

# MISSOULA COUNTY PUBLIC SCHOOLS

## BOARD OF TRUSTEES

Tuesday, March 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:** Mike Smith, Rose Dickson, Marcia Holland, Jim Sadler, Julie Tompkins, Ann Wake, Shelly Wills, Joe Knapp (by phone), Diane Lorenzen, Michael Beers; **Student Trustees** Hailey Gray, Abbey Hege, Isadora Shannon, Sam Stoner (sub for Jordan Barham)

**Trustees Absent:** Debbie Dupree

**Others Present:** Karen Allen, Heather Davis Schmidt, Trevor Laboski, Mark Thane, Elizabeth Kaleva, Alex Apostle, Pat McHugh, Burley McWilliams, and many members of the public

### MINUTES

#### CALL TO ORDER, WELCOME AND ROLL CALL

Vice Chair Mike Smith called the meeting to order at 6:04 p.m. He apologized for the late start. Trustee Joe Knapp attended by phone. Smith noted that people are still coming in. He noted the trustees present: Smith, Dickson, Holland, Knapp (by phone), Sadler, Tompkins, Wake, and Wills. [Trustees Lorenzen and Beers arrived during the early part of the meeting.]

The Pledge of Allegiance was led by the Student Trustees present.

Smith stated that at the suggestion of Board members, we would like to observe a moment of silence for our friend Betsy Cohen, who has passed. She was a great benefit to this community. He asked that we keep her in our thoughts.

Trustee Lorenzen arrived.

#### REVIEW, REVISE, AND APPROVE AGENDA

There were no changes to the agenda.

#### APPROVAL OF MINUTES

Motion by Sadler, seconded by Dickson, to approve the minutes of the January 9, 2014 Special Board Meeting – Achievement for All Plan. Holland said that there is one typo, which she has pointed out to Dr. Apostle and the support staff; it is a minor editing change. Trustees unanimously approved the minutes.

Motion by Sadler, seconded by Lorenzen, to approve the minutes of the February 11, 2014 Regular Meeting. There were no changes to the minutes. Trustees unanimously approved the minutes.

#### PUBLIC COMMENT

**Correspondence** was in the packet. Smith noted that packets are available at the back of the room. Smith notes that there is correspondence in the packet.

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

Smith noted that there is a good contingent of the public here today. Each speaker will get 3 minutes for non-agenda items. He asked those who are here to speak on an agenda item to please wait until that item comes up; it is a requirement of the open meeting laws. He asked that speakers state their name and any group with which they are associated.

Melanie Charlson, MEA President, NEA Director for the state of Montana: "March Madness" is an appropriate term for educators this month at MCPS. They are working on report card preparation: teachers input over 64 items for each elementary student by hand; they don't have time to do that during their 30 minute prep period. Parent-teacher conference preparation includes work folders, time shifts, double conferences for divorced parents. When are teachers completing these tasks? Regarding preparation for Smarter Balanced tests: Melanie said she read the test administrator manual. All K-8 teachers are the test administrators. It takes a minimum of 24 hours prep time to prepare to administer the test. The test is done on computers, and teachers have to guide 3<sup>rd</sup> graders without keyboard skills through. There are also Social Studies curriculum review meetings, capstone meetings, facilities meetings, potential for non-renewal, budget study—and this is only the 11<sup>th</sup> of March. Melanie said she left out significant items: lesson planning, research, corrections, inputting of grades—when are those being completed? Too much, too fast. Please put a curb to the "March Madness."

Smith noted that as a Board we are not allowed to engage in public comment. We are listening; we often discuss what we hear in committees. You can watch the minutes posted.

Kelcie Murphy, junior at Sentinel, spoke on behalf of a number of students. She said a group of students in Sentinel and Hellgate HS have asked to come together for public commentary about controversial acts of Alex Apostle. She listed Graduation Matters Missoula, International Baccalaureate, superintendent pay raises of 13% in 2013 and 20% in 2010, lack of fiscal responsibility, science teachers paying for supplies, and time constraints put on teachers, which takes away from teachers and students. The group will come to public comment at the next meeting.

Molly Stockdale and Julie Merritt: they have formed a new parent group: Compass Points, to advocate for gifted learners in MCPS and the surrounding area. Kids learn differently. They need different learning opportunities to meet their full potential. They recognize that Shirley Lindburg can't meet these needs alone, so they have formed this group to partner with her. They support MCPS's pursuit of the 21<sup>st</sup> Century Model of Education, and they are hopeful it will include new ways to meet the challenges of students who learn differently. They invite Board members to attend their meetings; they will add them to their email list with their permission. Smith: our emails are public and are listed on the district webpage. [Trustee Beers arrived.]

Erin Helm spoke: she is a civilian contractor, but works with the Army National Guard and Air National Guard. She hopes to forge a relationship with the district—there are a lot of resources available to military kids. There are 6700 military kids in the state of Montana. They have specific needs, whether they are a sibling, a niece or nephew of someone who has been deployed. She works directly with families of deployed service members. She said she knows the school system is potentially struggling to meet those needs. If she could distribute materials to counselors; she would like to bring resources to you all. If there is any educational connection the district is interested in... Smith thanked her for her offer. He suggested that she contact the superintendent's office; he can direct her in the right direction.

Jennifer Ferenstein, one of the vice presidents of the Lewis & Clark PTA, spoke. She has a child at L&C. There are a couple of other people here, and there is a letter in the packet from the L&C PTA that relates to our concern and desire to insure the success of the IB program at L&C. The PTA voted several weeks ago, and she drafted the letter, approved by their board, in support of their staff. It has come to their attention that in order to become an authorized IB school, you need to provide a 2<sup>nd</sup> language. They ask the Board to approve the position of a language teacher at L&C. She said that they appreciate the past support of Trustees, and urge them to follow through on helping each student. She is here on behalf of the PTA and parents. They urge Trustees to fully support the IB program and the language component.

Barbie Beaton, L&C parent, said she is happy to have witnessed the upswing in second language in our schools. Global education is not complete without this component. She has reaped the benefit of a second language and has shared it with L&C. French has had a presence at L&C for 15 years. Languages are most

beneficial when learned from the elementary years onward and throughout the school years. She has been supportive as a parent of IB PYP (Primary Years Program) at L&C. She has observed a disconnect between the staff and administration, which leaves her bewildered by educational leaders. On March 21 of last year, she was told in writing that Spanish was the chosen language; yet languages had not yet been discussed. The statement was retracted. Heather met with them and discussed strengthening French. They were asked to devise a plan of what French might look like in the program. Beaton volunteered time during spring break last year and worked with Kevin Ritchlin; she brought a presentation in May. This school year she was invited to participate in the IB committee at L&C. She asked if community members could support, and was told "I don't know." The committee is comprised solely of Spanish teachers from the community. The final language selection will be determined by the staff upon recommendation of the committee. Barbie expressed concerns about bias. The funding for the language teacher remains to be solidified. Other methods like Rosetta Stone have been considered, but that does not meet the requirements. The funding of the language teacher should have been inherent from the outset of IB. Beaton is concerned that we are experiencing lack of awareness of IB requirements, lukewarm support, favoritism to a language, ignorance in leadership, and failure to commit to a process. She is thrilled we are increasing language but feels disheartened and disillusioned by inadequacies of the process.

Jeanne Jocelyn said she is a Rattlesnake Valley resident and Prescott School advocate; she referred those interested to [www.prescottschoolmissoula.blogspot.com](http://www.prescottschoolmissoula.blogspot.com). She said there has been picketing for Prescott; she brought a sign. She noted the avalanche on Harrison last week; she extends sincere sympathy to the family and friends of Michel Colville. Crews are cleaning up the devastation; she said it is time for MCPS to clean up at Prescott School. Prescott School is leased to Missoula International School (MIS). Prescott has been the educational home of Rattlesnake children. Jeanne stated that we did not need to have a modular at Rattlesnake or to bus kids to other schools. She stated that we need to reopen Prescott. Enrollment at MIS has skyrocketed since 2004; it is now 190 students according to an MIS staff member. A Missoula professional has said that a very few students enrolling at MIS can zap the MCPS budget, costing the district \$500,000 for one year. Jeanne said a citizen asked the property committee this question last fall, and that she asked the administration last year. Jeanne requested that the administration work on the task of finding out the losses to the district from leasing Prescott to MIS. She said she does not want a Roosevelt repeat: the sale of our school, Prescott, to a private school.

There was no further public comment. Smith thanked all those who commented.

## **COMMUNITY CONNECTION**

**Mike Halligan**, Executive Director Dennis & Phyllis Washington Foundation

Smith: We are very lucky to have Mike Halligan with us tonight to speak to us.

Mike: it is an honor to be here. It is the second time he has come to talk. The first was the SHAPE P20 grant a year ago. As we as a foundation look around the state to involve ourselves in nonprofits and different activities, we are always looking for an innovative proposal that would not get done without the involvement of a foundation. Initially our involvement came as result of Graduation Matters Missoula. We noticed its success after the first year, invested in it, and saw the success blossom. As a result of the model that this Board and staff put together, we took it statewide as Graduation Matters Montana. We saw an increase in the graduation rate by a couple of percentage points, to 84.4%, and a decrease in the dropout rate by a couple percent. The Washington Foundation three-year \$1.6 million grant: a piece of that was the Graduation Matters model. Most of the grant involves professional development of teachers, including IB, academies, professional learning centers, and Graduation Matters—the grant is front loaded in professional development. The grant is going well. There is about \$130,000 left over in the MCPS portion from the first year. As you work with UM staff and others who could train your staff in IB and academies, you have to send them to the right places. We anticipated you would have to feel your way through the first year. As we look as a funder on the program, we know there will be ups and downs. There will be reasons you will come to us and say as we look a bit at another piece, there are adjustments; we know we will work with you and UM. Schools of higher education are advancing education across the P20 program. He hopes it starts to build the model, however that might look.

Perhaps this can be taken to other districts around Montana. He appreciates the hard work you, the teachers and the staff, are doing to make this happen.

Smith thanked Mike Halligan and Mr. and Mrs. Washington. Dr. Apostle thanked Mike Halligan. Apostle said there is no question that we would not be progressing in our various initiatives without the Washington Foundation and other community partners. We are really poised to do great things. Our partnership with the University of Montana is very important in terms of our progress from this point. Apostle thanked Mike for being here tonight and sharing in terms of what is happening.

**Roberta Evans**, Dean of Phyllis J. Washington College of Education and Human Sciences, UM/MCPS Collaboration; Bob Currie-UM Montana Digital Academy, Ryan Schrenk-UM MDA with Matt Clausen-MCPS Meadow Hill MS Asst. Principal, Lisa Blank, UM Curriculum & Instruction, Steve Gaskill-UM Health & Human Performance, Morgen Alwell-UM Curriculum & Instruction with Neil Murray-MCPS Chief Charlo Elem. Teacher, Trent Atkins- UM Curriculum & Instruction with Patricia Lubke-MCPS Hawthorne Elem. Teacher.

Heather introduced Trent Atkins, professor at UM in Curriculum and Instruction, and the program liaison for the SHAPE P20 grant; we have worked closely with him over the past year. We are into the second year.

