

MISSOULA COUNTY PUBLIC SCHOOLS
COMPREHENSIVE LONG RANGE FACILITIES PLAN
DRAFT REPORT August 30, 2013



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OVERVIEW OF PROCESS

Missoula County Public Schools has initiated the Comprehensive Long Range Facilities Planning process to be facilitated by CTA and team members WGM, Partners Creative, McKibben Demographics, Fielding Nair International, Presidio & McKinstry.

The planning process is dynamic, creative and engaging. It builds upon the MCPS's 21st Century Initiatives and focuses on education first, then facilities.

The process has 5 steps:

<i>(prepare)</i>	<i>April-September 2013</i>
<i>ASSESS</i>	<i>October 2013</i>
<i>EXPLORE</i>	<i>November 2013</i>
<i>APPLY</i>	<i>December 2013</i>
<i>(report)</i>	<i>December 2013-March 2014</i>

The team is currently in the prepare phase, gathering and organizing information about facilities, sites, school profiles, safety, community demographics and more.

The work of the team is guided by a Steering Committee of diverse community & school representatives.

During the ASSESS, EXPLORE & APPLY phases, meaningful community engagement will take place in two forms.

- 1. Formation of Education Innovation Teams for each school including Jefferson & Dickinson. The Education Innovation Teams will be active participants in half-day and day-long workshops in September, October & November. No group of individuals will be asked to commit more than 1 ½ days of time during the ASSESS phase and one day during the EXPLORE & APPLY phases (in half day segments).*
- 2. Education Innovation Team members will be asked to share their insights during Community Listening Sessions mid-week during each of the three planning workshops. This provides the community at large to hear about the work of the Education Innovation Teams from their peers and to assure that the Education Innovation Teams do not get too far ahead of the community at large.*

The ASSESS phase focuses on current educational practices and the future of learning. Topics include understanding MCPS's 21st Century Initiatives, considering the impacts of school size, grade groupings, project based learning, time & technology.



Each of these important educational issues ultimately has an impact on facilities.

The EXPLORE phase examines the world beyond Missoula, facility impacts of learning modalities, school organization and key facility program elements.

The APPLY phase builds upon knowledge gained in the previous workshops and uses the guiding principles identified in each exercise to evaluate a range of alternatives developed for each school site. Options typically include:

- Option B: Business as Usual*
- Option L: Light Touch*
- Option O: Out of the Box*
- Option R: Realign & Relocate*
- Option S: Start Over*

The report phase synthesizes the insights of the Community at Large, the Education Innovation Teams and the Steering Committee and results in the identification of preferred alternatives for each school site with 5, 10 & 15 year implementation plans.

OVERVIEW OF TEAM MEMBER ROLES

Board of Trustees: *Reviews Steering Committee recommendations/adopts Comprehensive Long Range Facilities Plan*

MCPS Leadership: *Provides direction to the CTA team.*

Steering Committee: *Participates in Education Innovation Teams and community listening sessions. Forms guiding principles, provides recommendations to board of trustees*

Education Innovation Teams: *Strategic partners for each school site who participate in planning exercises, share insights, provide deep level of community participation*

Community-at-Large: *Share Hopes & Concerns during community listening sessions*



PR 1.2 Understanding MCPS's 21st Century Initiatives

The six change elements of MCPS's 21st Century Initiatives were examined by the Steering Committee. Each table team identified the essence of the change element, provided an example of how the change element is being implemented in the community, reflected on "What Works, What Could Be Better, What's Missing?" provided examples of how the change element impacts community connections, relationships, time, technology and facilities and finally identified guiding principles that emerge from the change element.

APPENDIX PR1.2A is attached via web link

<http://www.mcpsmt.org/cms/lib03/MT01001940/Centricity/Domain/1378/Final21stcenturymasterplan.pdf>



Increase Student Engagement

- 1. Essence of the change element**
Students engaged in their own learning collaborate through hands-on projects.
- 2. Example of implementation in our community**
*The International Baccalaureate Programme at Hellgate High School
PBS Student reporting labs*
- 3. What Works, What Could Be Better, What's Missing?**
Works: *PBS: Students identify, research, write, shoot, edit. Work is published nationally*
Could Be Better: *No items noted*
Missing: *efforts are in isolation
Define student interest
Define quality standards
Community resources*
- 4. Impact on community connections, relationships, time, technology and facilities**
*Community-wide approach
More players broadens expertise
Job internships*

