



Smart Schools 2020 Strategic Facilities Plan

Summary of Steering Committee Recommendations

September 16, 2014

MISSOULA COUNTY PUBLIC SCHOOLS
 SMART SCHOOLS 2020 STRATEGIC FACILITIES PLAN
 STEERING COMMITTEE RECOMMENDATIONS September 16, 2014

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EXECUTIVE SUMMARY

SMART SCHOOLS 2020 is the Strategic Facilities Plan for Missoula County Public Schools, developed in collaboration with more than 350 partners representing a wide cross-section of the Missoula community between May 2013 and May 2014. *This report represents a summary of the Planning Process and Steering Committee recommendations, while retaining the structure and references of the June 2, 2014 report. Revisions are noted in magenta text.*

(Prepare) Executive Summary

The work was completed in 5 steps, beginning with a preparation phase, during which the CTA the team gathered and organized information about facilities, sites, school profiles, safety, community demographics and more.

ASSESS WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams of students, parents, staff, administrators, parents/grandparents, business and community leaders representing each school in Missoula County Public Schools tackled a series of challenging exercises focused on assessing current educational practices and desired future practices as well as assessing existing school sites and facilities.

EXPLORE WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams tackled a series of challenging exercises focused on exploring the world beyond Missoula for inspiration and mentors from highly effective schools around the globe.

The Expanded Education Innovation Teams articulated a range of options for each facility, from Option B: Business as Usual to Option S: Start Over.

APPLY WORKSHOP EXECUTIVE SUMMARY

The insights gained from the prior two workshops were applied to the sites and facilities in Missoula and critiqued utilizing the guiding principles that emerged from each of the exercises during the ASSESS and EXPLORE phases, as well as the work of the Steering Committee.

(Report) Executive Summary

This report represents the final step of the Strategic Facilities Plan in advance of a significant community outreach effort in support of a general obligation bond to fund the transformation of facilities outlined in the plan.



OVERVIEW OF PROCESS

Missoula County Public Schools has initiated the Smart Schools 2020, a Strategic Facilities Plan 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 educational vision, "Achievement For All," 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-February 2014</i>
<i>(report)</i>	<i>March-June 2014</i>

During the prepare phase, the team gathered and organized 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 took place in two forms.

- 1. Formation of Education Innovation Teams for each school including Jefferson & Dickinson. The Education Innovation Teams actively participated in half-day and day-long workshops in October & November 2013 and January and February 2014. No group of individuals was 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 were asked to share their insights during Community Listening Sessions mid-week during each of the three planning workshops. The community listening session provided the community at large an opportunity 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 focused on current educational practices and the future of learning. Topics included understanding MCPS's educational vision, 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 examined the world beyond Missoula, facility impacts of learning modalities, school organization and key facility program elements.

The APPLY phase built upon knowledge gained in the previous workshops and used 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 C: Consolidate*
- Option E: Expand*
- 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 Smart Schools 2020, a Strategic 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 1.3 Capacity Study

The Capacity Study was updated to incorporate the enrollment projections provided by McKibben Demographics.

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 Deferred Maintenance & Energy Projects](#)
[See Appendix PR 1.3D Capacity Study 12.10.2013](#)

PR 1.5 Review of Existing Lease Agreements

[See APPENDIX PR1.5A Existing Lease Agreements 6.13.2013 for current building and site leases.](#)

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.

[See APPENDIX PR3.1A Population and Enrollment Forecast](#)





ASSESS

October 7-10, 2013



ASSESS WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams of students, parents, staff, administrators, parents/grandparents, business and community leaders representing each school in Missoula County Public Schools tackled a series of challenging exercises focused on assessing current educational practices and desired future practices as well as assessing existing school sites and facilities.

The Future of Learning

The workshop began with an overview of the Future of Learning, presented by CTA's educational facility planner Nick Salmon and Dean of the University of Montana College of Education, Dr. Roberta Evans. The presentation opened by asking participants to identify the most memorable learning experience and to reflect on what they were doing, who they were with, how it made them feel and why it remained memorable today. As observations were shared with the whole group, it became apparent that many experiences did not take place in school, were often experienced alone or in small groups, and in some cases included recovery from failure. The future of learning requires the development of critical thinking skills to address problems that do not yet exist, collaborating with people around the world utilizing numerous languages to communicate in order to develop creative solutions.