Dr. Atkins said that Dean Evans asked him to give the welcome; she is at home ill. We are very happy to have the rest of the team here tonight to share the activities of the last year. As Mike Halligan stated, the shape of SHAPE P20 is significant. We are taking on a lot of initiatives and making good progress. It is significant how it covers the spectrum, and exciting to think about our own children accessing the variety of programs being offered. It is also exciting to think about if a child struggles as a learner or from a behavioral standpoint, if they have significant needs, it is impressive that SHAPE P20 addresses the individual needs of those students. Dr. Atkins said he is proud to be associated with it and looking forward to the progress we will make over the next few years. He showed a graphic developed to be comprehensive: you can see all the initiatives that make up SHAPE P20, how they address different levels of education from pre-kindergarten to college, shown by all the shapes, and the outcomes, shown by the ruler: we are engaged in conducting a variety of evaluation. Last year we spent a lot of time with Mike Halligan and others from the Washington Foundation developing a solid evaluation plan that includes the global measures listed here, and also indicators associated with each initiative. As we move forward we are able to document progress, identify areas we need to make improvement, and share information with the Foundation on a quarterly and annual basis. Bob Currie, Executive Director of the Montana Digital Academy (MTDA) is out ill today. Ryan Schrenk, Instructional Program Manager for MTDA is here. Lisa Blank is leading all the STEM (Science, Technology, Engineering and Math) initiatives. She is doing a lot; it is fun to hear about. Steve Gaskill, professor of Health and Human Services: some of the work he is doing with the district has been a longtime goal. Morgen Alwell, associate professor in the Department of Curriculum and Instruction: Trent noted that Morgen has brought to the college and to the district the concept of Universal Design for Learning; it is very exciting, it makes education accessible to all kids. As liaison for SHAPE P20, Trent is also leading the academic and family supports initiative. Kate Brayko, assistant professor in C&I, is working with Paxson on dual language immersion.

Ryan Schrenk works with the Montana Digital Academy (MTDA). He spoke about credit recovery and blended learning. At MTDA we offer a statewide program for all high schools in the state—a supplementary online program. There is a need for credit recovery at the state level for students who fail out of a class and need to make it up. From the smallest school to the largest, it is a challenge to meet the needs of all schools. Over 3 ½ years we have learned some lessons: one was the need for a custom credit recovery model that would be Montana owned and developed, employing subject matter experts to create a custom credit recovery model that we can test at sites and share curriculum from North Carolina Virtual School, one of our partners we have access to in a state wide virtual school collaborative. We are excited that as that project continues to move forward, with our connections with other virtual schools, that it will grow to serve other schools in the country.

Matt Clausen was introduced. Ryan: we use blended learning to create “lighthouse” model classrooms throughout MCPS. Matt is one of 36 students in a graduate level class that Ryan is teaching to bring together educators to develop blended learning projects. Their presentations will be made in the evening with a reception. They began the class talking about what are blended learning models: now we meet and see some

models. Matt thanked the Washington Foundation for the funding to support this project, the UM partnership, and the Board for supporting the SHAPE P20 grant. They are excited to be figuring out what blended learning is. Nine teachers from Meadow Hill are participating: they went in cold, not understanding, and they are coming to understanding through the process. One of his challenges as an administrator is to manage expectations, bridging current realities and plans, to get to the ideals. We are dreaming big, but we have to start small. There are four teams: one for core classrooms, using the blended learning model and facilitated conversations about books, to hopefully draw out students who are less likely to talk in front of peers. The 8th grade team is really looking at remediation, so the credit recovery piece resonated for them. Math teachers know that the way any one of them teaches math may not work for a particular kid, so how do they find ways that they can learn? In one example a teacher created videos to show another way of understanding the Pythagorean Theorem, bringing in other opportunities. In 7<sup>th</sup> grade we are enriching the curriculum: students dig deeper into the history of the state. For those kids who are most interested and looking for a richer experience, they can really dig in. The Spanish teacher is working on an enrichment extension activity with 8<sup>th</sup> grade students, partnering with Paxson and non-immersion first graders, teaching some basic Spanish vocabulary in rhythm and song and putting things on the website so parents can learn along with their kids. We encourage you to come to presentations of all the schools, especially Meadow Hill.

Ryan introduced Lisa Blank. Lisa is the parent of 2 children at Washington Middle School. She has the opportunity to work with STEM. She just spent her sabbatical in China. We don't have time not to do work on STEM. Her children saw what they are doing in China. We need to increase awareness and interest in STEM fields of study and careers. Lisa wrote a grant in collaboration with the regional directors. The math proficiency in MCPS is way higher than most places, so we could not get funding because our math proficiency was so high. A few years ago Raytheon ran a study focusing on the question of why are we importing people from other countries into STEM? We do have enough students graduating with math proficiencies, but there is not the interest in careers with math or science. This has to be the first step: proficiency in math and interest are the two big filters we need. Lisa spoke about four initiatives: 1-Robotics. Lowell and Chief Charlo are piloting robotics in 4<sup>th</sup> grade, and their principals are extremely active in pushing this forward, as is Karen Allen. At Chief Charlo they are doing blended learning as part of that. As part of the Washington Foundation funding, we purchased 2 classroom sets of 15 robotics kits. We are hoping next year to move to two more buildings, and also to begin including 5<sup>th</sup> grade so that eventually every 4<sup>th</sup> and 5<sup>th</sup> grade student will have access. We are training teacher candidates in robotics also. 2-Project Lead the Way (PLTW): we are using VEX IQ and also Lego Mindstorms in robotics and now PLTW. It looks like within the next month we will be able to announce that UM will be a training center for PLTW. Regional teachers will come here, and we can use teachers like Kate Farnes as PLTW instructor master teacher. We will train teachers, who will go back and train other teachers. The UM biomedical and pharmacy program has taken on the leadership for biomedical training, so we can train teachers in Missoula and across the state. In terms of boys and girls in STEM fields: girls are not well represented in many fields, like engineering and technology. We are initiating a STEM career conference for middle school girls, which will be held April 19. MCPS as a partner has helped send brochures out to families. Middle school girls rely on social networks as to how to select their career. They self-select out of STEM by 9<sup>th</sup> grade. Families can have a conversation about STEM with their daughters. Denise Juneau is coming to kick it off and there will be participation by professionals from around the community and campus. There will be a pollen count station on the Skaggs Building and lots of opportunities for girls. SpectrUM is doing a family social including liquid nitrogen ice cream. Multiple sponsors are involved, including the Phyllis J. Washington School of Education and Human Sciences, the Big Sky Brain Project, SHAPE P20, AAUW, the University of Montana. They will provide scholarships so anyone who wants to go can do so. Fab lab: in April 2013 the new science standards came out—Next Gen, science and engineering. We don't have a lot of teachers who have a strong engineering background. That's what the Fab Lab is for: we have created a digital fabrication lab, with 3D printing for the girls, and we are hoping to do that with teacher candidates. They are hoping to get a K-8 STEM teaching certificate approved. PLTW training will include digital fabrication and robotics. We are starting the first robotics courses this summer.

Steve Gaskill, Missoula Active Schools, is a professor in exercise science. Active schools collaborate with schools and entire community. Funds from the Washington Foundation have been greatly enlarged by the

Missoula Health Department, the school district, and others. He is excited to announce that 2 days ago the CDC named us as one of 4 model cities in the U.S. that will be implementing how to get kids active in schools. The other 3 sites have multi-million dollars; we are doing it on much less. For 9 years he has been working with the schools. He has collected physical activity data and related it to GPA. He compared the least active quartile to the most active quartile, and found that by the time they are in high school, the active students are one full grade point higher. CDC also announced that they will publish a position paper with unequivocal evidence that physical activity impacts learning and cognition. Gaskill and 12 others will write the position paper. In Missoula, besides the little projects we have tried in schools, we are involving the health department, the university, and health care providers. We have held 3 summits: one on physical activity and nutrition, one on physical activity, and one on nutrition: how to make the kids healthy, so they can learn better and improve health and learning. This is the first step in community change. We have done analysis at every school of what they are doing well in physical activity and what they are not. Starting this month we are planning activities at the schools with the MBI teams. We will start the planning curriculum of adding 10 minutes of activity to the curriculum per day, then 15 minutes per day the next year, until we are at 50 minutes for every school kid. We will work with community businesses, sponsors, and the university to fund that part of it. We want it to be a community initiative that has long lasting power and change. We will be a community where no child is left sitting on the bench.

Morgen Alwell: Universal Design for Learning. We are offering a series of free classes for teachers and related service providers in the district to learn more and engage more deeply with the Universal Design for Learning principles. We want to help teachers think about learning for all the learners in their classrooms, how they will teach particular content, Common Core, or others. Based on 20 years of cognitive neuroscience: from brain research experiments, we know quite a bit about how we process new information from short term to long term memory, how it refines the neural networks in our brains, and how to engage the emotional part of learning for all learners—the kind of things that are obvious to good teachers, but supported with scientific evidence. The first free class will be offered this spring for 13 teachers and also support people. It will be done on the train the trainers model, also offering collaboration and consultation with those teachers. She and colleagues are going out onsite and brainstorming with teachers the principles of UDL. In Missoula we have a lot of teachers skilled in engaging lessons and innovative pedagogy; we want to incorporate those teachers. Neil is one of those teachers. He teaches engaging lessons and uses the language of UDL.

Neil Murray, special ed teacher at Chief Charlo. He is involved in collaboration with Morgen and the SHAPE grant. UDL is based on 20 years of neuroscience, minimizing barriers and maximizing learning. They help teachers identify barriers. Lots of students have a lot in common, but we all interpret information differently and are motivated by different things. UDL is about diversifying teachers. We see increased participation in the general curriculum and growth in learning across academic learning. Collaboration between special ed and general ed allows for more inclusive teaching. He has seen how all students benefit from this. One example: an iPad was brought into the 2<sup>nd</sup> grade classroom to help break down barriers for a student with autism. The student was practicing spelling his name in the word work group. Within minutes, we realized the app benefits all students, from those trying to spell “fish” to those trying to spell “sincerely.” Each student was able to manipulate sounds and letters. It is about meeting everyone where they are at. Neil joined Dr. Alwell in a presentation at a conference last month, where they shared strategies and tools and talked to people from around the state; it was a great collaborative endeavor. Neil is working with Dr. Alwell teaching the continuing ed class she described. He looks forward to continuing to educate everyone about UDL and improving instruction.

