

**MISSOULA COUNTY PUBLIC SCHOOLS  
BOARD OF TRUSTEES SPECIAL MEETING  
WORK SESSION**

**Smart Schools 2020 – Facilities Strategic Plan  
Tuesday February 3, 2015  
6:00 p.m. - Business Building Boardroom  
915 South Avenue West**

**AGENDA – REVISED ORDER**

- 1. Introductions and Statement of Purpose** Joe Knapp, Board Chair
- 2. Public Comment**
- 3. Approve Minutes:**  
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- 4. High Schools** 6:00 – 6:45 pm
  1. Review Hellgate High School Modifications
  2. Review Willard Alternative Program
  3. Missoula County Stadium
  4. Vo-Ag Farm, Vo-Ag East, Vo-Ag Triangle
- 5. K-12 Facilities** 6:45 – 7:00 pm
  1. Dickinson Life Long Learning Center
  2. MCPS Performing Arts Center
- 6. Polling Results** 7:00 – 7:25 pm
  1. Harstad Strategic Researchpage 33
- 7. Polling Results Discussion** 7:25 – 8:00 pm
- 8. Undeveloped Sites, Leased Facilities & Administrative Buildings** 8:00 – 8:45 pm
  1. 55<sup>th</sup>/Whitaker
  2. Marilyn Park/Linda Vista
  3. Casaloma/Homevale
  4. Duncan Drive
  5. Prescott
  6. Whittier
  7. Mount Jumbo
  8. Sixth Street Administration
  9. South Avenue Business Building
  10. Missoula College
  11. Central Kitchen
  12. Maintenance
  13. Jefferson
- 9. Quality Schools Demonstration Projects** 8:45 – 9:00 pm
  1. Lewis & Clark Elementary
  2. Meadow Hill Middle School
  3. Big Sky High School

**10. Adjourn**

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Trustees Present: Joe Knapp, Marcia Holland, Jim Sadler, Jennifer Newbold, Heidi Kendall, Mike Smith, Debbie Dupree, Diane Lorenzen, Julie Tompkins

Trustees Absent: Michael Beers, Ann Wake

Others Present: Nick Salmon, Trevor Laboski, Hatton Littman, Karen Allen, Heather Davis Schmidt, Burley McWilliams, Pat McHugh, Brent Campbell, Jeanne Joscelyn, Christine Fogerty, Karen Swanson, Alex Apostle (by phone)

## **MINUTES**

### **Introductions and Statement of Purpose** Joe Knapp, Board Chair

At 6:01 p.m. Board Chair Joe Knapp opened the meeting. This is the third iteration of the facilities strategic plan review, school by school.

### **Public Comment** Joe Knapp, Board Chair

Knapp stated that we will start the meeting with Public Comment, which we will have at both the beginning and the end of the meeting. He asked speakers to state their name and organization, if any, and to keep their comments to three minutes, give or take.

Jeannie Joscelyn spoke. She said she is a Rattlesnake resident and Prescott School and neighborhood school advocate. She explained that she has previously expressed reservations regarding the facilities study and her concerns about infiltration of the school board by MIS (Missoula International School) supporters and about the absence of information on the superiority of small neighborhood schools. Today she is here to object to the process. She said there has been virtually no newspaper coverage of the last 3 facilities meetings, and not much on previous meetings. She said there is a lack of transparency. Many older voters do not use the computer, so they are unable to study the plans. Many prefer print media. She said the majority of those who will vote are completely in the dark. In last month's minutes, she read that she was out of order for commenting twice; it is not normal protocol, but she has seen others do it. She stated that waiting through three hour meetings before comments are allowed is not conducive to participation, even when comment is allowed at the beginning of the meeting. She noted how few people from the public are at many meetings as another indication the public is being left out. Joscelyn said she is recommending to people not to vote for the bond in November for those reasons. Knapp thanked her.

There was no other public comment. Knapp stated that all trustees are present except Beers and Wake. Joscelyn left the meeting.

**Approve Minutes: Board Work Session-Smart Schools 2020, December 2, 2014 (page 2)**

Joe Knapp, Board Chair

Motion by Lorenzen to approve the minutes of the December 2, 2014 Board Work Session-Smart Schools 2020; seconded by Sadler. There were no adjustments. The Board unanimously approved the minutes.

**Review of high school properties and the Facilities Steering Committee recommendations; Big Sky, Hellgate and Sentinel High Schools (page 19) Nick Salmon, CTA Facilitator & Joe Knapp, Board Chair**

Nick Salmon introduced himself; he is with CTA in Missoula. There are a number of items for which trustees had requested follow-up, including resident and nonresident distribution. Nick asked if he should first cover the 3 high schools, then those items. Knapp asked trustees; they agreed.

**Big Sky High School:** Nick explained that the essence of the plan is to focus on a few key things: 1-securing the entry of the school; 2-increasing the common area of the school by enclosing the courtyard: this allows you to get away from having the cafetorium, which is a feeding and assembly space in one area; 3-make a windowless core, the classrooms with no exterior exposure, into more viable learning environments for the future.

The school was designed in the late 70s, so it already has a high level of flexibility; it is relatively easy to adapt to more thoughtful future uses. Also it is the demonstration site for a project: the intent is this summer to implement a small amount of change in the building as a result of a Quality Schools Project Grant.

Holland said the staff would love to have a real performance space. Nick replied that by capturing a separate dining space, we can turn that into more of an assembly space.

Lorenzen asked about the windowless spaces. Nick replied that they are to the interior with a window to the hallway, and the hallway has a window to the outside. We can capture wasted space: 35% is normally lost to circulation, but at Big Sky it is more like 50%; this will improve learning outcomes.

Sadler asked Nick to describe what the cafetorium would look like: would it be a stage with a proscenium and backstage, or would it be basically the same? Nick replied that it would be generally the same, but capturing some of that space to provide a support space for backstage activities that is now lacking.

Tompkins said this is the first plan she recalls addressing energy conservation. Will we address that in all the schools? Nick: in all the schools; virtually every one has energy projects, e.g. replacement of mechanical systems or control of mechanical systems. Some buildings have lighting upgrades to be made. Tompkins: why is this one the only one with that language? Nick explained that the narratives were written by each school; it was important to Big Sky. Tompkins asked if we could include it in the other plans. It seems like something everyone would want. Nick: absolutely. Every energy dollar you can save through a general obligation bond is money you see on the operating side of the ledger. If you could reduce the \$2.5 million energy bill, you would have real dollars to support salaries, programs, etc., off into the future. Tompkins suggested we play up that angle. She referenced a recent negative letter about the bond issue. We could say this is extremely beneficial; we have not talked about it much.

Lorenzen commented that the spreadsheet for March 17 did list energy conservation for each facility. So it is in there, but we could pull it out and highlight it. Nick: yes. He noted that in 2009 we identified a tremendous amount of energy projects, some easier and some more challenging or with more marginal savings associated. In trying to cull the costs last spring, we focused on the most critical: replacing mechanical systems, roofs, and roof insulation. The items easiest to achieve were focused on. For example, we dropped insulation on foundations of walls, because it would take 100 years to pay back.