Relevant, Not Relevant, Scary & Why

The table teams discussed the presentation and shared specific portions of the presentation that were relevant, not relevant, scary and why. The most relevant themes of the presentation were the student-centered learning themes of project based learning, collaborative student teams and internships.

Global Century Skills

The group was asked to identify the biggest changes in the world in the past 25 years, what skills are need to negotiate those changes, and local evidence of how students in our community acquire those skills. Missoula is rich with examples of local initiatives focused on developing young people into thoughtful and effective global citizens.

Understanding MCPS's 21st Century Initiatives

MCPS's 21st Century Initiatives represent the foundation of the educational vision informing the development of the Comprehensive Facility Plan. The exercise provided an opportunity to understand the six elements of the Model of Change and how they impact teaching and learning in our community.

Project Based Learning

Project based learning is often described as the poster child for developing the global century skills of critical thinking, communication, collaboration and creativity. A video from Edutopia launched the investigation into the keys to a successful project based learning exercise, including the formation of essential questions, applying what is learned in core subjects of math, science, language arts and social studies, and utilizing community partners.

Geoffrey Canada

A TED talk by Geoffrey Canada, founder of the Harlem Children's Project, was presented during the lunch break. His video covers many key issues in education today including the importance of breaking with traditional practices that are no longer effective, supporting innovation and learning from failure.

Grade Grouping/Looping/Size

Missoula County Public Schools includes nine elementary schools, three middle schools, four high schools, the Willard Alternative Program and the Dickinson Life Long Learning Center. The Education Innovation Teams examined aspects of effective teaching and learning, including the importance of Early Child and Pre-Kindergarten programs and the significant developmental changes along the PK-20 continuum. The

observations of the Education Innovation Teams suggests that many transitions occur within our schools and that they do not necessarily align with the current K-5, 6-8 and 9-12 configuration.

District Organization

Most school districts engaged in comprehensive master planning efforts launch individual building innovations, but not district-wide transformation. Table teams discussed a range of district models including the existing linear/hierarchical model, thematic schools within the existing model, a single PK-12 campus and many out of the box concepts developed by the Education Innovation Teams. This important exercise will require additional discussion and community feedback in order to confirm which model is most effective in supporting the educational vision of MCPS while meeting the needs of the community.

Time & Technology

More than 20 challenging questions exploring the impact of time and technology on education were addressed by the school teams. The important insights of this exercise include consideration of more flexible start to the school day, more flexibility within the school day and alternatives to the traditional summer break.



Site Assessment

The collective knowledge of each school-based team was tapped in order to identify what works, what could be better and what was missing from each site. Information shared in this exercise supplements the extensive site condition assessment provided by WGM Group as a part of the Comprehensive Long Range Facilities Plan.

Facility Assessment

The school based teams were asked to shift attention from the site to the building. Information gathered in this session expands upon the comprehensive facility condition inventory and energy audit developed by CTA in 2009.

School Transformation + Development Map

Dr. Frank Locker's School Transformation + Development Map assessment tool prompted a discussion about a range of current and future educational practices and facility implications characterized in five columns (1) maintaining tradition, (2) initiating change, (3) progressive, (4) transforming and (5) transformed. In most cases, current educational practices appear to be significantly constrained by facilities. The majority of the school teams envisioned substantially transformed educational practices and facilities in the future. The level of support for change in educational delivery and facilities represents the critical work of the

Educational Innovation Teams during the EXPLORE and APPLY phases of the Comprehensive Long Range Facility Planning process.

Community Listening Session

A community listening session was held on Wednesday October 9, 2013 in order to provide an opportunity for more than 50 people to share their hopes and concerns about the work of the Education Innovation Teams as the planning process continues. The feedback allows the comments of the community to be integrated into the process, and to assure that the school teams do not get too far ahead of the community at large.

Subsequent Community Listening Sessions will include a brief overview of the territory covered during the planning workshops, followed by opportunities for Steering Committee members to record hopes and concerns in small groups stationed throughout the venue.

Individual Reflections

At the conclusion of each of the planning sessions participants were asked to write a brief reflection upon the planning process.