Trent introduced Patricia Lubke, kindergarten teacher at Hawthorne, who is working on academic and family supports. Trent: the focus of the initiative is to work with schools and parents, to get kids to a better spot than they have been historically—mostly academically, but also socially and behaviorally. We focus on getting parents involved in teaching kids to read before they come to kindergarten. We worked with Hawthorne to develop kindergarten roundup. We learned a lot—the end result was collecting useful information on students. You can see on graphs that from one cohort to the next at Hawthorne, there has been significant improvement on where kids started school. The impact of parents being with kids as they did basic assessments was that they were getting a better idea what they need to know before they come to school. We are working also with a

national model on how to teach parents to teach their kids to read. If we can get parents more engaged, we will have kids who start school better and we will have better outcomes in the long range. Patricia: last spring Mrs. Allen got together with Principal Becky Sorenson; they thought Hawthorne would like to try it. In spring at Kindergarten Roundup Trent and others came in and took kids individually for 10-12 minutes; they checked to see what the kids knew. After that, the teachers looked at the data. They were amazed at what they saw. That's how they developed their class list. They wanted a mix of background and ability level, for peer tutoring, etc. During the summer they had a math night and a literacy night, and they invited kids and their families to the school to get used to the building and the playground. They gave them dinner and had an activity. They used information from Trent and his colleagues. She saw that her class did not do well with initial sounds, so she focused on that goal. She had side conversations with parents as she was working with kids, about things they could do at home. By fall, they knew which kids would need a little support, which kids would need more, which kids were where they needed to be, and which kids needed challenges. They were able to quickly get kids comfortable in school and develop reading and math groups. Parents did not take as much advantage of the opportunity to do the work during the summer as they would like. The Kindergarten team before conferences went through the modules and looked at what would fit with Common Core and essential learning targets; they showed parents the modules to look at. Kids reported that parents did work with them. Their goal this year is to get the word out for the summer. Before they came tonight, she and Trent were working with a representative from every K-5 school, so each can have that information on how to assess and who will help. Kindergarten registration is Tuesday, April 8; it is coming quickly. Trent said that it has been very rewarding working at Hawthorne with this group of Kindergarten teachers.

Dual language immersion: Kate Brayko. Trent showed a slide that gives an overview of what she has been working on. IB is valuable. An educator's survey was sent to 600 people in Missoula; it had a decent response rate. It is exciting to hear about all the training centers at UM. They are hoping to add IB training too. Reciprocating factor: dual language immersion is having an impact on how we are addressing preschool and our teaching candidates at the college. People assume that in a college town, the schools and the college work closely together, but often that is not true. We are fortunate we have always had positive relationships.

Last slide: teachers are supportive of SHAPE. The spring educator survey shows that 70% plus are supportive; some people had not heard of SHAPE P20 even at that time. They will do the survey again this spring; he knows we will see positive improvements. Open for questions. Smith thanked Trent.

Lorenzen: all of these programs come with some cost, and IB comes with a particularly high cost. We are having to subsidize SHAPE P20 to pay for IB coordinators at various schools, and there is now pressure to bring a language teacher to one of our 9 grade schools. Is there any chance UM could help the district with the cost of IB, with the cost of coordinators? Trent: knowing professional development is the largest expense for any district, providing trainings here saves considerable amounts of money, the cost of sending them to other places. As soon as this summer we are hoping to have smaller trainings in Missoula. As early as next summer we are hoping to be able to expand and invite folks from Kalispell, also Seattle and other areas. We are building on the idea of come learn, and also come and enjoy with your family. We have to apply for status to make it bigger; we are confident we will be able to do that. It will come as a significant savings to the district.

Dickson: about the survey you are sending in the spring: she met with members of the staff who were upset about the survey the first time, about some of the information that was asked. Is there any way we can incorporate that feedback? Dickson said she knows we did not get the most people who could have responded. Could we work with staff to help evaluate these programs? Trent: we had a 35% return rate, which is actually good; it is average or above average for a survey. We had a sample of 200-300 folks depending on the item. Just one teacher expressed unhappiness with the survey. He shared the teacher's concern with the school board and the Washington Foundation. Trent says he is open to feedback; he took his feedback to heart and will make some minor changes. Dickson said she has met with other staff members; she offered to share the feedback she got with him.

Sadler said he is astounded and amazed at the programs you have helped devise in this program. It is a wonderful thing for our district to be part of this new way of thinking, doing business, and helping children. He is amazed that this is not being done just at schools with high SES (Socioeconomic Status) scores, but across the district. That's a wonderful thing. Your results will be better because it is a cross section. Sadler complimented

Trent on the academics and study that are behind and supporting the programs your group has proposed and is implementing in our schools. By going slow and doing small groupings, and learning from what is happening, the whole program will be better. If you become a training center for various groups, it will be a wonderful thing for Missoula. It is a wonderful place to get an education, and with the university being successful, MCPS will be more successful. You are building your programs and training by using teachers here, which will make our children more successful. All good wishes.

Beers commented that he is really impressed, particularly with the introduction of Universal Teaching and family supports. He is particularly interested in this: the teachers spoke to it beautifully, and it benefits all students. If a student who learns in a different way has a successful experience, it benefits all students. Beers noted that we do not have the resources for programs to go district wide. Moving forward with the idea that we will get these programs into different schools, what conversations are happening between IB and UDL and all? Eventually when they coexist what are we doing to facilitate conversations? Trent: the best way we are facilitating that is through a close working relationship. He meets bi-weekly and talks weekly with the regional directors about various issues, to brainstorm and talk. What you have heard tonight, some may be perceived as lower SES and higher SES neighborhoods, but he has confidence in the regional directors and our team, and in the long term goals. Speaking for his team, not one of them could live with a trajectory of something that stays the same, and that is also true of MCPS administrators. This is the first year of implementation. We have accomplished a lot; we are becoming cognizant of things, and we will address them as a team. It is important for people to take a step back and realize you have to start somewhere. He thinks you will see a lot of integration—he will be looking for it as a parent and a professor.

Tompkins asked about funding and future funding. She would like to hear from the university perspective. Since she works at the university in grants, she knows that when a grant sunsets, sometimes the programs go away entirely. How have you prepared in C&I for these programs if the grant goes away—have you absorbed them into the general funding? Have you had the programs prior to the grant? Trent: relative to MCPS, the project is building capacity to offer onsite trainings; that is happening because of the project. It is the same with dual language immersion. As we see the college become more well known as a regional training center, it will help. How we are preparing teachers: what we are learning with all our research and field work also goes into the courses we are teaching: the preschool and the pre-service teachers. We are developing cohorts of teachers who will be better prepared to work within the district. There are increasing student teaching placements in international settings. All these little things are merging. They have great benefits and they will help with sustainability in the long term. He agrees that sustainability is often an issue with grant funding; that is how it is different with this project. It was an expectation to start with. There are things being put in place that will offset costs.

Smith: hearing about the programs from youngest to oldest, for all levels of abilities, makes him think of moving forward with the whole district. Each neighborhood school has its personality and will put its stamp on programs as we go forward. He appreciates the thoroughness you are working with. We are learning with you and from you. Life is change, growth is optional: choose wisely. We are choosing to grow. Thank you all for coming; we appreciate your work.

Apostle publicly thanked the Washington Foundation and Mike Halligan. Without the Washington Foundation and generosity of our community even before this grant, we would not be implementing the programs preparing our teachers and students for the future. He thanked Dr. Evans, Dr. Atkins and their staff for perpetuating and further developing the relationship between UM and MCPS to challenge the future of learning. The district has not had this kind of relationship with UM before. It is an in-depth relationship that will transform the university and the district. The fact that the university is moving quickly to become a regional and national training center will help us enormously in continuing these efforts. We have spent the majority of the grant funds on training for teachers in various initiatives. Without our staff, without the training, without the resources, we would not be here. Apostle said that Dr. Atkins mentioned that the relationship between a university and a school district is not always positive. This evening proves that the University of Montana is a true partner to the Missoula County Public Schools, and vice versa. Thanks to all of you for being here and sharing with our Board and the public the progress we are making. Do we have a lot of work to do? Yes. Is everything perfect? No. But we are making progress.



## REPORTS

**Student Trustee Reports** - Student Trustees from the individual high schools will report on activities at their schools.

Hellgate HS: Student Trustee Isadora Shannon reported that basketball is starting this Thursday. The swim team swept state. Swimming awards, February 26: they had 18 conference awards and 53 letter awards, also all state academic awards. Wrestling awards: conference, letter and all state. Cheer team had awards. Girls' basketball had awards. Speech and debate had awards. In just over a week student government will be putting on a movie at the Roxy to raise money for a scholarship for a student. Come and support them on Thursday, March 20 at 7 p.m. at the Roxy. Spring Break approaches, along with school-related trips: Mr. Jensen, biology, and Ms. Hinman, English, are taking a group to Baja, Mexico to study sea stars and other marine animals. District Music Festival is coming up for orchestra, with students from all over Montana. Students with a score of superior will move on to state competition. BPA (Business Professionals of America) regional finalists competed in state competition. Hellgate drama production of *She Kills Monsters* is coming up.

Big Sky HS: Student Trustee Abbey Hege noted that she was at state DECA competition during the last Board meeting, and Student Trustee Kate Zimmer is at the swim meet now. Big Sky had Michael Beers come to their Diversity Week assembly; they showed films and had community members share diverse topics. They are looking forward to spring. Big Sky HS is proud that student Ellen Bonner was selected to attend the American Youth Leadership Program Cambodia trip. Girls' basketball made it to the state tournament. Tomorrow the drama department is hosting an improv show to raise funds to send students to New York. Tickets are \$4; it begins at 7:30, and the community is invited—one Hellgate student is also involved. Next week there will be a play, 20<sup>th</sup> Century, March 19-22. DECA is sending students to Atlanta the first week of May. Key Club students received 5 awards at convention. Student government is working on ways to increase student involvement and appreciation following the results of the My Voice survey. They are considering different behavioral options they may be able to offer.

Sentinel HS: Student Trustee Hailey Gray reported that girls' basketball beat Capitol, which was the number one seed in the state AA tournament. Wrestling and swimming seasons ended. Wrestling placed 5<sup>th</sup> at the tournament. For swimmers, girls took 7<sup>th</sup> overall, and there were many individual awards. Speech and Debate recently hosted the national qualifying meet, in which over 1000 community members participated: thank you. Three students are going to nationals. Hellgate had a number of qualifiers and will compete at national also. Big thanks to the community and to the Board. Special Olympics: athletes are gearing up; they are looking for volunteers in April. Beginning next year in 2015, Missoula will host for the next 3 years. Sentinel is hosting volleyball in March, and in May they will host the Northwestern Square Dance Festival. Clubs: drama is performing *The Laramie Project*, March 20-22. They are inviting everyone to attend. Hailey listed Drama Club awards from the Thespian Festival; their teacher was named Montana Theater Teacher of the Year. Students have been working on a gardening project, teaming up with special ed life skills students. Weather interfered with the State Key Club convention; Sentinel students received several distinguished officer awards. Ninety-one members of DECA returned from the conference in Great Falls, where they participated in competition in many areas: 38 members qualified for the conference in Atlanta. All students were from Sentinel, plus one Hellgate HS student. Jackson Smith earned a top ten score. Advanced Problems in Science (APS) students competed in Salt Lake City at the Intermountain Junior Science and Humanities Symposium at the University of Utah. Today APS students traveled to Butte for the science fair; next week they will be at UM at the Western Regional Science Fair. Sentinel's first Diversity Week ever happened recently. The Choir Dessert Show was held this past weekend; it had been rescheduled due to weather. Hailey listed Elks Students of the month, the 2014 Presidential Merit Finalists, Sentinel Most Inspiring Students, and a winner of the Montana Volunteer in Prudential Spirit of Community; she listed an award that she has received also. Senior Olivia Roberts scored her 1000<sup>th</sup> point in the crosstown game against Big Sky HS. Jackson Smith won a statewide oratorical competition and will compete in Indianapolis. State Poetry Out Loud competition is Saturday, March 8 in Helena. Several students attended the Summit for Healthy Children. Students gave a presentation about DECA to Kiwanis Club. Sentinel held their annual talent show. There have been several Missoulian articles about the Sentinel dual credit program. Out of all AA high schools in Montana that offer dual credit, Sentinel has most, with 187

students who take dual credit. Congratulations to all staff, students and administrators who have made it possible. Hailey said she can personally attest to the wonderful job the teachers do with the dual credit courses.