Smith has had discussions with members of the public and with teachers. He asked Nick to go back a bit and remind us where we are in this whole thing regarding building-specific items, like what the stage will look like or where the corridors will be. His understanding is that those kinds of details will not be settled at this point, whereas we can make sure we add energy savings and specific things to each school. There will be a chance for each school to have input when we get to the design stage. Smith wanted to emphasize that, and he asked Nick to correct him if he is wrong. Nick confirmed; he explained that the intent of every diagram was to identify what it was possible to do to make improvements and to put a dollar value to those items, so there are enough dollars for future design teams to work with to implement the final end product. After passage of the bond, there will be years of investigation. Smith: so we are not locked in when we pass the bond. Nick: correct. When the bond counsel is working with Pat and the board to refine the language of the bond, they will advise you to keep it as tight as possible, a single purpose of what you are trying to achieve, to hit the highlights but not details that lock you in.

Sadler: a portion of this bond for Big Sky is also for future repair and maintenance, correct? Not just for remodeling? Nick replied that virtually every building has deferred maintenance items—e.g. roof replacement, mechanical systems. Sadler: so you have made an educated guess that Big Sky would need a roof in 8 years, for example, and when estimating the amount needed you are placing those amounts in there. It is not just to remodel. Nick: it is a 20 year bond, but the vast majority of the money will be spent in 8 years. Sadler: and the residual will be used for repairs? He said we are still doing repairs out of the last bond. Nick corrected: all those dollars were spent within a 3 year period. You have had the building reserve to tackle the maintenance list. A few years are left on the building reserve. Sadler: this is not planning a building reserve then? Nick replied if you are successful, it will reduce the need to run a building reserve, because you will be tackling roofs, etc.

Newbold noted that Big Sky has a projected enrollment peak of 1322—what percentage is from the Hellgate K-8 area? Nick replied that the future peak enrollment from Hellgate Elementary is approximately 450 students, a substantial portion.

Lorenzen said she has talked to teachers at Big Sky—they did not feel it was as inclusive a process as we thought. High schools are huge and complex. One teacher said they lost 8 classrooms. Does that sound right? Nick replied that is the primary reason why we are doing the demonstration project: we can take 6 rooms and get more than 6 learning spaces. If you count rooms on the diagram, you could come to that conclusion, but the intent is to maintain capacity. The demonstration project will help people understand.

Smith to Newbold: he has been talking off of diagrams and showing them to people: it is available. There is a diagram that shows us where the students go to each high school, middle school, and elementary school, and what the boundaries are; it shows where the students are and where they are going. He has a few copies he could share if it helps. Knapp: sure.

Nick spoke more on the question of how teachers and staff have responded. They say 24

people wasn't enough, and why were there not more involved? We have had follow-up meetings, and we have tried to convey that this is a concept and there is much more time for more participation.

Newbold asked for a reminder of where Big Sky falls on the priority list or timeline, in relation to the other high schools. Nick replied that all 3 high schools ended up identified as high priority for the high schools. The steering committee felt elementaries were the highest priority due to rising enrollment, and that there is a little more time to catch up with middle and high schools. The reality is that everyone's needs are very high.

Nick commented that one of the reasons why the Big Sky team identified energy conservation as a priority is that Big Sky is the largest user of energy in the entire district. Built in the 70s, it has a modern facility and air handling. Hellgate has the lowest usage; they have to open a window to get fresh air.

**Hellgate:** Nick explained that their concept has gone through many different iterations, and he assumes it will continue to be modified. Key is security at the entry: the administration is on the 2<sup>nd</sup> floor, and no one is observing students coming and going from Gerald. Other major concerns: more space for science and technology; more appropriate space for art; P.E., with the gymnasium on the 2<sup>nd</sup> floor and locker rooms below. Follow-up conversations about addressing locker room needs and general P.E. and athletic needs. They are in a constant state of re-examining. There is a large faculty at all high schools, so we expect to see more feedback. Hellgate was built in 1908 and expanded in 1921, 1931, 1946, 1978, and 2003. Many different things have happened to the building. As an urban high school sitting on 3 acres, other needs are met off site: the River Bowl, soccer fields in the Rattlesnake, and football at the county stadium. The original building had a steep sloped roof. Fire destroyed virtually the entire building, and the whole building was reconfigured to rebuild after that.

Lorenzen: the 2<sup>nd</sup> story gym is iconic for Missoula and Class AA, but no one wrote down we will take out the 2<sup>nd</sup> floor gym. Nick replied that the re-thinking is to leave the two gymnasiums alone and invest the dollars differently. There will be iterations that look different. If it is something you want a commitment on from the Hellgate team, we could try to wrap that up. Lorenzen thinks something that big is important. There may be people who say they won't vote for it if that is included; it is special. We need to let voters know what we are going to do so they know when they vote.

Tompkins commented that a lot of people don't read information they are given. Bullet points are great: she suggested we add one that we will maintain architecture and history. Buildings are important to some people, but not all people. Nick had talked about restoring the original vaulted trusses from 1946, to truly make it a wonderful place to be. Acoustics are particularly challenging.

Sadler: what are they doing about safety on the entrance—reconfigure it? Nick: the plan is to relocate several administrators down on street level adjacent to the Gerald entrance and to have a secure receiving area there. Now you can just walk in and go down the hallway or upstairs; there is no control of that part of the building. We will move administrators down and secure the entry.

Knapp said he is struck when he looks at the high schools that Hellgate is iconic but also old. It struck him that it is wonderful to have icons, but they have to be functional icons. He has walked through that school many times; it is a challenging functional place. How radical did the people at Hellgate High School get about changing it from iconic old fashion to iconic new fashion? Was there much discussion? Nick: absolutely, it was part of the conversation. They struggled with how

to give life and relevance to a 105-year-old vessel and make it appropriate for many generations ahead, in a manner that is respectful yet gives flexibility the building has not had. There are schools in Spokane, Seattle, and elsewhere comparable to Hellgate High School, in which they have invested \$100 million and kept the shell but absolutely transformed the building. That was one option discussed. The price tag combined with concern about long term displacement led to a focus on key pieces of the building and the parts we would get the greatest value out of transforming.

Knapp: realistically, given the plan as presently structured, what is the likelihood of Hellgate being a functional organ of education for 50 years or more? Nick replied that with the investments on the scale we are talking about, we are absolutely giving it life for another 50 years. He has not yet folded in structural upgrade costs. Not just the 1908 part but other parts need attention and significant dollars invested in supporting long term life.