Key Insights

- *Flexibility of spaces, daily schedules, annual school calendars and furnishings are desired*
- *New ways of engaging children and families in early child, pre-kindergarten programs and other community needs are envisioned*
- *District-wide innovation will create the context for building-level innovation*
- *Rising enrollment in the past five years and the next five years represents a ten year cohort that is projected to exceed the capacity existing elementary schools by 2017-18 and middle schools in 2023-24.*
- *The majority of MCPS school sites and facilities are in need of site improvements as well as upgrades to technology, mechanical and electrical systems.*
- *The utilization of undeveloped sites, administrative buildings and leased facilities will be integrated into the preferred solutions of the Comprehensive Long Range Facilities Plan*



EXPLORE

November 4-8, 2013



EXPLORE WORKSHOP EXECUTIVE SUMMARY

Education Innovation Teams of students, parents, staff, administrators, parents/grandparents, business and community leaders representing each school in Missoula County Public Schools tackled a series of challenging exercises focused on exploring the world beyond Missoula for inspiration and mentors from highly effective schools around the globe.

Additional exercises focused on critiquing 15 school organization concepts for local relevance and developing learning patterns which represent the needs of students, teachers and staff.

The Expanded Education Innovation Teams identified the three most effective learning modalities for the students each group commonly worked with and developed a preliminary building program which defined the elements needed to create a learning environment that supports MCPS's educational vision.

In the final exercise of the EXPLORE phase, the Expanded Education Innovation Teams articulated a range of options for each facility, from Option B: Business as Usual to Option S: Start Over.

A mid-week Community Listening Session provided an opportunity for the Steering Committee, Education Innovation Teams and Expanded Education Innovation Teams to share insights into the planning process and to collect the Hopes and Concerns of the community at large.

The World Beyond Missoula

The workshop began with a review of the world beyond Missoula for inspiration and mentors in highly effective schools from around the globe. The presentation included elements of schools including welcoming entries, places to gather, dine & celebrate learning, breakout areas for projects, technology, tutoring and presentations.

The presentation also incorporated images of planning centers for teachers and staff, transparency and the importance of introducing color, day-light, fresh air, into learning environments. Examples of flexible spaces and furnishings in support of teaching and learning and specifically project based learning were shared. Finally, connections to the community and environment concluded the more than 60 images of schools from around the world.

School Organization

Participants ranked the following schools as most effective in achieving the 21st Century Initiatives of MCPS.

- *Chugach Optional School, Anchorage, AK*
- *High Tech High International, San Diego, CA*
- *Lynnwood High School, Bothell, WA*
- *Columbus Signature Academy (New Tech Network), Columbus, IN*
- *Christo Rey High School, Minneapolis, MN*
- *Forrest Bird Charter School, Sandpoint, ID*
- *Trillium Creek Primary School West Linn, OR*
- *Minnesota New Country School, Henderson, MN*
- *Rosa Parks Elementary, Portland, OR*
- *Neighborhood Community Central Model, Grand Cayman, Cayman Islands*
- *North Central Shared Facility, Regina SK*
- *Harlem Children's Zone, New York, NY*
- *Anne Frank Inspire Academy, San Antonio, TX*

Learning Patterns

The group was asked to select one of 22 elements of a school and to develop a "learning pattern" including the key characteristics of the type of learning (active learning, learning alone, leaning in small groups, etc.), the type of space needed to support that type of learning, and key connections to other

learning spaces. The group produced a brief statement advocating for the need of the learning pattern in our schools.

Guiding Principles

The Education Innovation Teams provided commentary on each of the draft guiding principles which had been extracted from the work of the Education Innovation Teams during the ASSESS phase. The guiding principles will continue to be revised and refined as the planning process continues.

Learning Modalities

Table teams identified three of the most effective Learning Modalities from a list of 20 Teacher-Directed, Teacher-Facilitated and Student-Directed learning modalities. Many of the groups identified Social-Emotional Learning and Learning with various forms of Technology as under-lying all learning in all school settings.

Preliminary Building Program

- *A preliminary building program was developed for each of the schools, illustrating the key components for a highly effective school serving the future enrollment projections for the grade configurations served.*
- *CTA compared each of the building programs to state standards in Wyoming, Ohio and Massachusetts*

Range of Options

The Expanded Education Innovation Teams developed a wide range of practical and creative options within a framework of Option B: Business as Usual to Option S: Start Over.