Willard student Sam Stoner filled in for Student Trustee Jordan Barham, who is ill. Sam reported that 28 students completed the requirements for high school graduation. Today was the first day of the new trimester, with 30+ new students at Willard. At the assembly last Wednesday, students were honored for achieving honor roll, high honor roll, and 3 students for earning all A's. On February 20, they held the 7<sup>th</sup> annual Willard Career Fair. They partnered with the Human Resource Center to hear about 10 different career fields. It was a very positive experience and generated interest in career paths students might not have considered. Thanks to all those community members who participated: Matthew Nord of Tangled Tones, a crime prevention officer, respiratory care program, Missoula Children and Youth, a social worker, media arts, a program manager from the U.S. Forest Service, fire fuel and smoke research. Last Friday the entire student body participated in NCBI (National Coalition Building Institute) to reduce bullying and prevent violence. The training was very well received by students and staff. There is a parent open house on March 20 that includes a taco feast. Sophomores are about to start CRT science testing, and juniors will take the Smarter Balanced test in English and math. Students attended the Big Sky Documentary Film Festival and saw the films *Dry Land* and *What I Hate About Myself*; they had the opportunity to speak with filmmakers as well. Thanks to Susan Hay Patrick of the United Way for making Sunrise Rotary possible. Thanks to Sheryl Noethe for poetry workshop. US history and world government classes remembered the 50<sup>th</sup> anniversary of the Wilderness Act; prints were donated to the Flagship auction to support the Flagship Program. Students have participated in avalanche prevention training and learned about snow safety, using beacons, etc. Thanks to the staff at Dr. Sheppard's office for donating a pair of prescription glasses to a Willard student.

Smith: thanks to Sam for filling in. Thanks to all student trustees; it is great to hear all the great things happening at the schools.

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

**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.

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

Rose Dickson: 1-Dickson expressed thanks to Willard. Trustees just went on a school visit there. She thanked students who talked with them for their amazing insights. She expressed congratulations to the recent graduates, who came back to talk to trustees the next day. 2-Dickson noted that she participated in the active resistance training last month: it was so valuable. She thanked the union for working with the district to get teachers there, and she thanked teachers for taking time out of their Saturdays. She thanked the campus police, county sheriffs, and others for providing funding for the trainers to be there. Dickson encouraged any other Board members to go to the training. She said one teacher said it was the best PIR day he had attended in his 41 years in the district. 3-Dickson noted that there is an Aerie reading tomorrow, Wednesday night, a slam reading, at Big Sky. She congratulated them on their readings, and invited all to attend.

Jim Sadler: he was at the Willard visitation; it was a joy to listen to students share their personal lives. He was so proud of them having graduated. Sadler announced that the local Masonic Lodge 13 gives 12 bicycles to various elementary schools in Missoula; they gave two each to students at Paxson, Chief Charlo, Russell, Lewis & Clark, Cold Springs, and Franklin. This is done to support the library. Each child who reads a book places their name in a hat, and at the presentation ceremony names are drawn, and we give a bicycle to two students. You have better chances if you read more books. The Masonic Lodge will do a new program for Kindles. They are starting to set it up. Sadler invited anyone who has ideas on how they can present Kindles to elementary schools to let him know.

Mike Smith asked Joe Knapp if he was still with us by phone; there was no answer.

## **TEACHING and LEARNING – Executive Regional Directors**

### **Indian Education Department Staff – (Information) Karen Allen, Executive Regional Director**

Karen said it is her pleasure to introduce the Native American staff to you. One member of the staff is a wonderful woman, Kate Beals, a distinguished elder, who had to leave earlier. Sorry she couldn't be here. Kathy Sharbono, Native American Studies teacher at Big Sky HS and Willard. Kathy has been one of the sponsors/coaches of our AIBL team. Those students have been very successful nationally. We have a whole-district team meeting at Willard this year, which is more central; the team includes Native American students from all our schools. Helping sponsor the AIBL team is Glenda Weasel, proud mother of 2 recent high school graduates in the ceremony Sam spoke of. Cecil B. Crawford works with students at Hellgate HS and Willard, but also with all students, especially those who want to learn to play golf and who like to bead. Cecil introduced his fiancée of 28 years, Becky. Avis Chenoweth, who is working at Cold Springs, Meadow Hill, Washington, Porter, and Sentinel. Avis and 6 teachers from Porter will go with a group of Native American kids to Salish Kootenai College on Friday; it is a very special trip. Karen: Glenda Weasel, besides being sponsor of AIBL, works at Russell and Chief Charlo and is part of our Title VII team, the federal Native American support program. They have to keep a lot of data, including a form on every Native American student. Glenda works diligently to keep our data above repute. Thomas Tall Bull, a recent graduate of SKC in Environmental Studies. Unfortunately his wife had a car accident; it has been a traumatic experience for his family, so he is not with us right now. We have a wonderful substitute, Kathy Cichosz, whom we welcome as a member of our team. Karen: this group of people, along with the teachers in all of our schools, have made it possible for the Native American graduation rate in MCPS to be the highest in the state, approximately 85%; that is up from about 50-some percent very few years ago. Also Karen had an opportunity today to have "Soup's On with the Superintendent." There was a mother in the room who was Native American, who went on and on about how much better the program is now than before, when she was a student. There were comments about families and parents being involved, and how this team of people is working so positively to involve parents and families. This group is sponsoring the first Native Youth Powwow in MCPS Saturday at Porter: we welcome all of you there. There will be two grand entries: one at 1 p.m., and one at 7 p.m. They will be there at 10 to prepare; people will arrive from 11:30-12; and they are hoping to be out of there by 11. Everyone is welcome, we hope to see you there. The powwow will be in the Cougar Gym. There will be concessions and vendors; there are about 17 vendors so far, in the other gym. Karen: groups are coming from as far away as Saskatchewan.

Apostle: as you saw this evening, there are not a great number of people in our Indian Education department. To accomplish what they have done in a short period of time is outstanding. To take the graduation rate from around 50% to where it is now, Cecil and everyone have worked very hard. They have spent a lot of time individually with students and families. We want to model that throughout our system, so that all can go on and graduate from our system. Thank you, and congratulations for the achievements.

Smith noted that there is a request to move Item 8c, MCPS Safety and Security Task Force, ahead of Item 8b, MCPS Mental Wellness Task Force, because Officer Puddy is on duty right now. There were no objections.

### **MCPS Safety & Security Task Force – (Information) Burley McWilliams, Operations and Maintenance Supervisor and Officer Mark Puddy**

Burley thanked Carol Ewen and her guests for letting them go ahead. He said they will talk about the status of where we are with the Safety and Security Task Force. Burley thanked Officer Mark Puddy for playing a huge role in the process this past year. He is one of a lot of law enforcement and local officials we have collaborated with, and he has been instrumental in the active resistance training. We appreciate Mark's time.

Mark Puddy thanked Dr. Apostle, the Board, and the public for the opportunity to give an update. Priority recommendations for Year One, 2013-14 include; 1-providing active resistance training for all District 1 personnel, volunteers, and members of outside agencies or organizations who work in the school environment, as well as training in other safety protocols including first aid. This is all targeted toward adult personnel and educators within the school system, not the kids; 2-To assure consistent, reliable systems; 3-continual ongoing assessments of school environments; 4-work to strengthen collaboration with local systems and dispatchers. We have seen a lot of improvement in that area. Active resistance training will occur on an ongoing basis for

many years to come. MCPS currently has 8 certified trainers—that does not count law enforcement staff. Two participated in training at Meadow Hill. Continual partnership is needed between local law enforcement and MCPS to complete trainings. The next training is Saturday, March 15 at Lewis & Clark. Training is scheduled once a month through June. All staff (most of whom have completed it) is working on completing a 45 minute FEMA training video for Active Shooter—it is very positive in preparing individuals for training. Reliable systems: we have received 2 bids and are waiting on a third, to replace the failing high school card key system, which is scheduled for replacement this summer. A new system would allow us to lock down a high school from any computer in the district. The 2015 bond would get the system installed at all schools and allow us to use district ID badges as keys, ensuring our staff wear their ID badges daily. The district has re-cored/keyed many doors throughout the district to assist staff with ensuring doors remain locked other than the main entrance of each school. This is a good start. Ongoing assessments of school environments: the barrier at Hellgate HS, at the intersection of Brooks and Higgins. Burley has scheduled a meeting at the site for later this week with the Montana Department of Transportation and city engineers. Upgrade district telephone system: this was completed recently. So now when anyone from a school calls 911, that school shows up on the system, rather than only the main district number. If the call is disrupted, we know where the call came from, so we know where to send first responders. Work to strengthen collaboration with local systems: the police, sheriffs, and UM police department have worked tirelessly to get programs going. The more we do these trainings, we find it is a great opportunity for us to get to know our school systems and the teachers, forming an outstanding relationship with individuals who have attended so far. Our chiefs and sheriff are committed to this program indefinitely. Local emergency services have scheduled training for Incident Command System in April. Disaster preparedness requires training in ICS (Incident Command System), a nationally recognized system brought to us by FEMA. There are different levels: this is ICS 300. It is a good start to get us introduced and to get our people trained. Training requires approximately 1.5 hours for the ICS 300 course, starting this week. Missoula DES has provided a link for a 45 minute online training; most staff have taken this training related to Active Shooter. We all have to think about it. The Safety and Security task force was created to ensure the district stays focused, and we are committed to do so. The committee is still strongly requesting that MCPS create a safety and security coordinator position. The position will ensure that MCPS continues to make progress in the right direction. We recognize the requirement of additional funding, and we hope that will be included in the 2015 bond. Questions? Smith thanked Burley and Mark.

Shelly Wills asked about the bond that is coming up—has the presentation been made at all the facilities so they know to add that in to what they are asking for? Apostle: the proposed bond issue in 2015 is three-pronged: 1-technology infrastructure; 2-safety and security; and 3-developing facilities that truly support 21<sup>st</sup> century teaching and learning. This is a major component of our bond issue. It is something we have reviewed and will continue to review.