5. Guiding Principles

*Student Engagement allows student to apply learning
Allow students to be actively involved in their own learning*



Transform Learning Environments

- 1. Essence of the change element**
Create engaging classroom settings
- 2. Example of implementation in our community**
Students gain skills and credits relevant to their future education and careers with programs like Sentinel's Journalism Academy and MCPS Automotive Technology
- 3. What Works, What Could Be Better, What's Missing?**
Works: Partnerships with industries, continued job market relevance
Could Be Better: Unlimited enrollment
Missing: Further funding to expand staff, classes and enrollment
- 4. Impact on community connections, relationships, time, technology and facilities**
Students form community connections through specialized programs
- 5. Guiding Principles**
No items noted



Support Early Innovators

- 1. Essence of the change element**
Supported by asking to be creative
 - Academies
 - New summer program for innovators
 - Trial & Error basis
 - Never say “no”
 - Training for Teachers
 - It’s okay to fail
- 2. Example of implementation in our community**
Staff becoming leaders, taking initiative
Taking risks
 - New peer/staff selection process
 - Support of Lewis & Clark principal appointment
 - Community rising to occasion
- 3. What Works, What Could Be Better, What’s Missing?**
Works: *Flattening hierarchy. Decisions allowed to be made by staff (i.e. Health Science Academy)*
Could Be Better: *Establishing Trust. Gives students a voice, bridge from students to teachers to administrators*

Missing: *Measurable evaluations. Graduation initiatives and accountability. Developing career pathways*

- 4. Impact on community connections, relationships, time, technology and facilities**
Increase awareness of support systems
- 5. Guiding Principles**
No items noted.



Personalize Professional Growth

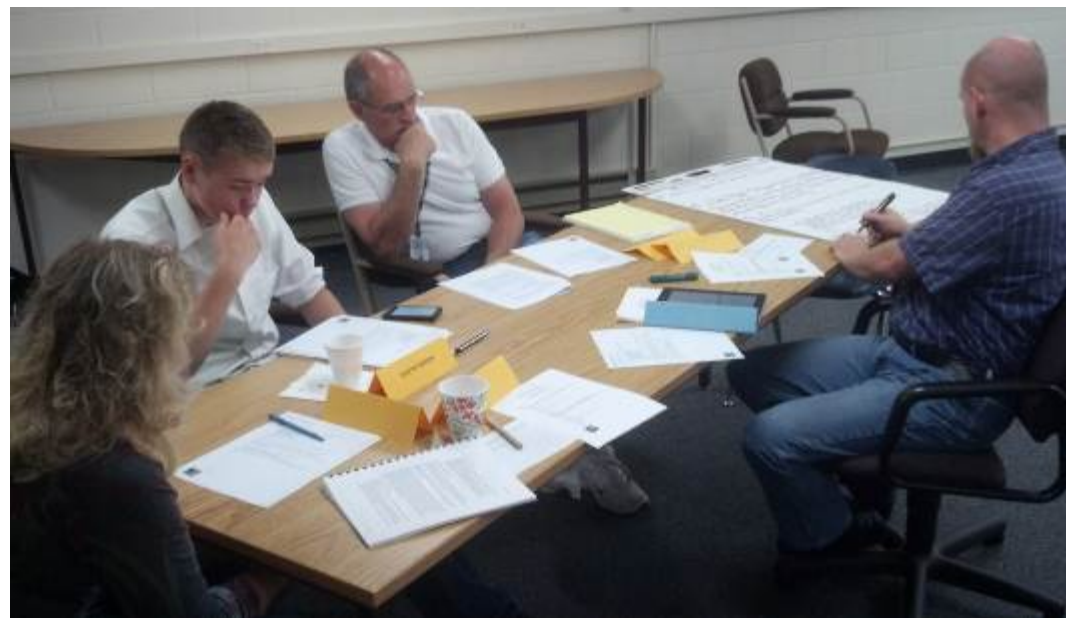
This change element was not reviewed by Steering Committee.