EX 2.11 Key Insights

1. *Facilities that achieve flexibility, transparency, barn doors, commons, entry, day-light, teacher planning center, student spaces to meet/eat, community garden/learning spaces all support teaching and learning*
2. *Community interest in neighborhood schools and topic focused schools such as STEM, Arts, etc.*
3. *The 24/7 impact on the daily schedule, annual calendar and facility needs. The educational program drives daily schedule and annual calendar. We need to be prepared for both/and thinking and achieving variety of space and time*
4. *The Expanded Education Innovation Teams identified the three most effective learning modalities as PBL, Interdisciplinary, 1:1*
5. *Community input about the relevance of 21st Century Skills to elementary students.*
6. *Interest in utilizing Missoula College, the Brooks Corridor, and existing resources effectively*

EX 2.13 Subcommittee #2 Review of Grade Level Configurations

A subcommittee of the Steering Committee reviewed maps of current school sites, attendance areas, undeveloped school properties, leased/other facilities, adjacent school districts, streets, rivers, railroads, trails and walking/bicycling distances in relation to Elementary, Middle and High School students. In addition the subcommittee reviewed the enrollment projections through 2023 for each attendance area and reflected upon what has been learned from previous exercise focused on district organization.

EX 2.15 Subcommittee #4 Review of Daily Schedule and Daily Calendar

A subcommittee of the Steering Committee reviewed the daily calendar and annual calendar an developed proposed changes to impacts on teaching and learning, community and facilities. The subcommittee reviewed the work of the Education Innovation Teams from the ASSESS phase regarding the use of time and additional insights developed by an Education Innovation Team member from Hellgate High School.

EX 2.16 Subcommittee #5 Review of School Siting Alternatives

A subcommittee of the Steering Committee reviewed the map of current school sites, attendance areas, undeveloped school



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properties, leased/other facilities, adjacent school districts, streets, rivers, railroads, trails and walking/bicycling distances in relation to Elementary, Middle and High School students.

The subcommittee also review the enrollment projections through 2023 for each attendance area and growth plans for each Urban Fringe Development Area (UFDA).





APPLY

January 13-February 6, 2014



APPLY WORKSHOP EXECUTIVE SUMMARY

The insights gained from the prior two workshops were applied to the sites and facilities in Missoula and critiqued utilizing the guiding principles that emerged from each of the exercises during the ASSESS and EXPLORE phases, as well as the work of the Steering Committee.

Seven options for all 31 sites and facilities were developed, reflecting the direction of each of the Education Innovation teams during the EXPLORE phase.

Option B: Business as Usual

Option C: Consolidate

Option E: Expand

Option L: Light Touch

Option O: Out of the Box

Option R: Realign & Relocate

Option S: Start Over

Committee Members provided feedback on the 32 guiding principles with suggestions regarding consolidation, re-statement and clarification. The 12 facility-related guiding principles will be used by the Expanded Education Innovation Teams and the Steering Committee to provide a deep review of each of the seven options for all 31 sites and facilities. The guiding principles focused on Teaching, Learning & Administrative and Community Partnerships will be included by reference in the final report.

AP 3.1 Final Guiding Principles

Guiding Principles have emerged from each of the exercises during the ASSESS and EXPLORE phases, as well as the work of the Steering Committee. The Guiding Principles were divided into three categories focused on Facilities, Teaching, Learning & Administrative and Community Partnerships. 13 Steering



Facilities

1. Facility has an obvious main entrance with exterior visibility from reception area, electronic locks and secure zone for receiving visitors
2. The building and grounds are integrated as a unified learning environment
3. Administration, guidance and other specialists are distributed throughout learning areas in order to mentor teachers and know students
4. Spaces, schedules and furnishings are flexible with minimal economic impact/physical effort and include flexible spaces for collaboration, projects, instruction, technology, presentations and socializing
5. Technology is distributed throughout buildings with portable and flexible equipment supported by robust wireless access in order to support critical thinking, communication, collaboration and creativity
6. Schools are sized to support effective collaborative teams of 3-5 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools resulting in elementary schools of 350-450 students, middle schools of 500-750 students and high schools of 1200-2250 students
7. Schools are geographically dispersed to maintain neighborhood PK-5 schools to the greatest extent

- possible; provide flexibility in enrollment over time ; support walking/bicycling to school and maximize the number of students within ¼- 1 mile of schools*
8. High schools are organized to focus on the 9th grade transition from MCPS middle schools and the 11 outlying K-8 schools, supported by teacher /staff teams sharing the same students, linking elements of the curriculum, and identifying space for each Grade 9 team
 9. Deferred maintenance , accessibility and energy projects are addressed
 10. Buildings minimize environmental impact through use of existing buildings where feasible, high efficiency Heating, Ventilating and Air Conditioning (HVAC) and lighting systems, use of local/renewable energy sources and use of the school throughout the year
 11. Cost of operating and maintaining facilities is affordable and sustainable
 12. Option represents highest and best use of MCPS fiscal resources