Beers: how often are the safety and security meetings, and when is the next one? Mark Puddy: we were meeting regularly to get active resistance training off and rolling. A lot of that is progressing. He thinks there is a plan to have another meeting. Apostle: The intent is to meet every month. At previous Board meetings, we have indicated that we would give trustees quarterly reports. This is the first of those. We are keeping our promise to keep you informed. We must keep this on the front burner. This is not something that can drop off the table. It takes constant vigilance to keep it going. Many projects are going on in the district right now, but none more important than a quality safety and security program.

Julie Tompkins: did you say something about students doing active resistance training? Mark Puddy: we thought early on that it is a possibility. At some point there might be an introduction of what to do if an armed intruder walks into a school, but we don't currently plan on doing it any time soon. We are getting the adult individuals employed by the schools in first.

Karen Allen: obviously active resistance training uses Universal Design for Learning, because Ms. Dickson was very successful, as was she.

Smith thanked Mark Puddy. To Mark, Smith said he knows that you work tirelessly at this. You have a lot of volunteers: please pass along our gratitude. Smith said he plans on taking the training.

Apostle: this is an example of collaboration with people in our community. We are very thankful to Officer Puddy and the Sheriff's Department for working w us to develop the training program. It is not easy to set up. It is costly. We are working it out with our unions.

Mark Puddy: Safariland, the group that brought the training to the trainers, has been getting regular updates. We are getting some recognition because our program is so dynamic. It is going more places now. A lot of trainings around the country don't include a lot of the stuff we have. We are leading a unique and very dynamic program to try to make our schools safer by giving our teachers some training.

Burley: we will get the schedule out for the next meeting in late March/early April. Regarding the question of students, there are a lot of questions related to lockdown procedures and how to drill that with kids; how different from lockdown active resistance is, and whether it is age appropriate. It will not be like what we do with staff. Burley expressed his thanks to Officer Puddy. We really would not be where we are at as a district without him and his peers.

Smith: all Board members are invited to active resistance training and to meetings of the Safety and Security Task Force.

**MCPS Mental Wellness Task Force** – (Information) Carol Ewen, Rtl/MBI Specialist, School Psychologist, Brian Yowell, Juvenile Public Defender

Carol: thank you for having us. Like Dr. Apostle said, we are the third prong. Discussions about Safety and Security and Mental Wellness started last year. We realized we needed to be a lot more to make change in our district. The group has committed to meet quarterly, and for work groups to meet more frequently. One of the recommendations to the Board we made is that all schools begin implementing MBI (Montana Behavioral Initiative). It is a good core curriculum, and then there are interventions for kids at risk and intensive interventions for those who need them. There are preventative measures for all, targeted interventions for those at risk, and individually targeted interventions. It is both academic and behavioral in tandem. Mental Health Task Force: 1- monitor/review MCPS mental wellness system effectiveness (MBI implementation, CSCT outcomes, student achievement); 2-create effective community agency and school communication systems; 3-develop increased collaboration between school and community agencies; 4-provide quarterly updates to the Board.

Brian spoke about the flowchart: MCPS Mental Wellness Task Force divides into 3 areas, the tiered levels of intervention, self selected into 3 groups: a number of professionals and interested persons. [Trustee Ann Wake left the meeting.] We are working on putting together processes and bringing them back to the task force, then we plan to bring them to the Board for possible implementation. To measure progress, we use SET, Schoolwide Evaluation Tool, as a measure of MBI implementation in each school. The professional who heads this tool interviews children, teachers and principals to get a thumbnail snapshot of where each individual school is with its implementation. The benchmark/target is 80% fidelity with implementation of MBI. A large percentage of schools have met and exceeded it; others are works in process. That reflects that those with lower levels of fidelity are late starters, but they are making excellent progress. Brian said he has a child at one of the high schools and one at middle school. One is on the front lines of this, in one of the elements of MBI that has been recently started and has been quite successful. From a parent's standpoint, things are working.

Smith thanked Brian and Carol for coming and for their patience. Thanks for the information. It is nice to hear that we are making progress. Keep up the good work.

Apostle: Brian, you have been a dedicated member of our committee. Apostle said he knows Brian is a busy attorney. He appreciates Brian participating tonight, giving the Board and audience an update.

**MCPS Safety & Security Task Force** – (Information) Burley McWilliams, Operations and Maintenance Supervisor and Officer Mark Puddy

With agreement of Trustees, this item was discussed before the MCPS Mental Wellness Task Force; see above.

**Topic: Approve Capstone Project Graduation Requirement** – Trevor Laboski, Executive Regional Director and Mark Thane, Executive Director Human Resources

**Background Information:** The MCPS 21<sup>st</sup> Century Model of Education establishes that the District will implement Capstone Projects as an authentic application of students' skills and knowledge base. A district committee convened to develop guidelines for Capstone Projects and presented their work to the Teaching and Learning Committee on October 7, 2013. A committee recommendation to include the Capstone Project as a graduation requirement was imbedded in that presentation. This item was further discussed at the Personnel, Negotiations and Policy Committee meeting on February 26, 2014 and forwarded to the March 11, 2014 regular Board meeting.

**Administrative Recommendation:** The Personnel, Negotiations and Policy Committee supports Administration's recommendation that Trustees approve the Capstone Project Graduation Requirement at the March 11, 2014 regular Board meeting.

**Board Direction:** Smith read the background. Trevor Laboski: At the last committee meeting, it was taken off the Consent Agenda and brought here for discussion. Smith read the administrative recommendation; the Personnel, Negotiations and Policy Committee supports the administrative recommendation that trustees approve the Capstone Project Graduation Requirement. Motion by Trustee Shelly Wills to approve the Capstone Project Graduation Requirement; seconded by Trustee Marcia Holland.

**Board Discussion:** Sadler stated that he cannot support this capstone project as it is presently presented as an additional requirement for graduation. We require 24 credits now, and this would add an additional requirement. Sadler stated that he does support a capstone, or senior project, but he thinks more discussion is needed and more information. He is not completely convinced that we cannot include this in some sort of coursework rather than having it stand separate. Sadler added that his memory of the last committee meeting was that we were going to send it back to Teaching and Learning, not on to this Board. He does not support it as it now stands.

Wills stated that she does not believe it is quite ready to go yet. It would add another requirement for graduation, and we have 24 credits required. Her idea was to make the graduation requirement 23.5 credits plus the capstone project. Before, the capstone was embedded in the 24 credits, and now it is set separately. If we want to add another requirement, we need to back down on something else. Wills said she thinks it needs to go back to T&L to massage more.

Smith: the motion on the table is to pass this recommendation to make the capstone a graduation requirement; it would be effective next year as he understands it, if we pass it. Discussions about different but related topics, as Wills has brought up: Smith wanted to clarify that we are not voting on that. We can bring it into the discussion, but the motion is to make the capstone project a graduation requirement for MCPS.

Knapp (by phone) stated that first, he has been diligently watching and listening to the entire proceedings. He wanted to emphasize the value of MCAT to this community. It is remarkable what technology allows you to do when you have enough of it. At PN&P this last month, there was a mention made by the presenters that there was significant push back and reluctance by some of the teachers at Sentinel about the possibility of having the capstone project pushed on them. This is an opportunity for those individuals to voice their concerns directly to the Board. Knapp said he is not sure if there are people present at the meeting wanting to speak. In committee discussions it came up that there is quite a bit of variance in the amount of work put in by students currently at Big Sky HS and Hellgate HS now on their senior projects, and that there was variability at Seeley-Swan HS in the past when they had senior projects. Knapp noted that Wills brought up the possibility of considering this credit in an academic course. Knapp said he considers that laudable and probably the way to go. It requires quite a bit of discussion with teachers and the union and others, if we were to move into making this a credit-worthy endeavor, which he thinks in 21<sup>st</sup> century education it probably should be. That was the reasoning behind bringing it into the regular agenda: to have a discussion from anyone from Sentinel and his colleagues on the Board, regarding positioning it as a requirement in all the schools.

Smith confirmed that there is a good-sized contingent from many schools, and the public in general.

Holland said that at PN&P we had talked about taking it off the Consent Agenda, then talked about keeping it in Teaching and Learning. We had had a discussion, since we talked about changing the way it works, and we couldn't discuss it due to open meeting regulations. It is not a rigorous enough project to comply with state requirements through OPI to give a semester credit for it. Holland said she was supportive of that, but we

could not discuss it. We would invite teachers to come to that meeting for more substantive discussion. Holland said she supports further discussion. She supports the requirement, but she also understands we can't give a credit.

Smith noted that he is chair of that committee. He said if it was not clear, he will take the blame.

Dickson thanked everyone for coming out. There has been a lot of work done at committee level, and she applauds you for all of that. As a past student, she completed a senior project and went to senior project presentations. There is a lot of variability in the number of hours students put in, and in what people get out of it. It could be hard to assign a credit to it due to that variability, but she understands the need to lighten students' loads when we have a lot of graduation requirements, and seniors' loads as they go through college applications and scholarship applications. As a teacher, she would love to see students have the opportunity to research something they are passionate about and to present on it, but there is a lot happening senior year, and teachers put in a lot of time grading senior papers and helping.

Lorenzen said she was at PN&P, but she left early. She likes that the capstone is in the 21<sup>st</sup> century model of education. It was stated that guidelines were to be developed by 2012. She likes that we are working the plan and looking for way to apply it in all 5 high schools. Hellgate HS and Big Sky HS have it, and Seeley had it in the past. We have to respect what Sentinel is doing. Sentinel is doing a lot of things: they have the lowest dropout rate and the highest number of dual credit courses. Sentinel has something to teach us: we need to listen. Something going on at Sentinel is working. Don't impose a new requirement without listening.

Hailey Gray spoke as a current Sentinel student about the outside factors about making this a graduation requirement. On her own time, she is personally doing a project, Buddy Luncheons. She has been asked if she wants to make it a pilot capstone project. Hailey said the only benefit she would get from that is that it would be on her transcript. She said it would almost diminish what she had done in seeing a need and filling it. The intrinsic motivation was so much more than it would be if it were a graduation requirement. Colleges were impressed that she did it on her own. She suggested that the district would be taking away opportunities from students by making it a graduation requirement.

Sadler said he would like to hear from the public, but that he intends to ask for this to be tabled and go through T&L for a lot more in-depth discussion. He said he thinks this is so important that we need to discuss this, and he wants to hear from the public.

Knapp: point of information—that would not be a motion to table; it would be a motion to recommit.

Kaleva: there is a motion on the table. If it is voted down, we can entertain another. We need to finish public comment and the Board needs to vote on the motion on the table.

Knapp: a motion to table or to recommit can be a subsidiary motion that can block the original motion.

Kaleva stated that we first need to have public comment.

Knapp said his point is that you do not have to vote on the initial motion.