Smith: it sounds like this discussion is weighing money limitations and structural limitations of the building, and a faction would like to save more of Hellgate rather than less. On the other side of the coin, our focus is to improve the facilities for students for the near future and long term. If we invest \$17 million in this school, there will be people who are happy and people who are not happy. It boils down to where do we draw the line; how do we measure functionality vs. nostalgia? What if it depends on losing a gym at a cost that would provide phenomenal learning spaces, or saving the gym? We have phenomenal teachers. He has heard from Hellgate teachers, parents, and non-Hellgate people. He hears both sides. He wonders if there is other direction of the board.

Sadler: issues about the elementary bond and high school bond are two different stories. In the elementary we hear replacements and needs. We need to keep the two separated. He is very worried that we are getting all these wishes. One thing leads on to another, and there comes a point: he told the story of his garden statue, which led to a series of other improvements. He is worried about the overall cost. He would like to look at the cost of the whole bond and work backwards. That is how he does his own life. How much do we think people will support? He thinks we need to go through the exercise of looking at what we need. Safety is extremely high on priorities for our high schools. They do not have safe entrances, and there needs to be reworking of that as a very high priority. After we get past that, he is starting to think maybe the bond amounts should be starting to be reduced. He is still up in the air. He would like to know the total figure. The elementary bond will be passed within the confines of the elementary district. The high school bond is passed through the whole county, except areas not in the high school district. Out in the county, people are not as apt to be voting for it because it would be really nice to have a prettier gymnasium. It is nice to go through this exercise, but he would be glad to get down to more practical issues. The area just passed an extremely large bonding issue. There is a certain amount of reluctance, with people saying they are not sure they can support a bond; it is a lot of money. There is not the same argument for the elementary; that is a whole different story. These are his comments on the high school bond. Except for safety and repairs down the road, everything else seems kind of superfluous.

Lorenzen agreed with Jim; she has felt this way throughout the process on the high school. Some things are change for the sake of change compared to the desperate needs at the elementary. We want the public to know the elementaries are in desperate need. What would roofs, boilers, and wireless cost in the high school, and could we consider only bonding for that and not going through bigger changes? It would be terrible to lose everything because we asked for too much in the high school.

Tompkins addressed the iconic status of some of the schools. Hellgate was built at roughly the same period as Lowell. They are iconic because of their age, not because of a quality other than that. The architecture is pretty renowned in Missoula. She feels there is a strong attachment. You can call it nostalgia, but they are fundamental anchors in the neighborhood. If you are talking about renovating for education space, it is important for that but also for community space. If you raze one and rebuild, it may not even last as long; it is short sighted. These buildings were built extremely well, and they will continue to do well as long as they are well maintained. That is the bigger piece: maintain them and look at ways to keep them. Even though the public is not that involved at these meetings, if you talked about completely starting over and getting rid of Hellgate or Lowell, the public would be up in arms and filling this building. It is a bigger discussion than keeping them as learning space.

**Sentinel:** Nick: as of this year, it is a 58 year old building; it was built in 1957. It was largely built all at once; a number of outbuildings were built to the south. The College of Technology was originally school district property and school functions. Issues: secure front door. It is complicated by the fact of 4 separate buildings on one campus. Students go between buildings, and doors are left open; the campus security issue is associated. The original mechanical system is well beyond its useful life and is very inefficient. The vast majority of the dollars to be invested in Sentinel is to replace the mechanical system. Proposed: launch STEM center in the warehouse building and connect to the main building so all programs take place within one building. Music is in the metal building to the south; by building bona fide spaces back adjacent to the auditorium, we regain music under one roof. Another thing evolved: the idea of a district wide performing arts space. The Sentinel site became the logical choice. Others considered were the urban renewal district nearby. But Sentinel is the largest site; it has room for the facility and ample parking for events; it is connected to the bus system; and it has many other features. The key challenge is to make it clearly a K-12 district wide program and not make it feel like Sentinel got a really great auditorium. Sentinel would benefit from it being there, but ownership is truly district wide. Back history: we have the same issue for Missoula County Stadium. Yes, it is district wide, but many think Big Sky has a really great field and other schools don't. Follow-up meetings with each of the teams: he suspects there would be a desire to make the building less burdened by its 1950s layout. The majority of dollars are being spent on basic infrastructure, mechanical systems, and the safety and security issue.

Tompkins, for clarification: so this diagram does not reflect actual costs for early childhood and K-5. Nick: no, dollars are not included for that. Dollars for performing arts are tracked separately, not as part of the Sentinel budget. Tompkins suggested we get rid of that stuff on the diagram, because it is confusing. Most people would assume a \$21 million price tag buys all that.

Holland requested clarification as well: We will talk about district wide performing arts and Missoula College in another conversation; this is confusing because it suggests we are getting a lot of bang for the buck on Sentinel's campus.

Lorenzen: Sentinel obviously needs a new heating system. She thinks a district wide performing arts center is a fantastic idea. We as a board have to work on breaking down differences between high schools. Sentinel has a huge number of doors and kids going in and out of the building for music. She thinks the district wide performing arts center with music classrooms nearby is a real asset to the whole district.

## Discussion of high schools in general

Knapp opened up discussion of high schools in general.

Holland asked if we will discuss Willard in another conversation. It is not on the agenda for tonight. Knapp replied that we talked about Seeley in October. We have another session to talk about all the other centers. He is not sure why Willard was not put on here; he apologizes if he overlooked it. We will have a wrap-up in February. It will be on there.

Lorenzen: for the high school as a whole, she would like to talk about the current bonding capacity at the high school level. Do we want to run a high school bond, and if so how much? What could we bond if the legislature does not change the law? Pat: we can bond 50% of the taxable value plus adjustment for another piece; it is a statewide average formula. Nick: at least \$125 million, maybe higher. Pat: the taxable value is \$183 million in the high school. Nick: the \$125 million is free and clear of the \$10 million, which was already taken out.

Smith thinks if we are going to have the discussion Diane mentioned, we should look at the idea Julie or Diane brought up that we basically need roofs, boilers, wireless, and safety.

Tompkins, to Nick: you mentioned that the buildings have lasted for 100 years and will last for another 100 with maintenance. Is that true? If we look at the deferred maintenance for these buildings and spend \$65 million on maintenance and have the same buildings, vs. asking voters do you want to spend an additional \$25 million, for example, and the return on investment will make it better for the future. She asked Nick about the return on investment on maintenance on 100 year old buildings. Nick: we asked the teams to consider a guiding principle of whether the preferred alternative represents the best use of facilities. We looked at the replacement value of the buildings vs. how many dollars we are putting in. At the point between 25 and 50% of the replacement value being invested, you have to take a serious deep breath and ask if it is worth making that investment. At Lowell, the dollars you are investing are almost equal to the cost of replacing. But you have decided it is worth making that investment. If it was built in 1970 and in disrepair, you might not have had any qualms about replacing it. Even just asking for roofs, boilers, technology, and basic security and safety, that will be a big number. He sees two things that could happen: you ask the community, they support it, and you open the doors and they ask where did all their money go because there is no visible evidence; it is all concealed. Hopefully it is still substantially better for students and teachers. Secondly: you make the investment and then say oh now we ought to try to make the building more future flexible, and then you end up undoing things you just did. He has seen districts make the wrong choice that way, and end up poking holes in roofs they just did, in order to make other changes. Let's say we spend roughly \$20 million at each of the 3 high schools. Of the dollars invested, a significant portion of those are going into core things of deferred maintenance, safety and security, and technology. It is not as though the solution is 75% new vision and minimal effort on the other issues. Nick said he could make that more clear in future summaries of where the dollars are going.