Enhance Communications

1. **Essence of the change element**
Grow a sense of common purpose
2. **Example of implementation in our community**
Web page, school wires, alert now social media, facebook, teachers publishing content (evidence of student learning), google docs, community meetings for technology levy
3. **What Works, What Could Be Better, What's Missing?**
Works: *Teacher efforts to communicate student learning. New MCPS website*
Could Be Better: *Social media unharnessed, attendance at community meetings, validity of contact information- Alert Now. Transition from Zangle to Q*
Missing: *No Items noted*
4. **Impact on community connections, relationships, time, technology and facilities**
Goal to improve community connections & relationships. Save time in the long run, consumes teacher time (front-loaded). Increasing demands on technology infrastructure.

5. **Guiding Principles**
No items noted.



Collaborate with All Stakeholders

1. **Essence of the change element**
Using collaborative teams to focus on learning!

2. **Example of implementation in our community**
*Professional Learning Community (PLC) Conference
(June 18-19, 2013)
Response to Intervention (RTI) Model*

3. **What Works, What Could Be Better, What's Missing?**
PLC
Works: Collaboration
Could Be Better: More Time
Missing: Community Knowledge
RTI
Works: Ensure all kids are learning
Could Be Better: More support staff
Missing: Individual learning technology

4. **Impact on community connections, relationships, time, technology and facilities**
Community knowledge needs to be built, relationships between teachers cultivated, time restructured, technology infrastructure enhanced!

5. **Guiding Principles**
No items noted.



PR 1.3 Review of Draft Capacity Study

Two table teams examined the draft capacity study and shared the following insights.

Graph form rather than spreadsheet

1 page rather than 3

Why compare to Wyoming, Ohio and Massachusetts?

How does it relate to student performance?

Make capacity study useful

Are we using 20th century standards to determine capacity?

What types of spaces do we need?

The Draft Capacity Study was updated to incorporate the draft enrollment projections provided by McKibben Demographics. The document will be updated once the final enrollment projections are updated after the fall enrollment count.

The 2013-14 Kindergarten class is projected to be the largest class of the recent surge of enrollment, followed by slightly smaller classes, each of which is larger than any kindergarten class ever enrolled in MCPS schools.

The capacity of each of the existing elementary schools will be exceeded as this group of students proceeds through grades K-5. The capacity of each of the middle schools will be exceeded

as the peak enrollment grades reach grades 6-8. The high schools are currently below capacity and are projected to have adequate capacity as the peak enrollment enters high school.

See APPENDIX PR1.3A Existing Facility Floor Plans

See APPENDIX PR1.3B Existing Square Footage Summary

See APPENDIX PR1.3C Draft Capacity Study

Program Area Comparisons

Program Area	MCPS	WY	OH	MA	AVG VARIANCE
Academic Core Spaces	38,226	NA	48,000	40,000	-5,774
Special Needs Spaces (Special Ed, Title, G&T)	7,921	NA	2,350	5,800	3,846
Administrative Spaces (Including Counselors)	11,913	NA	4,190	6,230	6,703
Media Center Spaces (Including Computer Labs)	8,983	NA	5,276	6,150	3,270
Visual Arts Spaces	3,769	NA	3,300	2,700	769
Music Spaces	12,258	NA	5,700	6,825	5,996
Technology Education Spaces	10,205	NA	6,200	12,800	705
Business Education Spaces	3,528	NA	0	0	3,528
Family & Consumer Science Spaces	2,343	NA	0	0	2,343
Physical Education Spaces	48,018	NA	31,450	20,300	22,143
Student Dining Spaces	7,054	NA	5,943	6,870	648
Food Service Spaces	4,153	NA	2,082	2,300	1,962
Custodial Spaces	844	NA	500	1,575	-194
Building Services	89,596	NA	37,689	34,258	53,622

Notes:

1. The State of Wyoming lacks specific program area standards
2. The average variance is calculated from the average of Ohio and Massachusetts minus the program area of MCPS
3. Positive number indicates MCPS exceeds average. Negative number indicates MCPS lags average

Critical Space Size Comparisons

Critical Space	MCPS	WY	OH	MA	AVG VARIANCE
Auditorium	7,054	NA	Use Cafeteri	6,137	917
Cafeteria	7,054	NA	4,580	6,870	1,329
Gymnasium	26,410	NA	21,000	10,000	10,910
Media/Library	8,983	NA	5,276	6,150	3,270

Notes:

1. Ohio Standard for auditorium is to use Cafeteria, Massachusetts Standard is to use Gymnasium
2. Cafeteria planning is typically 1/3 of enrollment, using 15 square feet per occupant
3. Existing cafeteria size seats 470 or 36% of current enrollment.
4. 1/2 Current Enrollment= 9,750 SF 1/3 Current Enrollment = 6,500 SF
5. Positive number indicates MCPS exceeds average. Negative number indicates MCPS lags average



PR 1.4 Review of School Profiles

One table team examined the school profiles and shared the following insights.