**Public Comment:** Smith asked that speakers limit their time to 3 minutes.

A local veterinarian and business owner spoke; she is the mom of 2 kids, one a graduate from Big Sky HS, and the younger a student at Sentinel. She said she would be angry if he had to do a senior project. She has mentored 2 students from Hellgate HS. She said she does not see how a senior project helps anything, or what it accomplishes. Her daughter did the project, and she could see some benefit. It was a lot of work on her to see that she got it done and on time; it forced her to write a paper she is not sure she would have had to write; that is a positive. The two kids from Hellgate HS that she mentored came completely unprepared for what they were doing; they presented to her a plan that looked like she had to do a lot of work. She said they could come and experience the day to day life of a veterinary clinic, etc. Her son is a very good student; he has a huge class load, plays sports, and does a lot of volunteer work. She said that she does not see that he would get anything out of this that would make him a better candidate for a college. He needs to apply for scholarships. There is a lot of work he has to do. To tell juniors they have to do this now, would mean that he would have to do it this summer and finish it, in order to get everything else done. It is not fair to dump this on kids at this late date. She really does not see the benefit to kids in making music albums, building engines—for what? They need to go to college; to have better writing skills. What are they getting from this? She said you get out of it what you put in, but the kids who get the most out of it are so overloaded.

Smith: we cannot respond directly to public comment. We will consider comments in Board discussion. He asked speakers not to take our not replying directly as an indication of how we feel; we like and need to hear your comments.

Jillian Dougherty: teacher/librarian and Capstone Coordinator at Sentinel. She was asked last year to help coordinate and implement Capstone at Sentinel this year. Staff members at Sentinel, including her, believe Capstone is a great thing. Right now it is voluntary; that is one of the reasons kids are able to do great things, because of their intrinsic motivation. The question with Capstone is not if it is a good program or not; the question is should it be a graduation requirement. Sentinel has put off making it a requirement because we feel we do most of the components already: topic proposal, writing, community service, presentations, portfolio. Kids have to present a topic in other areas and do research in other areas, and so they accomplish that. Every senior does an in-depth writing research paper, as they have done since she was there. Topic proposal and writing component are done. Service learning: we are always hearing stories about what students are doing in the community. Except for the portfolio, and maybe in some classes, even that, they are doing the components, and doing it in a classroom setting, and getting feedback from teachers; they can take that with them. Without capstone projects, she sees students doing amazing things every day. With 24 credits, and math up from 2 to 3 credits, we have to think about balance. We can't keep adding one more thing and one more thing; eventually it becomes too much. We can only do so many things well. There is not enough time in the day. Keeping it voluntary gives kids a chance to do it who want to do it—anyone from struggling students to kids who succeed in everything. It keeps the caliber high too, because it is not thrown together. If you go back to committee, she suggests you talk about what proficiency means. It means something different at each school now. If it is a graduation requirement, it needs to be the same. A kid's diploma depends upon this. You have to be willing to say, if a kid has done everything we asked them for 12 years and for whatever reason this does not happen, are you willing not to give them a diploma? There is a group of other Sentinel members here to give reasons we don't want it as a requirement.

Joe Fischer, teacher at Sentinel, has a son who is a sophomore at Sentinel. He was involved with the committee. He thanked Mark for his work on the committee. We were told it was an expectation, not an option. Capstone will also be at the 5<sup>th</sup> grade and 8<sup>th</sup> grade level, based on the 21<sup>st</sup> century document. Joe said he understands Hellgate HS is losing Title I next year, and Sentinel does not have Title I. He looks at the two sections we are giving up for kids to do Capstone: those could be RTI labs or math labs or something. Philosophically he really likes the capstone project, and he will strongly encourage his son to do one. He is torn from a philosophical standpoint. Big Sky HS and Hellgate HS gave a lot of good qualitative evidence of their worth and their value. He is torn, struggling to keep people in. SHAPE P20: there are some really cool things in there—that will completely change the dynamic. You are asking a lot of the teachers. He likes almost everything in the SHAPE P20. He said he does not know if he considers this more important than other things he saw tonight.

Michaela Hill, junior at Sentinel: Capstone projects are telling her she has to be intrinsically motivated, or that you will force her with an external motivator to be intrinsically motivated. A lot of her classmates are very, very active in clubs and activities, both in and out of school. She owns her own dance team, which has students from Hellgate HS too. She believes Capstone should be kept optional for each school. We are already doing the things that are parts of Capstone. She predicts that if we make it a graduation requirement and say a minimum of 15 hours is required, that is what you will see across the board. A friend of hers said he would not put the capstone on the transcript because it would decrease the quality of the transcript. She thanked the Board for the time and consideration. She hopes trustees choose to keep it optional.

Lisa Hendrix, principal at Hellgate HS, and mother of two Sentinel graduates. She has been at Hellgate HS; this is now her 2<sup>nd</sup> year involved in senior projects. She is sorry her children didn't get to do senior projects. She thought she as a parent would end up doing most of it. But due to her experience the past 2 years, her opinion has flip-flopped. She cherishes the time as an educator she spends with the four students she is working with. Students gain from doing the senior project and from the connection made between staff and students. There are many other benefits to the senior project outside of the educational experience. It encapsulates everything we want 21<sup>st</sup> century education to be. For a student who takes academics, e.g. accounting, it might be an internship in an accounting office. We don't want the projects to be something extra,



but something integrated into their education, based on cumulative student outcomes, reading, writing, research, and communication skills. The current model, in use for 10-14 years at Hellgate HS, has been a separate project. Moving it into 21<sup>st</sup> century education as the capstone makes it part of the curriculum. It demonstrates what our educational system has taught our students. At Hellgate HS we use this opportunity during staff development as a vehicle for implementing Common Core. As we look at writing across the curriculum, we look at rubrics and develop common proficiency standards across the district. Science, music, and social studies teachers all look at papers together, to get a common rubric. It is a vehicle for promoting writing across the curriculum. The rubrics can be used in different subjects. As students continue to see the rubric in different content areas, they gain a greater understanding. It is improving the quality of our education as well as improving an experience for seniors.

Steve Burckhard, counselor at Sentinel, and parent of 2 high school students. When this first was brought about, he thought Capstone built on 4 years of high school. So when it was suddenly something that we are telling juniors they have to do and present next year, he lost some enthusiasm. The concern he has is that reading papers, you see wonderful things about the graduation rate and the dual credit piece. What he sees in his office is that students are strapped. It is a stretch to do this project. The kids he works with have done that: they are stretched to the max, and they are not happy about this being thrown on their lap to be presented next year. They just did course registration for current juniors going into their senior years. He printed off requests of dual enrollment opportunities and AP opportunities. Ballpark figures: for AP courses for next year, there are 389 requests; for dual credit, there are 244 requests. That makes roughly 200 kids taking one or more of those opportunities, for a total of 633 potential college credits. That may change and fluctuate as he talks to kids who signed up for 5-6 AP classes. He has seen total meltdown when students have bitten off more than they can chew. We keep pushing. They are competitive academically. He guarantees if this component is added on their plate, it will not be a 15 hour do-it, it will be an excellent piece. It scares him. He noted the mental health piece discussed before this and the CSCT people in his building: we have people who are struggling. We have not gotten through the experiment of how many kids can get the 24 credits. This is another piece you are going to add on. He thinks the idea is nice, but he thinks it needs to be optional. If they want to do it, it can be documented on a transcript. That is great. But to force every student to do it, he thinks you are making a big mistake.

Debbie Hendricks, teacher at Hellgate HS referenced a Jill Derryberry letter: the capstone derivation of senior projects outlined in the 21<sup>st</sup> century document is necessarily designed as graduation requirement. It allows students to demonstrate proficiency in skills learned throughout their high school career, while applying it to projects of their own design. For herself: she is hearing what you are saying, and understands. Three of her kids have gone through and done Hellgate HS senior projects, and her 2 nieces and nephews did at Big Sky HS. Some did lots of AP, etc.; they went to medical school; they are high achieving kids. The hours they invested in senior projects varied. It used to be 10 hours of community service and 15 hours on the project. Hellgate HS does not have current hour requirements. Twenty-five hours is not even a full week of work. Her kids worked. They have a whole year to complete 25 hours. It is in the capstone document. We have said kids need to demonstrate that they can do these things. Why can't we do the same thing but differently? Hellgate HS and Big Sky HS already do senior capstone; it is an easy natural segue for them to do that. Sentinel does not, and they say that they can document that they have all the qualities needed. It does not have to be the same or to be documented the same way. Don't penalize Hellgate HS and Big Sky HS because Sentinel is not ready yet. Allow Hellgate HS and Big Sky HS to document on the transcript that they did it.

Jennifer Copley, social studies department chair at Hellgate HS, spoke to present a message on behalf of the department. The district works with integrity to develop a curriculum that meets state standards and national standards. We form professional learning communities to deliver the curriculum more effectively. Principal Lisa Hendrix and the staff at Hellgate are working to establish a stand-alone capstone, instead of taking hours from social studies and English. We negotiate with the College Board to make the AP curriculum; we review, rewrite, and meet the standards, then we must report to colleges and universities that 20% of a 4<sup>th</sup> quarter AP grade is e.g. cooking or belly dancing. While those things may be important for some students, she asks that trustees consider where we place the senior project in the curriculum is consistent with the

curriculum of that class. We appreciate your efforts to do what is good for students. Please consider this as you move forward.

Sonya Quackenbush, mother of 3 students: one is a graduate from Sentinel, one is in high school, and one in 7<sup>th</sup> grade. Her daughter spent four years at Sentinel and was a high achiever and valedictorian: when you dangle the carrot she will go for it, no matter how late she stays up or what she has to sacrifice. She feels that these kids like her and many others have proven themselves; they have been required to meet the standards and they have done it. Her daughter is in college at a private school in Washington: at the first test as a freshman she was worried and scared, but found that her education had prepared her for college. The time she spent investing in applications for scholarships was immeasurable: weekends and nights, above AP classes and homework, trying to complete scholarship applications. Sonya showed a 32-page application; her daughter earned \$16,000. It is worth a lot more to her and to parents than a capstone project. If these kids have to do it over the summer, summers are short. We will get 74 days, which is ten weeks and 4 days. There are other things besides school work in the summer. They work hard for 9 months and need a break. They are working and volunteering, and fall sports start in mid-August. It is only fair to them to have some summer to be a kid and relax. Schools are already teaching researching and writing, Sentinel very proficiently. When those who are juniors this year started at Sentinel, they were given a handbook as freshmen. It is like a breach of contract to tell them now they have to do the presentation. If Hellgate HS likes it, they can keep it. Why do we have to make all 3 high schools the same? There is some value in variety. As a mom, having observed what kids have done in order to excel, she encourages you not to make it a requirement for graduation. It is not necessary with the quality of education already received at Sentinel.

Sage Heath, senior at Sentinel. Since he was a freshman, he has worked 30-40 hours a week, and he has done sports, football, track and lacrosse. He is taking 3 AP classes. He does not count himself in the top 20% at Sentinel. Many others put in a lot more time. A cousin went to Big Sky HS and built a float as a senior project. He has experience with Miss Gray's buddy lunches, and they are much more rewarding than a float. Miss Dougherty mentioned the research paper seniors do: they were limited this year on ideas, but he found one he liked and put many hours into it; he enjoyed it. It made him think what if they expanded this research project, into a capstone project. Some AP classes got to choose their topic. The buddy lunches are not going away. What she put in will last long after she has left high school. Just because it was important to her, it will succeed. Kids who don't care about school, or about senior projects, will do the smallest amount they have to do to skate by. We want to expand excellence in our schools, not just lower the bar.