Teaching, Learning, Administrative

- 13. Evidence of learning is readily visible throughout school, community and virtual world*
- 14. Teachers and staff have control of schedule and space to collaborate as a team focused on developing meaningful relationships with students*
- 15. Students learn through projects, discussions, just in time lecturing, internships*
- 16. K-5 students attend middle school as a unit*
- 17. Middle schools are balanced in size, and organized to focus on the transition from grade 5 to 6*
- 18. The existing grade level structure (K-5, 6-8, 9-12) is maintained, but , does not preclude innovations such as co-locating middle schools at high schools, elementary schools on middle school or high school campuses, thematic learning centers or PK-20 campuses*
- 19. All MCPS schools share a common daily schedule to provide time for transportation to other programs, internships, etc.*
- 20. Menu includes fresh, locally grown food, multiple menu options, prepared and served by dining staff and learners, with breakfast and after school meals offered*
- 21. The design, renovation, construction and operation of buildings is integrated into curriculum*

Community Partnerships

- 22. Children and families are engaged in learning in early child and pre-kindergarten programs and continue to be key partners through graduation and beyond*
- 23. Schools, community partners and businesses collaborate meet diverse neighborhood, community, parent and volunteer needs*
- 24. MCPS Facilities Strategic Plan is aligned with City of Missoula and Missoula County Growth and Transportation Plans and coordinated with the 11 K-8 Schools in our region*
- 25. Community outreach addresses impacts on families and the community including impacts on after school programs, camps, student jobs, custodial vacations, major maintenance projects*



AP 3.2 Steering Committee Meeting January 13, 2014

Funding Alternatives

After consultation with D.A. Davidson and Dorsey Whitney, CTA recommends that Missoula County Public Schools consider the following funding alternatives:

1. *The existing Building Reserve addresses on-going deferred maintenance needs identified in the Building Reserve, as well as maintenance and equipment. The total funds available from the elementary building reserve, interest and block grants is \$1,908,058. The total funds available from the secondary building reserve and interest is \$792,080. The Elementary Reserves expire in 2014-15 and 2015-16. The Secondary Reserve expires in 2015-16.*
2. *The technology levy passed in 2012 to addresses the on-going technology replacement. The annual sums collected are \$850,000 for Elementary and \$750,000 for Secondary. Current balances are \$789,676 Elementary and \$854,906 Secondary.*
3. *The sale of the Roosevelt School resulted in \$1,250,000.*
4. *The account associated with the lease of Prescott School is \$275,000. This sum will be partially reduced by the costs of the development of the Strategic Facilities Plan.*
5. *The account associated with the lease of Mount Jumbo is \$350,000. This sum will be partially reduced by the costs of the development of the Strategic Facilities Plan.*
6. *Quality Schools Project Grant applications from the Montana Department of Commerce between \$1,000,000-\$2,000,000 will be due in the summer of 2014. Successful projects will be identified by the Department of Commerce in November 2014, and funded during the legislative session in April 2015. Funds would be available July 1, 2015, and spent prior to June 30, 2017.*
7. *The sale of facilities or sites identified by the Steering Committee and Board of Trustees may result in approximately \$2,000,000-\$5,000,000)*
8. *School facilities developed within Urban Renewal District III (Brooks Street Corridor, including Jefferson School, Casaloma/Homevale, and privately-owned parcels). This Tax Increment Finance District terminates in December 2015 unless a significant public project is identified prior to that time, in which case the project would be funded by a bond, sold by the Missoula Redevelopment Agency, and paid through the available tax increment in URD III. (Approximately \$5,000,000-\$10,000,000 may be available)*



9. *Low interest Intercap loans from the State of Montana can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project are used to pay off the loan over 10-15 years (Approximately \$4,000,000-\$6,000,000). Intercap loans are paid from the general fund, which is not desirable.*
10. *Building reserves can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project can be used to fund future energy projects. Operational savings are accounted for in the general fund, which is desirable.*
11. *The performance contracting process can be used to implement the highest priority energy conservation measures identified in the 2009 Energy Audit and Facility Condition Inventory. Energy savings realized from each project are used to pay the contract over a period of 10-15 years. Loans are paid from the general fund, which is not desirable.*

Total resources from the sources noted above are likely to equal approximately \$15,000,000-\$20,000,000.