School profile represents the overall demographic profile of each school

Administrators use profile to measure change over time

Profile represents too much information to share as part of planning process

Could annual teacher goals and feedback on facility needs be added to profiles?

The complete school profiles are contained in a dynamic web-based document. **APPENDIX PR 1.4A** is attached via web link <http://www.mcpsmt.org//site/Default.aspx?PageID=4001>



PR 1.5 Review of Existing Lease Agreements

One table team examined the existing lease agreements and shared the following insights.

Are current leases in best interest of MCPS?

More information is needed about some of the sites

Zoning

Market value

Reciprocal agreements (i.e use of other city property in exchange for low lease)

Historical restrictions

Demographics

What happens to improvements?

Why are leases at Lowell so long?

Are facility leases Triple Net?

Does MCPS have other responsibilities for maintenance?

See APPENDIX PR1.5A Lease Comparison for current building and site leases.

CURRENT MCPS BUILDING LEASES

School	Total Sq. Ft.	Acres	Rent per Sq. Ft.	Monthly Lease Amount	Lease Term	Termination Notice/Renewal	Lessee
Prescott	25,100	2.3	1.24	\$3,333	8/1/2009 - 7/31/2012	Either party may terminate with 90-day written notice. Lessee may terminate with 90-days written notice at conclusion of years 2, 3, and 4 of the term of lease. Rent to increase \$5000 each ensuing year on Aug. 1st Board approved 7/12/2011	Missoula International Schools
			2.19	\$4,583	8/1/2012 - 7/31/2013		
			2.29	\$4,792	8/1/2013 - 7/31/2014		
			2.39	\$5,000	8/1/2014 - 7/31/2015		
			CPIU with 3% Cap		8/1/2015 - 7/31/2016		
CPIU with 3% Cap		8/1/2016 - 7/31/2017					
Mt. Jumbo	39,200*	5.3	2.25	\$4,380	10/30/2005 - 10/30/2010	Lessee may renew for additional five years subject to discretion of Board Board approved 6/8/2010	Walla Walla University
			2.29	\$4,748	10/30/2010 - 10/30/2015		
			CPIU with 3% Cap		Yearly increase		
* Walla Walla University leases approx. 23,000 sq. ft. (59%) of Mt. Jumbo, and the remainder is used by MCPS for storage							
Whittier				\$1/year	8/1/2004 - 7/31/2014	Either party may terminate with 90-day written notice.	Head Start
Duncan Drive		1.32		\$10 every 10 years	7/1/2000 - 6/30/2010	Either party may terminate with 90-day written notice. Lessor must notify in writing 90-days prior to June 30.	City of Missoula
Lowell Site		4.3		\$1/year	9/1/1998 - 8/31/2008	Lessor may terminate with 30-day written notice. City requested amendment for 40 year extension due to addition of splash deck. Board approved 11/11/2003	Missoula City Parks and Recreation
Westside Park - Ground Lease				\$1/year	9/1/2004 - 8/31/2044		
Lowell Site						Lessee may renew for additional ten years subject to discretion of Board. Board approved 12/3/2012	Partnership Health Center
Ground Lease	10,730			\$1/year	12/3/2012 - 12/3/2032		



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PR 1.6 Review of Bonding Capacity

Two table teams examined the bonding capacity of the elementary and high school districts and shared the following insights.

*It is helpful to have benchmarks of 5, 25, 100 million
 Providing this information is helpful for transparency
 and input from community
 High school district include 12 outlying K-8 districts
 If existing property or facilities were to be sold it would
 represent the district's portion/contribution toward
 future needs
 Show K-8 and 9-12 on same scale of 10, 25, 50, 75, 100
 million*

See APPENDIX PR1.6A for the Estimated Mill Levy Impact Analysis provided by D.A. Davidson.

D.A. Davidson & Co.

