Mon., March 3, at noon, BBB. Facilities Strategic Plan Steering Committee, Mon., March 3, 4-8 p.m., BBB. Budget Work Session, Wed., March 5, 6 p.m., BBB. Board of Trustees Regular Meeting, Tues., March 11, 6 p.m., BBB.

Apostle commented that as you can see, our initiatives such as the Facilities Strategic Plan and the Achievement for All plan take a lot of time, energy, meetings, and commitment by a lot of people. It will be worth it. Thank you.

**OLD BUSINESS** – Dr. Alex Apostle, Superintendent

There was no old business.

**NEW BUSINESS** – Dr. Alex Apostle, Superintendent

**Topic: Approve Frenchtown School District #40 Access to MCPS Transportation District** (Elem/Sec)(Action) Burley McWilliams, Operations and Maintenance Supervisor

**Background Information:** Frenchtown School District #40 is requesting permission to transport two homeless elementary students through the MCPS transportation district for the remainder of the 2013-2014 school year. The letter of request from Superintendent Randy Cline is included in the packet.

**Administrative Recommendation:** Administration recommends Trustees approve the request by Frenchtown School District #40 to transport two students through the MCPS transportation district for the remainder of the 2013-2014 school year at the February 11, 2014 regular Board meeting.

**Board Direction:** Motion by Smith, seconded by Sadler, to approve the request by Frenchtown School District #40.

Burley explained the background: there are two families with three children who moved from Frenchtown district into Missoula on the north side. Because of McKinney-Vento, we are required to work together to get the kids to school. There was a conversation that maybe they should transfer into MCPS, but the decision was made that it was best for them to stay in Frenchtown this year. It became a 50/50 agreement. Frenchtown has a fuel rate of $20/day, and we will provide 50% for the remainder of the school year.

Smith: the letter says two students; we need to change the minor detail. Smith: so these students get to stay in their classes at Frenchtown? Burley: yes. Smith: What McKinney-Vento says is that for the remainder of the year that they can stay in their home school? Burley: yes, within reason, and we work with the district to provide transportation.

Wills: do we get any compensation, or are we just paying for it? Burley: there is no compensation for MCPS; we are just paying for it.

Trustees voted unanimously to approve the request from Frenchtown School District.

Holland asked if that was an elementary only item. Knapp: thanks for clarifying. Knapp asked elementary trustees only: new second by Lorenzen. No further Board comment. Elementary trustees voted unanimously in favor of approving the request by Frenchtown School District #40 to transport two students through the MCPS transportation district for the remainder of the 2013-2014 school year.

**PUBLIC COMMENT** – Regarding Non-Agenda Items

There was no public comment.

Board Chair Joe Knapp thanked everyone for hanging in for so long for this long but instructive meeting. Knapp adjourned the meeting at 9:19 p.m.

As recording secretary for this Board meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

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Elizabeth Serviss, Minutes Recorder

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Joe Knapp, Board Chair Pat McHugh, Board Clerk