If the community is asked for significant financial support of facility renovation and replacement projects, voters will be asked to vote on either a General Obligation Bond, Building Reserve, or both.

Because of the elementary and high school configuration of the district, voters will be asked to vote on either K-8 project funding, 9-12 project funding, or both, depending upon the location of their property.

For the purpose of this summary, it is assumed that the total funds needed would be approximately \$150,000,000.

General Obligation Bond

1. *General obligation bonds are typically secured after a 60 day protest period followed by a 30 day sale and closing period.*
2. *Bonds can be invested in interest bearing accounts until the resources have been expended, provided that arbitrage earnings do not exceed the yield rate of the bond. General Obligations Bonds are typically spent within a 3-year period after the sale of the bond, although that timeframe is driven by federal tax rules, not by the laws of the State of Montana.*
3. *Billings Public Schools recently passed a single \$124,000,000 bond with two bond issues, \$80,000,000*



in January 2014 and \$44,000,000 in January of 2016. The funds are likely to be expended prior to January of 2019 (6 years after the vote). Dorsey & Whitney recommends discussing the bond process with Billings Public Schools.

4. *Bozeman Public Schools has passed a series of bonds in the past decade through a series of votes totaling more than \$100,000,000. It is possible that the community might support the first bond and not subsequent bonds.*
5. *Although 20 year bonds are typical (and the maximum), shorter durations have lower interest rates, but greater annual impacts.*
6. *Dorsey & Whitney recommends that the funds be spent in less than 10 years in order to address the clearly stated needs of the Bond Question in a timely manner and avoiding the impacts of inflation. Extending the work associated with the bond beyond ten years opens Missoula County Public Schools to potential challenges from taxpayers at the time of the bond election, or during the implementation phase. Completing the work within a 10 year time period provides MCPS and the community with more flexibility for meeting emerging needs in the future.*
7. *A single vote with three bond issues might take place in the Fall of 2015, with the first sale in December 2015,*

the second sale in 2018/19 and a third sale in 2021/22, with the final phase of the work completed in 2025 (10 years after the vote).

8. *One benefit of the single vote/multiple sales is that the tax impacts take place over time, rather than a significant increase in a single year.*
9. *As property values in the community increase over the 20 year duration of the bond, the impacts on individual taxpayers decrease.*
10. *The three bond sales may not be equal in value. For example the first bond sale might be for \$75,000,000, followed by a sale of \$50,000,000 and concluded with a \$25,000,000 sale. Interest rates are likely to increase over time and would need to be calculated as a part of the taxpayer impact statement.*

Building Reserve

1. *Building Reserves are typically utilized to meet deferred maintenance needs in 5 year increments, although the maximum is 20 years. Funds are collected and spent on an annual basis, resulting in significantly lower impacts on taxpayers, but require longer durations to accumulate adequate funds to complete significant projects.*
2. *For example, a \$150,000,000 Building Reserve with a 20-year duration would collect \$7,500,000/year. By*



comparison a \$150,000,000 General Obligation Bond with an interest rate of 4% and 20-year duration would result in \$11-12,000,000 annual payments.

3. *Building reserves are considered to be an inefficient means of collecting funds to meet major facility projects, and as a result, are typically smaller amounts used to address on-going maintenance needs.*

Combined General Obligation Bond and Building Reserve

1. *A General Obligation Bond could be combined with a Building Reserve in order to address immediate long-term needs such as replacing facilities or meeting growing enrollment, while accumulating building reserves to meet on-going deferred maintenance (such as boiler and roof replacements) or secondary priority projects including major renovations or facility replacement.*
2. *The combination of bonds and reserves might be packaged as a \$100,000,000 General Obligation Bond and \$50,000,000 Building Reserve, each with 20 year durations. It is likely that the \$100,000,000 would be spent within a 6-10 year period, while \$15-25,000,000 accumulates in the building reserve. Those funds would be spent on the next level of priority projects, while funds continue to accumulate to address the third-tier priorities.*

3. *It is possible that the community might support the passage of the bond, but not the building reserve, or vice-versa.*
4. *Combining bonds and reserves create benefits for taxpayers. For example, a \$100,000,000 General Obligation Bond and a \$50,000,000 Building Reserve with a 20-year duration would collect would result in a lower taxpayer impacts than a \$150,000,000 General Obligation Bond.*

Closing Thoughts

High School debt is approximately \$10,000,000, to be paid in full in 2018 and 2023. Illustrating the impact of existing debt dropping from the tax rolls will be important.