Smith: thanks; that was what he was looking for. He thinks he understands some of the mention of people having gone to these high schools and having personal investment in the high school. His first choice as a parent of students, one in high school and one in middle school, who have gone through the elementary schools, is that he wants his kids and theirs to have the best facilities they can. He does not want to say we should not preserve a building because it is iconic, but he does not want to lose the vision of creating a wonderful future environment. A new icon could be an icon too if we do it right.

Tompkins said she is confused about being specific and not specific. For two buildings, Hellgate



and Lowell, we have talked about gutting and leaving the outside, but remodeling and renovating the interior.

Smith: what if it is \$25 million to do Hellgate and that includes, for example, losing the gym but you get 50 years of great educational facilities doing the job for the community and the students? What if you have to spend \$45 million and keep the gym and not have the facilities being better? He thinks another gym is great. He has talked to other parents who say both things: they talk about memories, part of the community, preserving a cornerstone. He doesn't want to do preserve for preserve's sake. He wants to make sure we don't lose sight of what we are doing.

Knapp asked Nick for a formal comparison: if we focus on just safety, long term deferred maintenance and IT for the 3 high schools, what that number would be compared to the number presented so far, looking at the 3 core metrics vs. remodeling. Nick: about \$26 million for those elements across all 3 high schools. So about half.

Lorenzen: we have open enrollment. We don't want a handicapped child to have to choose a school based on what they can do. They should all have elevators. Students should be able to choose if they like the Hogwarts atmosphere at Hellgate, or more shipshape one at Sentinel, or a modern one like Big Sky. They have choices in facilities.

Nick: each of these teams has been talking. The Hellgate team has been wanting to really figure this out now. He met with them in mid-December; he owes them a revised diagram, based on what they shared that day. He could bring that next time, with a dollar value. They said leave the gym alone and a few other things.

Sadler recalled Nick saying the public needs something visual of how they spent their money—that is persuasive. If we are dealing with safety at all the high schools, including Seeley Lake, that configuration will be dramatic in all the high schools. Is the \$120 million the high school-only bonding capacity? Yes. And elementary is \$85 million. Sadler said he has been fearful that people will think we are saying we have \$120 million to spend and we are trying to figure out how we can spend it. Nick replied that we have never been that high, more like \$60 or \$65 million. The point of him going back to the high schools and asking them to scale back was to get the number down. And to get the elementary under \$85 million.

Sadler: when you talk about the stage at Big Sky or the cafetorium, it will not be that expensive. A few of those things could be done that would be very good. We will be able to pick and choose here very soon, won't we? But always with the final figure in mind of what we think the public will accept. He is glad to hear we are not trying to spend as much as we are able.

Knapp asked Nick when he looks at infrastructure needs as far as long term maintenance and IT, how far out are we planning that for functionality? E.g. are we trying to picture the IT world in 20 years? Are we just planning for the near near future, or for the longer term? Nick: IT has its own challenges. Most items become obsolete within a 7 year period. Though you will pay for infrastructure up front, it won't last 20 years. But you would be getting the core parts Hatton and Russ have talked about, boosting from 100 to 1000 megabytes so you have significant improvement. From conversations Hatton and Russ and Nick had in October: part of the changing world of IT is if you have adequate infrastructure in place, long term flexibility comes from being able to buy memory in the cloud. It is the bottleneck of connecting that needs to be addressed for flexibility. Knapp spoke about the example of the IT investment in the district in 1985—and now we are talking about planning for 2045. Are you projecting with that trajectory in mind? Hatton: what we already have is the fiber backbone laid with last building reserve, upgrading to switches that can carry ten gigabytes. Nowhere in the state has that capacity. Not a lot of businesses do.

But it is the recommendation of the US Department of Education and Connect Ed. Switches with modules or switches that stack as our needs increase. Cat 6 wiring is as fast as we can make it. Light transmission is happening in fiber optics, but it is not achievable for a school district to implement it right now.

Knapp asked if what we are budgeting for in this bond issue is really going to work for 30 years, or is it going to be back in front of us in 10 years? Hatton: it is certainly possible. The hope is that the wiring and switches will carry us as far as possible, and that we can then convert and swap, building a foundation. [Trustee Smith left the meeting.]

Sadler: two years ago he was involved with an organization that did training in the classroom with a teacher in front; now they are doing it on computers with Wi-Fi hotspots, in 3 ways people learn. The concept of how it is delivered has totally changed. He thinks this will happen in the classroom in the future. A total different thing. All these classrooms—we may not need this many. Some students may stay at home and do their stuff on their computers. A lot of new configurations we can't even imagine. What does that lead us to? We are trying to make the best decision we can. In the 2003 bond for Hellgate High School, there was a long discussion about whether Hellgate was viable and whether we should put on the addition where the offices and music department are. And here we are moving the offices again. We didn't envision safety would be a big issue. Many things will not occur to us. Great flexibility is needed. In Europe, there are great universities that have been there for hundreds of years in little dingy rooms; there is a great sense among students of presence and belonging. They have to be usable for us. We are trying to plan that they are usable. We need great flexibility, that we can maintain the repairs during this 20 years, infrastructure, and a little bit of remodeling to go with it. He thinks these are all good things. We will have an amount to figure back from. It is good that everyone is expressing their opinions. Everyone says the public has not shown up – but we, the eleven of us, are the public, and the public's representatives. We are out in the public all the time, and people tell him what they think. They are telling him they are worried that the total amount will be astounding.

Holland: it sounds like the concerns are that the bonding capacity of the high school is higher than the elementary, but the needs of the elementary are greater. So in high school, we should make a request of the public that is sufficient to meet the needs we have agreed on. And we should ask for a cushion of a little bit more, to reach a perfect balancing point that is not too much. Would the survey help us figure out where that balancing point is? If the public would support things that would improve the classroom experience, she would be all for it. If the public would be more likely to support the elementary bond if we asked for less at the high school, that would be better. She asked Nick, as a consultant, when you see the tension of 2 different groups asking for money, what do you see? She asked about Boulder. Nick: ultimately you are one organization even if you are split into K-8 and 9-12. Though messages might be nuanced into elementary and high school, they will be coming through all of you, how we envision meeting needs. Polling will identify that tipping point and give you confidence about what is asking for too much, and what is too little. It is two different pots of money and two different votes. And if the legislature raises the bonding capacity, it doesn't mean you automatically ask for more at the high school, but it might give you more cushion at the elementary. We tried to identify a robust infrastructure that gave you adequate capacity into the future. You bought existing technology 6-7 years at a time. You have given yourselves a running start, not having to go right back. You are buying core infrastructure.