Jun-13

Missoula High School District
 Estimated MILL LEVY IMPACT ANALYSIS
 General Obligation 4.00% Tax-Exempt Bonds - 20 Year Term

Mill Levy Computation:

	\$5,000,000	\$10,000,000	\$15,000,000	\$20,000,000	\$25,000,000	\$100,000,000
Principal Amount of Bonds:	\$5,000,000	\$10,000,000	\$15,000,000	\$20,000,000	\$25,000,000	\$100,000,000
Total Estimated Interest Over Life of Bonds at 4.00% (1):	\$2,358,180	\$4,716,360	\$7,074,540	\$9,432,720	\$11,790,900	\$47,163,500
Estimated Annual Bond Payment Over 20 Years (1):	\$367,909	\$735,818	\$1,103,726	\$1,471,635	\$1,839,544	\$7,358,175
LESS: Estimated Annual State Aid for Debt Service (2):	\$47,248	\$47,248	\$47,248	\$47,248	\$47,248	\$47,248
EQUALS: Estimated Net Annual Debt Service:	\$320,661	\$688,570	\$1,056,478	\$1,424,387	\$1,792,296	\$7,310,927
DIVIDED BY: FY 2012/13 Mill Value:	\$181,892.54	\$181,892.54	\$181,892.84	\$181,892.54	\$181,892.54	\$181,892.54
EQUALS: Estimated Number of Mills Required:	1.76	3.79	5.81	7.83	9.85	40.19

Estimated Tax Increase for Individual Residential Taxpayer:

2012/13 Tax Year	2012/13 Tax Year	2012/13 Tax Year	Estimated	Estimated	Estimated	Estimated	Estimated	Estimated
"PHASE-IN VALUE" of TAXABLE MARKET VALUE of Residential Property(2)	"PHASE-IN VALUE" of TAXABLE MARKET VALUE of Residential Property(2)	"TAXABLE VALUE" of Residential Property(3)	ANNUAL Tax (4)	ANNUAL Tax (4)	ANNUAL Tax (4)	ANNUAL Tax (4)	ANNUAL Tax (4)	ANNUAL Tax (4)
\$25,000	\$14,000	\$368	\$0.65	\$1.39	\$2.14	\$2.88	\$3.63	\$4.38
\$50,000	\$28,000	\$736	\$1.30	\$2.79	\$4.28	\$5.77	\$7.26	\$8.76
\$75,000	\$42,000	\$1,105	\$1.95	\$4.18	\$6.42	\$8.65	\$10.88	\$13.11
\$100,000	\$56,000	\$1,473	\$2.60	\$5.58	\$8.55	\$11.53	\$14.51	\$17.50
\$150,000	\$84,000	\$2,209	\$3.89	\$8.36	\$12.83	\$17.30	\$22.77	\$28.25
\$200,000	\$112,000	\$2,946	\$5.19	\$11.15	\$17.11	\$23.07	\$29.02	\$34.97
\$250,000	\$140,000	\$3,682	\$6.49	\$13.94	\$21.39	\$28.83	\$36.28	\$43.76
\$300,000	\$168,000	\$4,418	\$7.79	\$16.73	\$25.66	\$34.60	\$43.54	\$52.55

Missoula County residential property owners can look up their "taxable market value" on the County's web-site at: <http://www.co.missoula.mt.us/> and apply the following formula to calculate the estimated tax impact for the Bonds:

Taxable Market Value (From County web-site or column 2 above) X ("Mills/38,023") = Estimated Annual Tax Impact.

See footnotes on following page.



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PR 2.1 Site & Facility Tour

The Steering Committee toured undeveloped parcels and leased facilities owned by MCPS on July 25, 2013



See APPENDIX PR2.1A for the Site & Facility Tour Route.

PR 3.1 Review Draft Demographic Study

McKibben Demographics provided a detailed demographic forecast for each school within the district. The forecast model is built upon the unique population characteristics of each attendance area including the sex, age, percentage of home ownership and other factors while holding administrative factors as a constant. Administrative factors include open enrollment and specific initiatives and programs which may alter choices families make regarding enrolling their children in specific schools out of their attendance area.

MCPS is expected to see an increase in enrollment in all grade levels in the next ten years. Dr. McKibben's observation is that most of the growth the school district will experience in the next decade already exists within the district.