Margo Duneman, English teacher at Sentinel. She had a long list of things she wanted to address, many of which have already been addressed. We do put a demand for our students to be well-rounded students, whether for a college application or a scholarship application. We want our students to be successful, to go 1, 2, 3 steps beyond what they are doing in high school. Demanding another project, another assignment, may be too much. This year we had a directive: we were asked to start looking toward different ideas, to take the valedictorian designation out of our graduation ceremonies. At Sentinel we have been addressing that through the Amethyst Medallion. But when we started to come up with the qualities that needed to be part of what was a valedictorian designation but still reflect the well-rounded students we hope to graduate from Sentinel, we were still seeing a lot of activities and clubs our students were stepping up and doing. Kids that do DECA and the reports and presentations they do as part of the competition meet Capstone. Kids who do HOSA and compete on a state and national level meet those requirements. Eagle Scout candidates, art students who make arrangements and write proposals to show work downtown, meet the requirements. All these elements are what students are doing without the label of a capstone project. Steve Burckhard mentioned the stress level. She is not saying Sentinel HS students have more stress than Hellgate HS or Big Sky HS students. She just would like us to look at it from the perspective of being optional.

Tara Barba, parent of a Hellgate HS senior. Her son would not have done a capstone had it not been a requirement. To watch her son get excited about something about school was very rewarding. She is a teacher. Her son struggles at school. He got to pick his topic. It opened up some doors she didn't think he would have at his disposal. One thing capstone does is they give back to the community. Every kid at Hellgate HS and Big Sky HS volunteers. She has watched kids do parks or become business owners as a senior, because she has been a judge. She thinks every single person in Missoula should volunteer to judge a capstone. It is a rewarding

experience. As a teacher, she gives up a personal day to judge. Her son would not have done one if he had not been told he had to, but he will tell you it was rewarding. He helped coach a football team. He has played his whole life, and he decided not to play but to help coach. It was rewarding as a mother and as an educator to watch a kid be successful who struggles in school, working with the impressionable 5<sup>th</sup> graders. It was rewarding. Please consider that.

Smith noted that trustees appreciate all the public comment.

Beth Huguet: senior project coordinator at Hellgate HS and business department chair. She is very familiar with extracurricular and co-curricular activities. Her BPA students do very similar things to DECA; she does not categorize those as capstone. She has 3 daughters, all AP students; the youngest is graduating from Boise State this year. All three of them felt that the senior project helped them pull together, to culminate their skills and abilities from 12 years of education and showcase them in a senior project. Two have done and the third is now doing a capstone at college level. They fulfilled the capstone requirements at the college level because they had skills and confidence from doing them in high school. Sentinel graduates who have to do capstone in college have called Beth, saying that they don't know where to start or how to showcase what they are capable of doing. She sent them our handbooks, information, multigenre, about contacting community member. [Joe Knapp's phone line disconnected.] It is powerful to give those kids the experience at the high school level, to pull it together, to showcase our students to community, and to get accolades from the community for everyone from special ed to AP students. There is no price we can put on it. It is so valuable. It's amazing. She listened tonight: Hailey, those are senior capstones. Beth said she is not hearing pulling them together, having the chance to showcase them to the public. [Joe Knapp's phone connection was restored.] To document somewhere, over the years we have done these at Hellgate HS and Big Sky HS we have listened to parent and student voices; they have said it is valuable. Please give us the recognition by having it fulfill a graduation requirement. It was embedded in government and English. It is so important to not have it in a single content area, and to say to students that you should have some kind of recognition for doing this work. Some students have had capstone work published. Sentinel students are doing capstone projects; she has talked to a lot of them. Let's give them a vehicle to document that they have completed one with proficiency. Margo Duneman and Libby Brunell helped us create the common rubric we are using to assess the capstone. Beth asked the Board: if it is really a concern of overloading students too much, take into consideration Shelly's proposal of 23.5 credits and the capstone. When you go to lay dinner out at night, do you ask kids if they want broccoli or chocolate cake? As adults we give the kids broccoli. That's what senior capstone is.

Smith told all members of the public that on behalf of the Board we very deeply appreciate all your input and that you were willing to stay this long to talk about something that is important to each and every one of you. We have a little more discussion on this item. Thanks to everyone for sticking around.

Kaleva: what she understood from Sadler is not a motion to table, but to put this back to committee. Table means it is done and goes nowhere until it comes back to the Board.

Sadler: thinking out loud: we have too many ideas, too many things that need to be worked out. The best place is for the administration to work that out, bring it to a committee and then bring it to us as the full Board.

Kaleva: We need to dispose of the motion that is here now, then another motion can be made.

Sadler: if we have a motion to table, the administration can still bring it back?

Kaleva: yes, but it just sits there; there is no direction. If you want them to do something specific, we need to address the motion on the table first.

Knapp stated his understanding about Roberts rules: a motion to recommit, that a present motion to a subcommittee is in order.

Kaleva: a motion to refer, also to recommit, is same as a motion to table until you get more information from a third party. She understands that Sadler wants to direct this back to the administration to bring a more comprehensive recommendation. If Sadler wants to refer it, it hangs in limbo until more information comes.

Lorenzen: one option is to vote as motioned, but her understanding is that if we make a motion and vote it down, no one can bring it back except someone who voted with the prevailing party.

Smith: the motion on the table is to make capstone a graduation requirement.

Kaleva: if you vote it down, it is dead. You can refer it back to a committee or to Dr. Apostle, but no instructions with it.

Sadler: okay, he has no idea what they will bring back. Sadler moved that we refer it to the Teaching and Learning committee, seconded by Rose Dickson.

**Discussion on Sadler's motion:** Tompkins: this was unbeknownst to her because she does not always go to other committees. She spoke about a recently abolished university requirement, the upper division writing proficiency test, with a lot of striking similarities. It was abolished by the university because the culmination of all learning in college boiled down to one writing assignment where everyone was given a general question and tested by the same rubric. Students took it repeatedly because they couldn't get past it, and it resulted in teaching to the test and a dumbing down of the process and the test. Tompkins said she would caution the Board to think about if we have these amazing staff people already teaching writing and skills that everyone should know as a well-rounded student, they should be displaying that in their classes; that is their graduation requirement. If people want to do it, get some pleasure out of it, and want to put it into their college applications, that is great. As an advisor at the university, she does not know anything about capstone. She looks at AP and at extracurriculars. She has never seen a capstone project on anything she sees in admissions.

Smith asked the Board to consider Sadler's motion and second. There was a lot of discussion about that in the committees, and he does not want to rehash that here. The Board should focus on Sadler's motion.

Holland said she thought this did not come out of committee. She expressed concern about the process.

Smith stated that his memory is that it was going here.

Holland said she is confused procedurally: which motion do we vote on?

Kaleva: we have a motion to refer: that will take precedence over the motion to make it a graduation requirement. If the motion to refer fails, you go back to the motion to make it a graduation requirement.

Smith: further Board comment on the motion to refer?

Beers said he is in favor of the discussion. He is a Hellgate HS graduate. His senior project was stand-up comedy. He does not think we have revisited with all 3 schools at the table to find the best it can offer and what it does, and the downsides. He has struggled with it, seeing what it does, yet seeing the time commitment. He is looking forward to the discussion, finding a way for each school to do as it sees fit.

Knapp had nothing further. There was no further Board comment on the motion to refer.

**Public Comment:** Melanie Charlson said she was at PN&P: she recalls the conversation being that it would refer to this Board meeting, to the full Board, so that this conversation with the public in the evening could occur.

The mother of the last student who spoke said that she watches MCAT and Board meetings. She came to this meeting because at PN&P, Dr. Knapp asked for Sentinel parents and teachers to come to the Board meeting and talk to you about this. She thought it was only fair that Hellgate HS and Big Sky HS got represented, not just Sentinel. That's what was on MCAT.

Smith stated that we appreciate and seek comment from everyone. There was no further public comment.

Smith stated that the motion is to refer this back to the Teaching and Learning Committee for ironing out.

Holland: but it would be the same motion. If we send it back to the administration, they can come up with a new proposal, but the committee can't.

Kaleva: if it goes back to committee, the committee can do whatever it wants, starting from scratch.

Smith asked for all those in favor of sending it back to the Teaching and Learning Committee for further discussion, input, etc. Trustees voted unanimously to send it back to Teaching and Learning. Smith noted that we do not have to vote on the other motion.

Smith noted that it is late. Thank you all for coming. With the time, he offered the following changes to the agenda: move Heather's Region 2 report to next month. Trustees agreed. Smith suggested that we also move the Audit Report to the March 20 Special Board Meeting. There were no objections.

**Region 2** – Heather Davis Schmidt, Executive Regional Director

- Dual Language Immersion Program part 3 of 3

Trustees agreed to move this item to the April 2014 Regular Board Meeting.

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

**Claims and Extracurricular Report** – Pat McHugh, Executive Director of Business and Operations

**Board Direction:** Trustees approved the January 2014 Claims and Extracurricular Report on the Consent Agenda.

**Grant Application Summary** – Karen Allen, Executive Regional Director

- Plum Creek Foundation Montana Great Classroom Awards

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

**Out-of-District Attendance Agreements** – Pat McHugh, Executive Director of Business and Operations

**Board Direction:** Trustees approved the February 2014 out-of-district attendance agreements on the Consent Agenda.

**Warehouse Supplies Bid** – Dan Parrish, Accounting Supervisor

**Board Direction:** Trustees granted permission to bid warehouse supplies on the Consent Agenda.

**Call For School Election Resolution: 2014-4(E) - 2014-5(E) Elementary Trustees And General Fund Levy** – Pat McHugh, Executive Director of Business and Operations

**Board Direction:** Trustees approved Resolutions 2014-4(E)-2014-5(E) on the Consent Agenda.

**Call For School Election Resolution: 2014-4(S) Secondary Trustee (District D)** – Pat McHugh, Executive Director of Business and Operations

**Board Direction:** Trustees approved Resolution 2014-4(S) at the March 11, 2014 regular Board meeting on the Consent Agenda.

**Award For Wireless Network Design** – Hatton Littman, Director of Technology and Communications and Art Sikkink, Supervisor of Technology

**Board Direction:** Trustees awarded the Wireless Network Design bid to “Access Consulting” on the Consent Agenda.

**Multidistrict Agreement For Technology Levy Expenses** – Hatton Littman, Director of Technology and Communication and Pat McHugh, Executive Director of Business and Operations

**Board Direction:** Trustees approved the attached multidistrict agreement, which provides for the transfer of High School Technology Funds to the interlocal cooperative fund in FY14, and a similar transfer of funds from the Elementary Technology Fund in FY15 on the Consent Agenda.

**Transfer of Building Reserve Funds** – Burley McWilliams, Operations and Maintenance Supervisor

**Board Direction:** Trustees approved the necessary transfers in order to consolidate this Elementary Building Reserve Project #12007 into a single remodel/renovation account in the total amount of \$9,530.47 on the Consent Agenda.