Tompkins appreciated the example of poking holes in a new roof. She thinks it is important to

consider if we don't do it now it will have to be considered in future. Looking at the 3 high schools, we are looking at roughly the same future peak enrollment and yet widely different acreage. She would say Hellgate deserves some attention to detail on using space effectively. The remodel seems integral to its function.

Kendall: on the big question of how much we are thinking of asking for: she is kind of on the same track as Marcia. She is interested in hearing the results of the survey. As Joscelyn said in public comment tonight, when she hears something negative from people about the upcoming bond, it is because something specific makes them angry. It is not that they don't think the schools need it. She thinks the community really values education: it is a university community, composed of people who are highly educated and who want their children to be, and who value the financial commitment needed. She will always push us for more. The survey will help us know the number; it will show us some information we are guessing about right now.

Knapp said he is struck that in everything we have looked at, that nothing is beyond the pale. Everything that has been asked for is basics. Nothing proposed lacks real justifiability. It can be done differently. None of the recommendations has substantive fault. The challenge will be figuring out if in its totality, this is a gulp the community is willing to take. He thinks more information will help us understand what the community thinks is a viable investment to make. One can always wish for more. It is a tribute to all those folks who put time into this that they were able to temper their appetites. Noble effort. Thanks to Nick. [Trustee Dupree left the meeting.]

Dr. Apostle joined the meeting by phone: good evening to Dr. Knapp, trustees and staff. Apostle said that Trustee Kendall made an accurate assessment about our community. Our community loves their schools, loves their kids, and wants to do the very best for their schools. We are looking at the historical component, neighborhood schools, safety and security, technology and infrastructure, and continuation of the 21<sup>st</sup> century educational program. Focus on K-5 makes sense, but we have the responsibility to communicate K-12 needs. It is responsibility of the community to say yes or no. if we do not let the community know now what we need, and 5-10 years from now the needs become more pronounced, we will be facing a disillusioned community. Along with being conservative, we need to take into account our responsibility to be upfront regarding what our needs are. We have to have the courage to communicate in a very transparent fashion. We will have open forums, be online, have surveys, and we have just started the campaign to let people know what this is all about. Our obligation is to provide our students with the very best we can provide them. Tonight's discussion is moving us in that direction. Our schools have great needs in terms of technology, environment, and maintenance. We have to step up to the plate and let people know what the needs are. You could double or triple the figure if you wait. You can't avoid what needs to be done. Procrastination will be our enemy here. He thinks the board discussion was right on target. We have to believe in our community, that they will be there for us, especially when we tell them what we need. Dr. Apostle is calling from Salt Lake City, Utah. Knapp: great discussion, thanks.

#### **Non-resident attendance** Nick Salmon, CTA Facilitator

Nick showed a slide about non-resident attendance. The question had come up about how many students are attending Paxson who are non-residents. We examined that through all the buildings in the district, so you have a better picture. On average about 20% of kids are not attending their neighborhood school, which is about exactly where Paxson is. Some schools are substantially different: Cold Springs and Rattlesnake have very few nonresidents and Seeley Swan

also, but there are not a lot of options. Nick tried to provide some notes: at Franklin there is a major effort to reach out to homeless families, which skews the nonresident enrollment. Lowell is one of the sites for the structured learning program, which skews the numbers. Nick noted a correction to the document: Paxson should say 16 nonresidents out of 104 in language immersion – that tells him if Paxson is average in terms of nonresidents attending, they are well below average in numbers of nonresidents participating in language immersion. Nick said he tried to capture the information more comprehensively.

Lorenzen: is the total number the fall count of 2014? Yes. Lorenzen: they seem high. She thought Cold Springs was 499, but the count showed them to be at 534; they are all higher than she thought. Nick: at the elementary we are in the thick of rising enrollment.

Holland: the document that was passed around talks about October 2012 enrollment. Nick explained that she is looking at something different.

Lorenzen asked for clarification: they are resident but attending a different school? Nick: they are MCPS students but not attending their neighborhood school. Lorenzen: do we have information on Darby, etc.? Yes, on a different slide.

Nick commented that in addressing capacity at the elementary level, we should see far fewer students unable to attend their neighborhood schools. The vast majority could attend their neighborhood school.

Nick spoke about public and private school enrollment and showed a slide. It has come up several times. About 1000 students in the Missoula area are attending private school, which is just under ten percent. That puts you squarely in the norm. If we were a much smaller community, it might be as high as 12 percent; for a much larger community, it might be as low as 8 percent. We are right in the middle. This gives you an idea where those 1000 students attend. 700 are attending faith-based schools, making a choice to provide faith-based education. The remaining are at Missoula International School and Sussex. We also see some gaps like ten kindergartners at Clark Fork and no other grades served. There is a brand new school called Conscious Pursuits. This is all information tracked by the county, through Erin Lipkind's office.

Nick showed a slide not in the packet, but gave to Elizabeth: it is in a draft form, waiting for information from Target Range and Swan Valley. It is in green and white. As many as 100 students are attending Target Range who would be MCPS students by residence. There is lots of borrowing of kids back and forth in the 11 districts. The vast majority of the trading is on border areas, say between Lolo and Woodman. Hellgate Elementary is a closed district, not accepting any out of district students. Target Range is where likely the majority of MCPS students attending out of district are going. Nick said once he gets information from the remaining 2 schools he will provide it to trustees.

Holland wonders if Target Range is pulling MCPS students due to proximity. Is there any way to tell? Nick: a variety of things: Brent looked at the number of students who live west of Reserve. It would be interesting to know how many live in close proximity of Hawthorne. He knows a parent who lives out of town but works next to Target Range and has a child attending Target Range.

**Adult Learning Center - cost of conversion to a middle school/Porter option** Nick Salmon, CTA Facilitator

Nick said there was a question asked last time about Dickinson. What if Porter moved there?

Would it work? He presented 2 diagrams: one shows teal for the existing building; what is removed is the awkward hexagon in the center east portion. We could turn the existing school into shared functions: library, music, P.E., technology labs, and dining. New would be classrooms: 2 stories for grades 7-8 and one story for grade 6. That leaves substantial open space. It is better utilization of what is there, and it is less costly than a brand new building on site.

Newbold asked the cost. Nick: roughly \$13.5 million. He did a quick count to see whether you could just move a middle school in there—there is not enough room. It was an elementary school for 300 kids. You can't get 650 kids in there.

Knapp: so it is the same physical functionality as Porter would have, designed for the future?

Nick: yes, and the price for Porter was just over \$8 million. Nick showed another diagram: this is what Porter wanted, a brand new middle school on the site, with a \$19 million price tag. Nick said the diagrams will be improved and shared.