Key Elementary School Insights:

- 1. 2013-14 Kindergarten class represents peak enrollment for next 10 years. The next two classes are similar in size, and larger than any Kindergarten class in the past 5 years.*
- 2. 2015-16 Fifth grade class is smallest in sample.*
- 3. Current Enrollment of 3,485 Grade K-5 students = average of 387/9 elementary schools (Smallest is Franklin:280 Largest is Lewis & Clark:476)*
- 4. Peak Enrollment of Grade K-5 students is projected to be 2017-18.*

- 5. Peak Enrollment of 3,931 Grade K-5 students = average of 436/9 elementary schools (Smallest is Franklin: 344 Largest is Lewis & Clark: 497)*
- 6. 2013-14 Represents lowest K-5 enrollment in next ten years*
- 7. 446 Additional K-5 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to one additional elementary school.*

Key Middle School Insights:

- 8. Current Enrollment of 1,547 Grade 6-8 students = average of 516/3 middle schools (Smallest is CS Porter: 467 Largest is Washington: 569)*
- 9. Peak Enrollment of 1,918 Grade 6-8 students = average of 640/3 middle schools (Smallest is Meadow Hill: 562: Largest is Washington: 695)*
- 10. 2018-19 Grade 8 class is smallest in sample*
- 11. 2013-14 Represents lowest 6-8 enrollment in next ten years*
- 12. 371 Additional 6-8 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to $\frac{3}{4}$ an additional middle school.*



Key High School Insights:

13. *Approximately half of Peak Future Enrollment for Grade 9 is generated in outlying K-8 districts*
14. *Current Enrollment of 3,571 Grade 9-12 students = average of 1,152/ 3 high schools (Smallest is Big Sky High School: 916 Largest is Hellgate High School: 1258) (Seely Swan High School represents is 3.1% of total high school enrollment)*
15. *Peak Enrollment of 3,970 Grade 9-12 students = average of 1,288/ 3 high schools (Smallest is Sentinel High School: 1147 Largest is Hellgate High School: 1411) (Seely Swan High School represents is 2.7% of total high school enrollment)*
16. *Peak Enrollment at Sentinel High School is 2013-14, and is lower than recent peak of 2008-09*
17. *2016-17 high school seniors are largest in sample*
18. *2017-18 high school seniors are smallest in sample*
19. *2017-18 Represents lowest 9-12 enrollment in next ten years*
20. *399 Additional 9-12 students are anticipated when comparing the peak enrollment to current enrollment. This is equivalent to 1/3 an additional high school.*

Key District Insights:

21. *979 Additional K-12 students are anticipated when comparing the peak enrollment to current enrollment.*

See APPENDIX PR3.1A Draft Missoula 2010 Census Tables by Elementary Attendance Area
See APPENDIX PR 3.1B Draft Population Pyramids
See APPENDIX PR3.1C Output- Provisional Missoula 2012-13 enrollment forecasts



PR 3.2 Review Draft Attendance Area Maps

WGM developed a series of maps of each attendance area illustrating the following:

A1 MCPS Properties

A2 MCPS Properties & Locations of Current K-12 Students

A3 Elementary School Attendance Boundaries

A4 Elementary School Attendance Boundaries & Current Locations of K-5 Students

A5 Middle School Attendance Boundaries

A6 Middle School Attendance Boundaries & Current Locations of Grade 6-8 Students

A7 High School Attendance Boundaries

A8 High School Attendance Boundaries & Current Locations of 9-12 Students

A9 Neighborhoods and MCPS Properties

A10 Trails and MCPS Properties

See APPENDIX PR3.2A for the Draft Attendance area Maps

PR 3.2 Review Draft Site Condition Assessment

WGM developed a detailed review of each developed and undeveloped parcel owned by MCPS.

The summary for each site includes the site size, location of utilities, number of parking spaces, location of bus routes, MCPS parcel zoning, adjacent property zoning and a walk score generated by a Google algorithm that accounts for the proximity of housing and community services to the site.

See APPENDIX PR3.2A for the Draft Site Condition Assessment

PR 4.1 KEY INSIGHTS

1. *The Steering Committee is diverse group of students, teachers, staff, administrators, parents, grandparents, business & community leaders*
2. *The Steering Committee is building upon the work of MCPS's 21st Century Initiatives (2010-11) & the Facility Condition Report & Energy Audit (2009)*
3. *The Steering Committee has reviewed an updated capacity study, school profiles, lease agreements, bonding capacity.*
4. *The Steering Committee participated in a tour of school facilities with a focus on undeveloped sites and leased facilities.*
5. *The Steering Committee has reviewed an updated demographic study and enrollment forecast, attendance pattern study and site condition inventory.*
6. *The Steering Committee will review the Safety, Security and Technology recommendations generated by other groups when they are available.*