**Fiber Optic Backbone Bid** – Pat McHugh, Executive Director of Business and Operations and Art Sikkink, Supervisor of Technology

**Board Direction:** Trustees granted permission to use \$31,000 of High School Technology Funds for the data backbone installation on the Consent Agenda.

**Topic: Approve Audit Report for Period Ending June 30, 2013 (Elem)(Sec)(Action)** – Pat McHugh, Executive Director of Business and Operations

**Background Information:** The District received a draft of the audit report for fiscal year 2013, a copy of which was provided to Trustees, and was posted on the district website. During the Budget Work Session on March 5, 2014 Stefani Freese and Dan Peterson from Anderson Zurmuehlen P.C. discussed the audit report and unmodified opinion. A representative from Anderson Zurmuehlen P.C. will be present at the March 11, 2014 regular Board meeting to answer questions and provide a similar presentation. The final audit report will be posted on the District's website.

**Administrative Recommendation:** Administration recommends that Trustees approve the audit report at the March 11, 2014 regular Board meeting.

**Board Direction:** Trustees agreed to move this item to the March 20, 2014 Special Board Meeting.

**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 January 31, 2014 is attached.

Pat said he talked to the auditors, thanked them for hanging in for most of the meeting, and sent them home. Smith expressed apologies. Pat noted that the General Fund report is in the packet; it is the report through January 31, given at F&O. We looked at budget to actual, utilities, and salaries. Given the adjustments we made in the salaries area, the higher expenditure on salaries is reasonable. The next F&O is next Wednesday, and we will have the update through February then.

This item was information only.

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

**Topic: Building Reserve Budget Update (Information Only)** – Burley McWilliams, O & M Supervisor

**Background Information:** A summary of Building Reserve Expenditures from July 1, 2013 through January 31, 2014 is included in the packet.

Burley: On pages 97-98 of the packet is the Building Reserve spreadsheet. There have been very few changes other than the plumbing at Rattlesnake. We are working with the insurance companies and hoping for good results; we should have some resolution next month. We continue to move forward within the budget. Apostle asked Burley how much money we have spent on snow removal to date. Burley replied that the elementary has spent around \$40,000 and the high school around \$10,000 fiscal year to date. We budgeted \$6,500.

Smith: thank you.

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. Smith read the background. The Board will accept public comment on the report, but not on anything specific to individuals. There was no public comment on the Personnel Report. Motion by Sadler, seconded by Wills, to approve the Personnel Report. Trustees unanimously approved the personnel report, with Knapp voting by phone.

**Revision of BP5122 Criminal Background Investigations** – Elizabeth Kaleva, District Counsel

**Board Direction:** Trustees approved the revision of BP 5122 Criminal Background Investigations on the Consent Agenda.

**Topic: Approve School Calendars (Elem)(Sec)(Action)** – Mark Thane, Executive Director of Human Resources

**Background Information:** The calendar committee worked to finalize and present detailed elementary and secondary calendars for 2014-2015. Copies of the calendars are included in the packet. This item was discussed at the Personnel, Negotiations and Policy Committee meeting on February 26, 2014 and forwarded to the March 11, 2014 regular Board meeting on the Consent Agenda.

**Administrative Recommendation:** The Committee supports Administration's recommendation that Trustees approve the elementary and secondary calendars for 2014-2015 at the March 11, 2014 regular Board meeting on the Consent Agenda.

**Board Direction:** This item was originally on the Consent Agenda, but was moved by agreement of Trustees to the Regular Agenda and is now an action item. Motion by Holland to adopt the 2014-15 school calendar listed on pages 113-114 of the packet; but Holland offered a friendly amendment that came out of committee—that we add the graduation dates and the culminating event/promotion for middle school. The motion was seconded by Lorenzen. The motion is to amend and approve, with the friendly amendment by Holland. Public comment: none. With Knapp voting by phone, Trustees unanimously approved the elementary and secondary calendars for 2014-2015, with the friendly amendment regarding the addition of the high school graduation and middle school promotion dates.

**Cost Neutral Sabbatical Leaves** – Mark Thane, Executive Director of Human Resources

**Board Direction:** Trustees authorized the one (1) cost neutral sabbatical leave for the applicant recommended by the Sabbatical Review Committee on the Consent Agenda.

**CONSENT AGENDA** Holland noted that there had been a request for the addition of the graduation dates in the school calendars: she moved to take the approval of the school calendars off the Consent Agenda so we can include graduation dates; seconded by Lorenzen and Sadler. There was no public comment. Trustees unanimously agreed to move the approval of school calendars to the Regular Agenda, and the item was discussed and unanimously approved, with the friendly amendment to include high school graduation and middle school promotion dates, as recorded above.

Smith read the Consent Agenda. Motion by Sadler, seconded by Lorenzen, to approve the Consent Agenda. Public comment: None. With Trustee Knapp voting by phone, Trustees unanimously approved the Consent Agenda.

**SUPERINTENDENT'S REPORT** – Information – Dr. Alex Apostle, Superintendent

Dr. Apostle expressed congratulations to the Hellgate HS boys' basketball team and coaches, who are going to state, and to the Sentinel girls' team and coaches. He congratulated all winter sports athletes and coaches, who put in a lot of time; they are greatly appreciated.

Apostle stated that Trustees Lorenzen, Dickson, and Sadler and he visited Willard. They had a great conversation with students: it was heartwarming, and the students were eloquent. Principal Jane Bennett did a nice job arranging for that to happen. Apostle encouraged Trustees to go visit Willard. It is a great place. Apostle read the important dates listed in the Superintendent's Report in the packet. Facilities Strategic Plan Steering Committee meets Mon., Mar. 17, 5:30 p.m. in the Business Building Boardroom (BBB). Special Board Meeting Work Session—Facilities Strategic Plan; Region 2 will present on Tues., Mar. 18, at 6 p.m. in the BBB. Finance and Operations Committee meeting is Wed., Mar. 19, at 3 p.m. in the BBB. A very important date is Thurs., Mar. 20, at 4 p.m. in the Big Sky HS Library, for Big Sky HS Principal Interviews—Community Session. Special Board Meeting Work Session—Facilities Strategic Plan for Undeveloped Sites, Leased Properties, and Administration Buildings, Thurs., Mar. 20 at 6 p.m. in the BBB. Special Board Meeting Work Session—Achievement for All Plan—Learning & Talent Quadrants, on Mon. Mar. 24, at 6 p.m. in the BBB. Personnel, Negotiations and Policy Committee Meeting on Wed., Mar. 26, at noon in the BBB. Special Board Meeting & Work Session—Achievement for All Plan—Operations & Environment Quadrants: Correction, that is Wed., Mar. 26 at 6 p.m. in the BBB. There is no school in the afternoon of Thurs., Mar. 27, due to elementary-only conferences; and no school all day Fri., Mar. 28, due to elementary-only conferences. There is no school due to Spring Break Mon., Mar. 31 to Fri., April 4; the Administration Offices will be open. The Teaching and Learning Committee meeting is Wed., April 7 at noon in the BBB. Board of Trustees Regular Meeting is Tues., April 8, at 6 p.m. in the BBB. Special Board Meeting & Budget Study Session is Thurs., April 10, at 6 p.m. in the BBB. There is no school all day on Fri., April 11, due to high school-only conferences. We have a very busy March and April. Apostle said he appreciates Board attendance at these meetings; they are very important. Thank you. Smith thanked Apostle.

Wills asked what day we will hear the audit report—that will be March 20: we will combine it with a meeting we already have scheduled.

Karen Allen noted that Trustee Dickson asked that we mention that the Big Sky HS girls' team is also in the state competition.

Lorenzen: the Friday the 28<sup>th</sup> school visit to Meadow Hill was cancelled—has it been rescheduled? Apostle: it will be. Tomorrow night is the school visit to the Adult Learning Center at 6 p.m.

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

There was no old business.

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

**Topic: Approve Grant Application Summaries**, Trevor Laboski, Executive Regional Director

- OPI Challenge Grant
- AT&T Aspire Grant

**Background Information:** The OPI Challenge Grant supports Graduation Matters Missoula efforts in FAFSA completion and NCBI training. The AT&T Aspire Grant supports a statewide effort on behalf of OPI. It connects local United Ways with school districts to support efforts to sustain GMM efforts and address the highest at-risk students. The grant application summaries are included in the packet.

**Administrative Recommendation:** Administration recommends Trustees approve the grant applications at the March 11, 2014 regular Board meeting.

**Board Direction:** Trevor explained that there are 2 grants up for approval. One is the OPI challenge grant we apply for annually. Tomorrow at 2 p.m. Denise Juneau is holding a press conference at the Northern Pacific Depot at the top of Higgins; we are assuming since it is in Missoula we will get some money. The second grant is the AT&T Aspire Grant, which is a cooperative grant through OPI, Great Falls and Billings, Gallatin (Belgrade, Bozeman, Livingston) and Missoula, partnering all those communities. If we are successful, it will mean roughly \$200,000 for Missoula over 2 years. Applying for those grants is dependent on Board approval of those grants, which is why we are here.

Jim Sadler moved that the Board accept the grant application summaries; seconded by Wills. Board discussion: none. Public comment: none. With Trustee Knapp voting by phone, Trustees unanimously approved the grant applications.

**Topic: Approve School Closure for Severe Weather**, Mark Thane, Executive Director Human Resources

**Background Information:** Per M.C.A. 20-9-806 (2) The board of trustees may close school for 1 school day each school year because of an unforeseen emergency and may not be required to reschedule the pupil-instruction time lost because of the unforeseen emergency.

**Administrative Recommendation:** Administration recommends the trustees take action to declare one day, Friday, February 28, 2014, an emergency weather event necessitating school closure at the March 11, 2014 regular Board meeting.

**Board Direction:** Mark Thane explained that we normally build in some extra hours in our calendar to allow us to meet required hours. We would have normally been able to meet those, but we are concerned about being able to meet the standard because of the additional day at Rattlesnake due to the plumbing. There is a provision in the Montana standard that allows the Board of Trustees to declare an emergency given the weather event that occurred on February 28: that would not require us to make up school, so Rattlesnake would become in compliance again. It does require Board action to approve the emergency for elementary. Mark suggests we include secondary as well, so we would not have to make up high school hours.

Motion by Sadler to approve school closure for secondary and elementary for severe weather for February 28; seconded by Lorenzen. There was no Board discussion. There was no public comment. With Trustee Knapp voting by phone, Trustees unanimously approved the declaration of Friday, Feb. 28, 2014 as an emergency weather event necessitating school closure for elementary and secondary schools.

**PUBLIC COMMENT** – Regarding Non-Agenda Items (3 minutes each speaker)



Smith noted that this is the second opportunity for public comment. There was no public comment.

The Board will meet in Executive Session for Litigation Strategy.

At 10:15 p.m., Vice Chair Mike Smith adjourned the open portion of this Board meeting.

**EXECUTIVE SESSION** – Litigation Strategy

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.

---

Elizabeth Serviss, Minutes Recorder

---

Mike Smith, Board Vice Chair

---

Pat McHugh, Board Clerk

DRAFT