### **Potential project sequencing and swing space needs** Nick Salmon, CTA Facilitator

Nick: This is the existing condition. Every existing site is blue; Duncan Drive is green. Green is for completed projects, red is for active projects. Seeley is in the upper right corner.

Nick will identify as many possible swing sites that have ever been discussed. Fort Missoula, Missoula College, Dickinson, old Safeway, the church north of Paxson, the central administration building on 6<sup>th</sup>, the downtown federal building the Forest Service is moving out of, Mount Jumbo. Those are all circled, not that you will use them all, but to have some in reserve.

Nick showed a series of maps for sequencing and swing spaces. The most aggressive schedule he could envision goes from now to 2022. Time flies.

2015: this summer, the demonstration project would be underway, with short summer projects at Lewis & Clark, Meadow Hill, and Big Sky. That's all.

Then 2016: the most aggressive thing would be having already identified design teams and contractors for projects in advance of the bond and being able to move the day it passes. This would be short simple projects like the needs at Seeley Lake, meeting the needs at Chief Charlo, starting on the new school for Cold Springs, and dealing with the Vo Ag kitchen—things that could be done in short duration, that don't require a lot of people to move. Two groups would move the summer of 2016 for the fall: Franklin and Russell. Those two schools could attend at the Missoula College buildings till their projects run through. Since the scope of work at Rattlesnake is fairly small and the work at Lowell is very complex, he would say at this point, push the Rattlesnake project through as quickly as possible and make Jumbo available for the longer project at Lowell. If Safeway opens up as a place, it is less of an issue.

2017: what was red at Charlo and Vo-Ag becomes green, and Seeley and Rattlesnake too. Another tier of schools begins to be addressed: Lowell and Hawthorne. You can see the vast majority of things we are tackling the first few years are elementary.

By 2018 virtually all elementary projects are nearing completion; Hawthorne and Lowell are still underway. Lewis & Clark is coming on, and Paxson.

Then by 2019 all elementary projects are complete; we are focusing now on middle schools. Advantage: if you have already built the new Cold Springs, you have their old building two blocks away from Meadow Hill, and some could attend there while Meadow Hill is worked on. Washington students could go to Missoula College, only a few blocks. We would try to use the least disruptive approach possible.

What if Dickinson and Porter swapped? Significant work would need to be done on the

Dickinson site. Students at Porter would have to go someplace else. The moment they move out, Dickinson could move in, because the building is twice the size. We could start that process sooner, pull the Porter students out and Hawthorne and Dickinson could be in the building together while you worked on Dickinson. These are variations, just trying to get ideas out.

2020: we move on to high school. The middle school needs are pretty complicated. High school needs are very complicated. You need more time to plan those projects and think about where grade 6 will go while you are working on the building. At the high school level, the work at Sentinel goes on for several years. Replacing the core infrastructure, the mechanical system, has to be thoughtfully planned. Big Sky is a 2 year project, Hellgate a 3 year project.

2020, 2021, and 2022: we are still working on the high school.

Finally the vast majority of the map is green. The only things still blue are the soccer fields in the Rattlesnake, 55<sup>th</sup> and Whitaker—the things you have not articulated big plans for. What the Steering Committee had previously said is to get the Central Administration out of the 6<sup>th</sup> Street building and over to this campus, so that building becomes available for Hellgate on a temporary basis. The flood of 1909 that wiped out the Higgins Bridge prevented them from moving into Hellgate in the beginning; students continued at the original Roosevelt School where the central administration is now. That building's proximity to Hellgate makes it convenient for students.

Tompkins: why Franklin before Lowell? Nick: due to complexity; it is an easier project to move on. Obviously both are in dire need.

Lorenzen: we talked about swinging into Emma Dickinson as a swing space for Franklin and Lowell. It makes a lot more sense because adults have cars. To swing those kids to Jumbo seems unfriendly. Adults could go to these buildings here. She would like for us to start thinking about using Dickinson for children; it is crazy to bus them. Nick: that is exactly the kind of feedback we are hoping to receive. It says to me you as a board of trustees will need to say in some collaborative way with Monique and her staff, where is best long run space for them to be, create that as swing space for elementary students, and then at the end of that consider a middle school in that site.

Nick: looking at 2022 and beyond, if you did use Jumbo as a swing space, at the end it is your insurance policy if you needed a space to park another 300 students. It gives you a decade for East Missoula to grow and change. If it was ever annexed into the city, it would grow; it would be helpful for you to have a school site where you might have future growth. It gives you more flexibility.

Knapp asked for questions or thoughts. No further board comment. Thanks to Nick. Nick: it is a draft. This is the fastest it could go. It is likely to go slower. But our philosophy should be to stay ahead of our needs as much as possible and give us time to plan.

Brent Campbell, WGM, said he ran the numbers on Porter: it is \$6.5 million dollars. He suggests you think of leveraging that in terms of property, to provide better facilities. Use nonperforming assets. You have a lot of property across the street here (Casaloma). We have done an exhaustive study on the needs of the district. Leverage the properties. Give a message to voters that you reduced the bond by leveraging the assets. The highest and best use of the Reserve Street property is probably not as a middle school that half the kids have to cross Reserve to get to.

Tompkins asked about the timeline for Missoula College. Nick: Missoula College intends to break ground this spring. They are still seeking all their funding. They will wrap up that work in

summer of 2016. Tompkins: is it a definite thing that we would have the ability to use this parcel fully? Yes, they just need to leave the site. Nick: we discussed a year ago what if the Dickinson program moved into the new Missoula College, that they were one floor in the building, and that became the match. It just never got any legs under it. It would give them a permanent location that is not one of your buildings. It opens Dickinson as swing space and the existing Missoula College. A transaction like that would give you more flexibility. Knapp thanked Nick for an insightful evening and a lot of information.

Knapp said that is it for the agenda tonight. We will meet in February for the final pieces and the conjoining discussion of where to go. When will we have the survey reports? Hatton: we will have preliminary numbers potentially for the February meeting. Knapp: it would be great to have that the first Tuesday in February. Hatton: that is the goal.

Apostle: in terms of the survey, he believes it is important for the people that put together the survey to present it to the board before we send it out. He does not want to send the survey out without the board having seen the survey and having an opportunity to comment on it. It is unfortunate that he has been gone this week. When he is back Thursday morning early, he would like to set up a meeting with the board to review the survey before it is sent out. He thinks it is very important. He would like the people who put the survey together to present it to the board, and he would like the board to be fully vested in the survey. Knapp: sounds good; we will figure out scheduling.

There was no board comment and no public comment.

Board Chair Joe Knapp adjourned the meeting at 8:04 p.m.