PR 4.2 TAKE-AWAY MESSAGES

The take away messages at this point in time include the following:

- 1. The comprehensive long range facilities planning process has a significant level of community engagement*
- 2. Facilities impact implementation of MCPS's 21st Century Initiatives*
- 3. The majority of our K-12 facilities are currently below capacity using student/teacher ratios determined by the State of Montana Office of Public Instruction. Adherence to student/teacher ratios greater than 20 students to 1 teacher does not necessarily yield positive educational outcomes. Classrooms in some buildings are small and cannot accommodate 28-30 students in grades 4-12. As a result many buildings exceed capacity if lower student/teacher ratios are used.*
- 4. Additional information will be provided regarding the lease agreements of existing facilities and undeveloped properties.*
- 5. Additional information regarding the value of and any potential limitations on the sale of existing facilities and undeveloped properties.*
- 6. The demographic profiles of our community vary in percentages of homeownership, family formation and senior citizens without school age children.*
- 7. Enrollment has been on the rise in the elementary years for the past 5 years, and is expected to increase for the next 10 years, eventually impacting middle and high school enrollment. Virtually all buildings will be at or above capacity in 10 years.*
- 8. Our schools are geographically dispersed throughout the community, providing opportunities for flexible attendance areas in close proximity to most schools.*
- 9. The average age of MCPS facilities is 57 years old. 9% are greater than 100 years old. 18% are greater than 90 years old. 41% are greater than 60 years old. 62% are greater than 50 years old. Chief Charlo is the newest school, built in 1995.*
- 10. 38% of the buildings have never been expanded. 38% of facilities have been expanded at least twice. 12% of the buildings have been expanded as many as five times.*

PR 4.3 PROBLEMS TO BE SOLVED

The key problems we are trying to solve at this point in time include the following:

- 1. Aligning MCPS's 21st Century initiatives with our mid-twentieth century (and late nineteenth) facilities.*
- 2. Maintaining flexibility for the future as community demographics change over time.*
- 3. Determining if existing facilities should be unchanged, renovated or replaced to meet the needs of our community.*
- 4. Determining if undeveloped properties should be sold, swapped or retained to meet short term and long term needs of the community.*
- 5. Integrating safety, security, technology and energy improvements into facility improvements*
- 6. Confirming sources of financial support for education, safety, security, technology and energy improvements to facilities.*
- 7. Creating demonstration sites utilizing limited resources in order to evaluate the impact of facility changes before asking the community to support more comprehensive impacts on facilities.*



PR 4.4 DRAFT TIMELINE:

PREPARE

May 2, 2013

Steering Committee Orientation & Overview

June 20, 2013

*Steering Committee review of 21st Century Initiatives,
Capacity Study, School Profiles, Leases & Bonding
Capacity*

July 25, 2013

Steering Committee Site & Facility Tour

August 19, 2013

*Preparation Meeting for Steering Committee (Alex,
Burly, Geoff, Nick) 3:00-3:45*

August 22, 2013

*Steering Committee Meeting: Review Demographic
Study, Site Data 5:45-8:00*

August 23, 2013

*Debrief from Steering Meeting (Alex, Burly, Geoff, Nick)
3:00-3:45*

September 10, 2013

*Board of Trustees Meeting: Overview of Planning
Process (Geoff & Nick) 6:00 pm*

September 12, 2013

*Preparation Meeting for Education Innovation
Team/Steering Committee Workshops and Community
Listening Session (Alex, Burly, Geoff, Nick) 3:00-3:45*

September 24, 2013

*Preparation for Education Innovation Team/Steering
Committee Workshops and Community Listening
Session Meeting (Alex, Burly, Geoff, Nick) 3:00-3:45*

September 26, 2013

*Steering Committee Meeting: Review Workshop Goals
(Steering Committee)*

ASSESS

October 7-10, 2013

Education Innovation Team/Steering Committee Workshops

Monday October 7, 2013 8:30-3:30 District Wide (EIT's + Steering)

*Tuesday October 8, 2013 8:30-11:30: Region 1 Elementary—12:30-3:30: Region 2 Elementary
(EXP EIT's + 20% Steering)*

*Wednesday October 9, 2013 8:30-11:30: Region 3 Elementary—12:30-3:30: All Middle Schools
(EXP EIT's + 20% Steering)*