It is important for the community to understand that the funds secured through the passage of a General Obligation Bond or Building Reserve can only be used for the facility needs identified in the Bond or Levy questions, not for MCPS salaries.



REPORT

February 6- May 14, 2014



REPORT

RE11 Steering Committee Meeting May 19, 2014

The Steering Committee reviewed the priorities established during the March 17, 2014 Steering Committee meeting, and confirmed the following.

GENERAL

1. *School Size:*
450-500 Student Elementary Schools
650-750 Student Middle Schools
1500-1800 Student High Schools
2. *All active school facilities will benefit from the investments made by the community in the form of the bond.*
3. *The three key features of the Smart Schools 2020 Strategic Facilities Plan are Safety, Technology, Agile Learning Environments*
4. *Deferred Maintenance is focused on replacing boilers, heat distribution, temperature controls, roof systems and accessibility. The result will be that all significant deferred maintenance will be addressed, reducing MCPS's exposure to meeting on-going maintenance needs through levies and emergency expenditures.*

5. *Safety & Security improvements include securing entry areas and subdividing schools into a series of security zones.*
6. *Technology infrastructure in each building is included.*
7. *Collaborate with City & County regarding Fort Missoula, Duncan Drive, infrastructure adjacent to school sites*
8. *Collaborate with University of Montana regarding Duncan Drive, Casaloma, Missoula College*
9. *Collaborate with State of Montana regarding Early Child, Bonding Capacity, School Funding, K-12 schools*

BOND TIMING

10. *A single bond election will have two bond questions, one for K-8 (Elementary & Middle School) and one for 9-12 (High School). A portion of the bonds would be sold after the election; a second sale would take place 3 years later and the remainder would be sold approximately 3 years after the second sale. Funds must be spent within a three year time frame of the sale. Staggering the sale of bonds reduces the impact on taxpayers.*
11. *High Priority items will be addressed between 2015-2019.*
12. *Medium Priority Items will be addressed between 2020-2023.*



13. *The Montana Legislature is likely to increase the bonding capacity to 100% or \$170,000,000 for elementary and \$260,000,000 for High School. Polling of the community will confirm the level of support for each bond.*

ELEMENTARY (K-8) BOND

14. *\$13,250,000 bond (\$2/Month, \$24/Year, \$480/20 Years)
Deferred Maintenance, Safety, Technology
Expansion of Lowell & Russell not included
Replacement of Franklin & Cold Springs not included
Capacity issues in remaining 5 elementary schools and 3 middle schools would not be included.*
15. *A \$56,000,000 bond (\$8/Month, \$100/Year, \$1,991/20 Years) for K-8 facilities would address high priority items identified by the Steering Committee including Deferred Maintenance, Safety, Technology in all buildings, resulting in expansion or replacement of Lowell, Franklin, Cold Springs and Russell. Capacity issues in the remaining 5 elementary schools and 3 middle schools would not be included.*
16. *A \$96,000,000 bond (\$15/Month, \$180/Year, \$3,600/20 Years) for K-8 facilities would address high and medium priority items including the Deferred Maintenance, Safety, Technology in all buildings, as well as capacity*

- and future flexibility issues in all schools. In addition, investments made in Deferred Maintenance, Safety, Technology would be integrated into changes made to facilities to achieve agile learning environments*
17. *Additional reductions in scope would be needed in order to fall below the current \$85,000,000 bonding capacity (\$13/Month, \$156/Year, \$3,120/20 Years)*

HIGH SCHOOL (9-12) BOND

18. *A \$28,000,000 bond (\$4/Month, \$48/Year, \$960/20 Years) for 9-12 facilities would address high priority items identified by the Steering Committee including Deferred Maintenance, Safety and Technology in all buildings. Capacity issues are not included.*
19. *A \$66,000,000 (\$6/Month, \$72/Year, \$1,440/20 Years) bond for 9-12 facilities would address high priority items identified by the Steering Committee including Deferred Maintenance, Safety, Technology in all buildings as well as capacity and future flexibility issues in all schools. In addition, investments made in Deferred Maintenance, Safety and Technology would be integrated into changes made to facilities to achieve agile learning environments.*
20. *Additional reductions in scope would be needed in order to fall below the current target of \$50,000,000. (\$5/Month, \$60/Year, \$1,200/20 Years)*