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

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Elizabeth Serviss, Minutes Recorder

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Joe Knapp, Board Chair

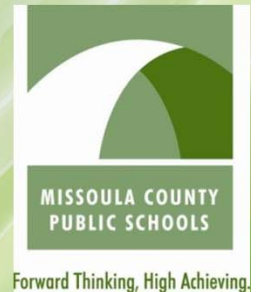
SMART SCHOOLS 2020  
Strategic Facilities Plan  
Resident/Non-Resident Enrollment  
December 12, 2014

Year	School	Total Students	Resident Count	% Residents	Non Res Count	% Non Res	Variance from Avg	NOTES
2015	Chief Charlo Elementary	495	360	72.7	135	27.27%	6.3% Above Average	
2015	Cold Springs Elementary	534	484	90.6	50	9.36%	-11.65% Below Average	
2015	Franklin Elementary	334	230	68.9	104	31.14%	10.12% Above Average	McKinney Program
2015	Hawthorne Elementary	430	343	79.8	87	20.23%	-0.79% Average	
2015	Jefferson Elementary	86	57	66.3	29	33.72%	12.70% Above Average	Special Education Pre-School
2015	Lewis & Clark Elementary	541	465	86	76	14.05%	-6.97% Below Average	
2015	Lowell Elementary	355	254	71.5	101	28.45%	7.43% Above Average	Structured Learning Program
2015	Paxson Elementary	498	392	78.7	106	21.29%	0.27% Average	16 non-residents/104 non-residents in Language Immersion
2015	Rattlesnake Elementary	523	498	95.2	25	4.78%	-16.24% Below Average	
2015	Russell Elementary	445	335	75.3	110	24.72%	3.70% Above Average	
2015	Meadow Hill	542	406	74.9	136	25.09%	4.07% Above Average	
2015	CS Porter	549	476	86.7	73	13.30%	-7.72% Below Average	
2015	Washington	643	567	88.2	76	11.82%	-9.20% Below Average	
2015	Big Sky	1163	888	76.4	275	23.65%	2.63% Above Average	
2015	Hellgate	1299	891	68.6	408	31.41%	10.39% Above Average	
2015	Sentinel High School	1214	954	78.6	260	21.42%	0.40% Average	
2015	Seeley Swan High School	112	111	99.1	1	0.89%	-20.13% Below Average	Limited options due to location
		9763	7711	79.0%	2052	21.0%		
	Without Special Education PK	9677	7654	79.1%	2023	20.9%		



# Missoula County Public Schools Smart Schools 2020

January 6, 2015



SMART SCHOOLS 2020  
Strategic Facilities Plan  
Resident/Non-Resident Enrollment  
December 12, 2014

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**SMART SCHOOLS 2020**

Strategic Facilities Plan

Private-Public School Enrollment

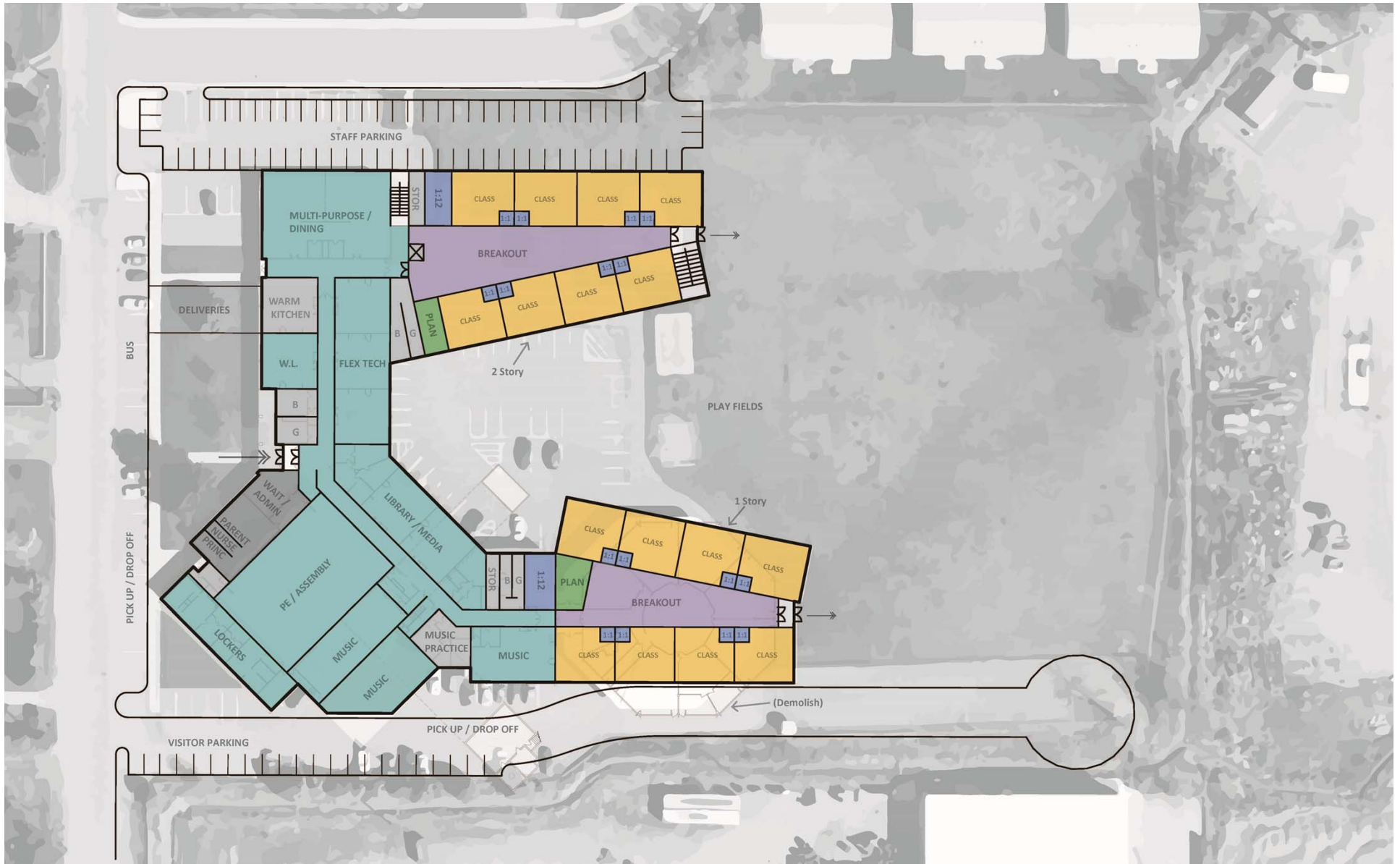
December 16, 2014

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
CLARK FORK SCHOOL	10	-	-	-	-	-	-	-	-	-	-	-	-	10
CONSCIOUS PURSUITS	0	0	0	1	1	1	2	0	0	1	0	0	0	6
FIRST LUTHERAN CLASSICAL SCHOC	0	2	3	3	3	1	0	0	0	0	0	0	0	12
GARDEN CITY MONTESSORI	10	6	8	5	0	0	-	-	-	-	-	-	-	29
LIGHTHOUSE BAPTIST ACADEMY	2	0	1	1	1	0	0	0	2	1	2	0	0	10
LOYOLA SACRED HEART	-	-	-	-	-	-	-	-	-	45	38	45	50	178
MISSOULA INT'L SCHOOL	8	18	27	18	20	14	12	15	6	-	-	-	-	138
MISSION CHRISTIAN SCHOOL	2	1	1	0	3	0	2	1	2	0	0	0	0	12
MOUNTAIN VIEW ELEMENTARY	3	5	4	1	8	1	3	2	0	-	-	-	-	27
ST. JOSEPH	22	21	25	25	21	29	28	40	39	-	-	-	-	250
SUSSEX	12	14	13	15	13	14	15	9	14	-	-	-	-	119
VALLEY CHRISTIAN	18	22	26	21	17	18	14	24	19	16	11	14	17	237