*Thursday October 10, 2013: 8:30-11:30: All High Schools, Lifelong Learning Center, UM
(EXP EIT's + 20% Steering)*

October 8, 2013

Board of Trustees Meeting: Overview of ASSESS & EXPLORE Phase (Geoff & Nick) 6:00 pm

October 9, 2013

Community Listening Session: Evening 6:30-8:00 (EXP EIT's Steering + 3 personal invitations each)

October 14, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) 3:00-3:45

October 24, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles 6:00-8:00

October 25, 2013

*Debrief from Steering Meeting/ Preparation for Education Innovation Team/Steering Committee Workshops and Community
Listening Session (Alex, Burly, Geoff, Nick) 11:00-11:45*

EXPLORE

November 4-8, 2013

Education Innovation Team/Steering Committee Workshops

*Monday November 4, 2013 8:30-11:30: District Wide (All EIT's + Steering) 12:30-3:30: R1 Elem.
(Expanded EIT's + 11% Steering)*

*Tuesday November 5, 2013 8:30-11:30: Region 2 Elementary—12:30-3:30: Region 3 Elementary
(EXP EIT's + 11% Steering)*

*Wednesday November 6, 2013 8:30-11:30: Region 2 Middle School—12:30-3:30: Region 3 Middle School
(EXP EIT's + 11% Steering)*

*Thursday November 7, 2013: 8:30-11:30: Region 1 Middle School—12:30-3:30: Region 1 High School, Lifelong
Learning Center, UM (Expanded EIT's + 11% Steering)*

*Friday November 8, 2013: 8:30-11:30: Region 2 High Schools—12:30-3:30: Region 3 High Schools
(EXP EIT's + 11% Steering)*

November 6, 2013

Community Listening Session: Evening 6:30-8:00 (EXP EIT's Steering + 3 personal invitations each)

November 12, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) 3:00-3:45

November 12, 2013

Board of Trustees Meeting: Overview of APPLY Phase (Geoff & Nick) 6 pm

November 21, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles 6:00-8:00

November 25, 2013

Steering Meeting Debrief (Alex, Burly, Geoff, Nick) 3:00-3:45

APPLY

December 2-6, 2013

Education Innovation Team/Steering Committee Workshops

Monday December 2, 2013 8:30-11:30: District Wide (EIT's + Steering)

12:30-3:30: R1 Elem. (EXP EIT's + 20% Steering)

Tuesday December 3, 2013 8:30-11:30: Region 2 Elementary—

12:30-3:30: Region 3 Elementary (EXP EIT's + 20% Steering)

Wednesday December 4, 2013

8:30-3:30: All Middle Schools (EXP EIT's + 20% Steering)

Thursday December 5, 2013:

8:30-3:30: Region 1 & 3 High Schools (EXP EIT's + 20% Steering)

Friday December 6, 2013:

8:30-3:30: Region 2 High Schools, Life Long Learning Center, UM (EXP EIT's + 20% Steering)

December 4, 2013

Community Listening Session: Evening 6:30-8:00 (EXP EIT's Steering + 3 personal invitations each)

December 9, 2013

Workshop Debrief/Steering Preparation Meeting (Alex, Burly, Geoff, Nick) 3:00-3:45

December 10, 2013

Board of Trustees Meeting: Overview of APPLY Phase (Geoff & Nick) 6 pm

December 12, 2013

Steering Committee Meeting: Review Workshop Outcomes & Guiding Principles 6:00-8:00

December 13, 2013

Steering Meeting Debrief (Alex, Burly, Geoff, Nick) 3:00-3:45

REPORT

January 2014

Steering Committee Meeting: Recommendations to Board of Trustees

IMPLEMENTATION

February-March 2014

Design Summer 2014 Pilot Projects

June-August 2014

Implement Summer 2014 Pilot Projects

September 2014

Submit Montana Department of Commerce Quality Schools Project Grant for Summer 2015 Pilot Projects

Fall 2014

Design Summer 2015 Pilot Projects

June-August 2015

Implement Summer 2015 Pilot Projects

Fall 2015

Bond Vote for 21st Century Schools incorporating best educational practices, technology, safety, energy

Fall 2015-Winter 2017

Design Bond-Funded Projects

Spring 2017-Summer 2018 (and beyond)

Construct Bond-Funded Projects