ELEMENTARY & MIDDLE SCHOOL PRIORITIES

21. HIGH PRIORITY

*Expand or replace Lowell, Russell, Franklin, Cold Springs
Address Deferred Maintenance, Security, Technology
issues in remaining 5 elementary school facilities and 3
middle schools.*

22. MEDIUM PRIORITY

*Chief Charlo Light Touch improvements
Lewis & Clark Expansion & Remodel
Paxson Expansion & Remodel
Hawthorne Expansion & Remodel
Rattlesnake Expansion & Remodel
Meadow Hill Expansion & Remodel
CS Porter Expansion & Remodel
Washington Expansion & Remodel*

23. LOW PRIORITY

None

HIGH SCHOOL PRIORITIES

24. HIGH PRIORITY

*Address Deferred Maintenance, Security, Technology
issues in all High School facilities*

25. MEDIUM PRIORITY

*Sentinel High School consolidation of Music,
Automotive and STEM center
Hellgate High School Expansion & Remodel
Big Sky High School Expansion & Remodel
Vo-Ag Farm Processing Kitchen
Seeley-Swan High School Music/Stage
New Willard Alternative Program*

26. LOW PRIORITY

None

**LEASED FACILITIES, UNDEVELOPED PROPERTIES,
ADMINISTRATION PRIORITIES**

27. HIGH PRIORITY

*Relocate Central Administration to Missoula College
Dickinson Life Long Learning Center Light Touch
Improvements*

*Issue Requests for Proposals (RFP's) for sale of
Whittier, 55th /Whittaker*

Continue to Lease Prescott

28. MEDIUM PRIORITY

*Construct new Performing Arts facility @ Sentinel
Renovate Business Building as district training and
technology center*

*Issues Requests for Proposals (RFP's) for lease of
Casaloma*

*Conclude lease of Mount Jumbo in order to create
swing space during construction projects*

Develop long term lease of Duncan Drive property

29. LOW PRIORITY

*Swap Linda Vista parcel adjacent to Marilyn Park for
suitable school site*

OTHER

*30. Continued collaboration with the City of Missoula and
Missoula County regarding the development of the Fort*

*Missoula Softball and Soccer Complex is desired to
avoid redundancy.*

*31. Developing targeted Career and Technical Education
(CTE) facilities in each High School rather than
duplicate CTE facilities in all three is desired.*

[*See APPENDIX RE 5A Estimated Mill Levy Impact
Analysis*](#)

[*See Appendix RE11A Final Preferred Alternatives*](#)

[*See Appendix RE11B Final Total Project Cost Summary*](#)

[*See Appendix RE11C Final Total Project Cost Detail*](#)

[*See Appendix RE11D Final Safety, Accessibility &
Deferred Maintenance Summary*](#)

RE 12 Next Steps

The Board of Trustees will receive the recommendations of the Steering Committee on June 17, 2014. Over the next six months CTA, Partners Creative and Eclipse Engineers will complete additional services associated with the Smart Schools 2020 Strategic Facilities Plan including the educational facilities specification, community outreach and structural evaluation of a limited number of existing facilities. The Board of Trustees will utilize that same time period to conduct additional community meetings in advance of polling in January 2015. The Montana Legislature will meet between January and March 2015 and is likely to address a number of issues that will impact the size of a potential bond including the school funding formula, raising the bonding capacity of K-12 Schools, funding Quality Schools Project Grants, considering the creation of new K-12 School Districts and implementing Pre-Kindergarten programs. The Board of Trustees will establish the scope and cost of a bond in April 2015.



MISSOULA COUNTY PUBLIC SCHOOLS
SMART SCHOOLS 2020 STRATEGIC FACILITIES PLAN
STEERING COMMITTEE RECOMMENDATIONS September 16, 2014

RE13 Calendar

*Board of Trustee Work Sessions:
October, 2014-March 2015*

*Community Outreach
October-December, 2014
April-November, 2015*

*Technology Grant Scope Clarification
October, 2014*

*Media Tours:
September-October 2014*

*Quality Schools Project Grant Short List:
November 1, 2014*

*Community Polling:
January 2015*

*Montana Legislative Session:
January-March 2015*

*Friends of Smart Schools 2020:
April-November 2015*

*Establish Smart Schools 2020 Bond Question:
April 2015*

*Quality Schools Project Grant addressing security, technology,
agile learning environments:
Summer 2015*

*Smart Schools 2020 Bond Vote:
November 3 2015*