MCPS														1,028	9.6%
TOTAL														9,677	
<b>NATIONAL AVERAGE</b>														<b>10,705</b>	
8-12%															
<b>(Large Metropolitan Areas: 8%, Smaller Cities &amp; Communities: 12%)</b>															

**SMART SCHOOLS 2020**  
Strategic Facilities Plan  
Out of District Transfers  
December 17, 2014

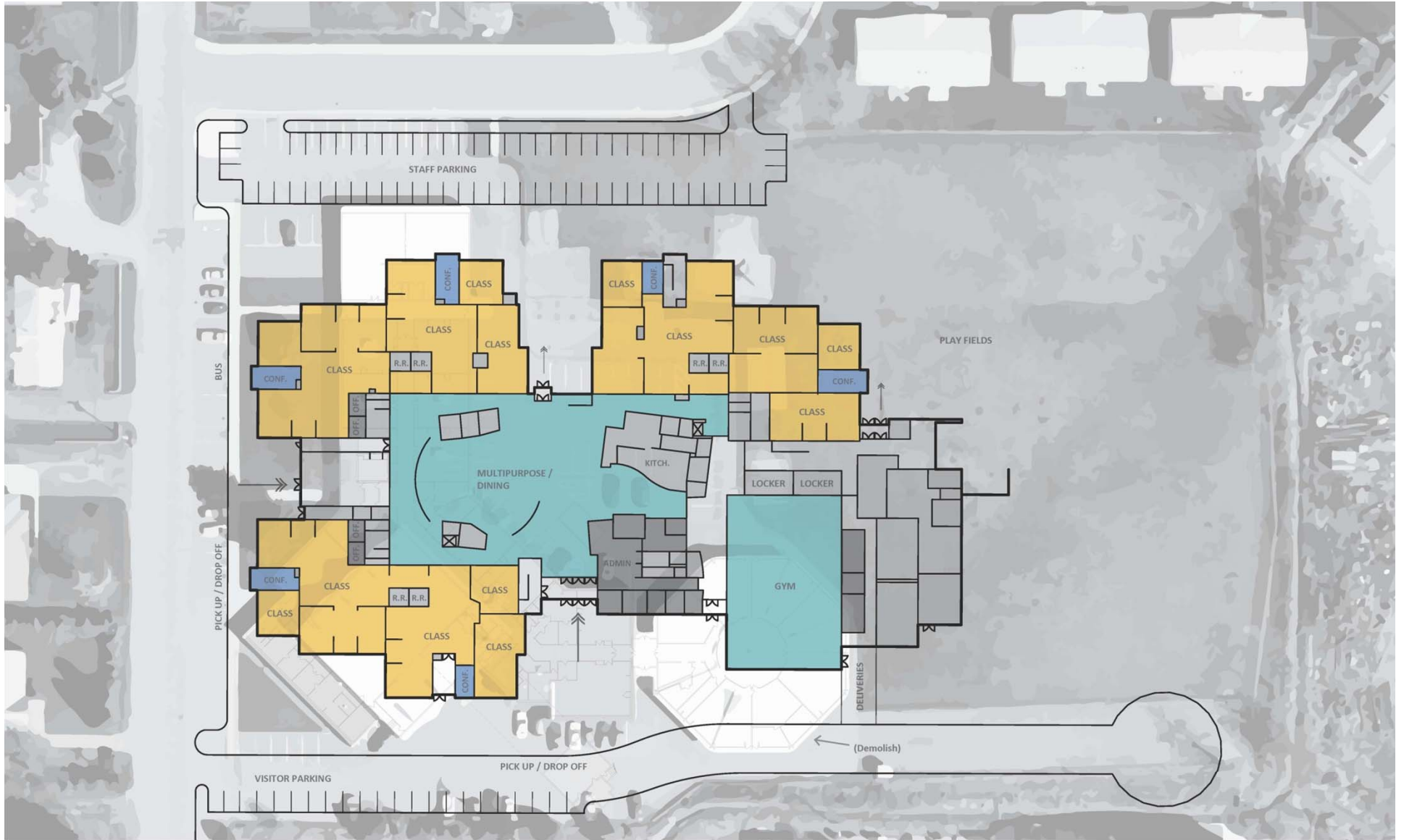
	Bonner	Clinton	DeSmet	Hellgate	Lolo	MCPS	Potomac	Seeley Lake	Sunset	Swan Valley	Target Range	Woodman	NET GAIN/LOSS	TOTAL ENROLLMENT	PERCENTAGE
1 Bonner	0	27	0	0	0	14	5	0	0	0	0	0	46	356	12.92%
2 Clinton	-27	0	0	0	1	0	0	0	0	0	0	0	-26	193	-13.47%
3 DeSmet	0	0	0	0	0	0	0	0	0	0	0	0	0	104	0.00% Closed District
4 Hellgate	0	0	0	0	0	0	0	0	0	0	0	0	0	1455	0.00% Closed District
5 Lolo	0	-1	0	0	0	0	0	0	0	0	0	-14	-15	593	-2.53%
MCPS	-14	0	0	0	0	0	0	0	0	0	-100	0	-114	5196	-2.19%
6 Potomac	-5	0	0	0	0	0	0	0	1	0	-1	0	-5	87	-5.75%
7 Seeley Lake	0	0	0	0	0	0	0	0	0	0	0	0	0	182	0.00%
8 Sunset	0	0	0	0	0	0	-1	0	0	0	0	0	-1	2	-50.00%
9 Swan Valley	0	0	0	0	0	0	0	0	0	0	0	0	0	24	0.00% awaiting
10 Target Range	0	0	0	0	0	100	1	0	0	0	0	0	101	541	18.67% awaiting
11 Woodman	0	0	0	0	14	0	0	0	0	0	0	0	14	34	41.18%
<b>TOTAL</b>	<b>-46</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>114</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>-101</b>	<b>-14</b>			



Missoula County Public Schools Facilities Strategic Plan  
CS Porter at Dickinson - Expand / Remodel

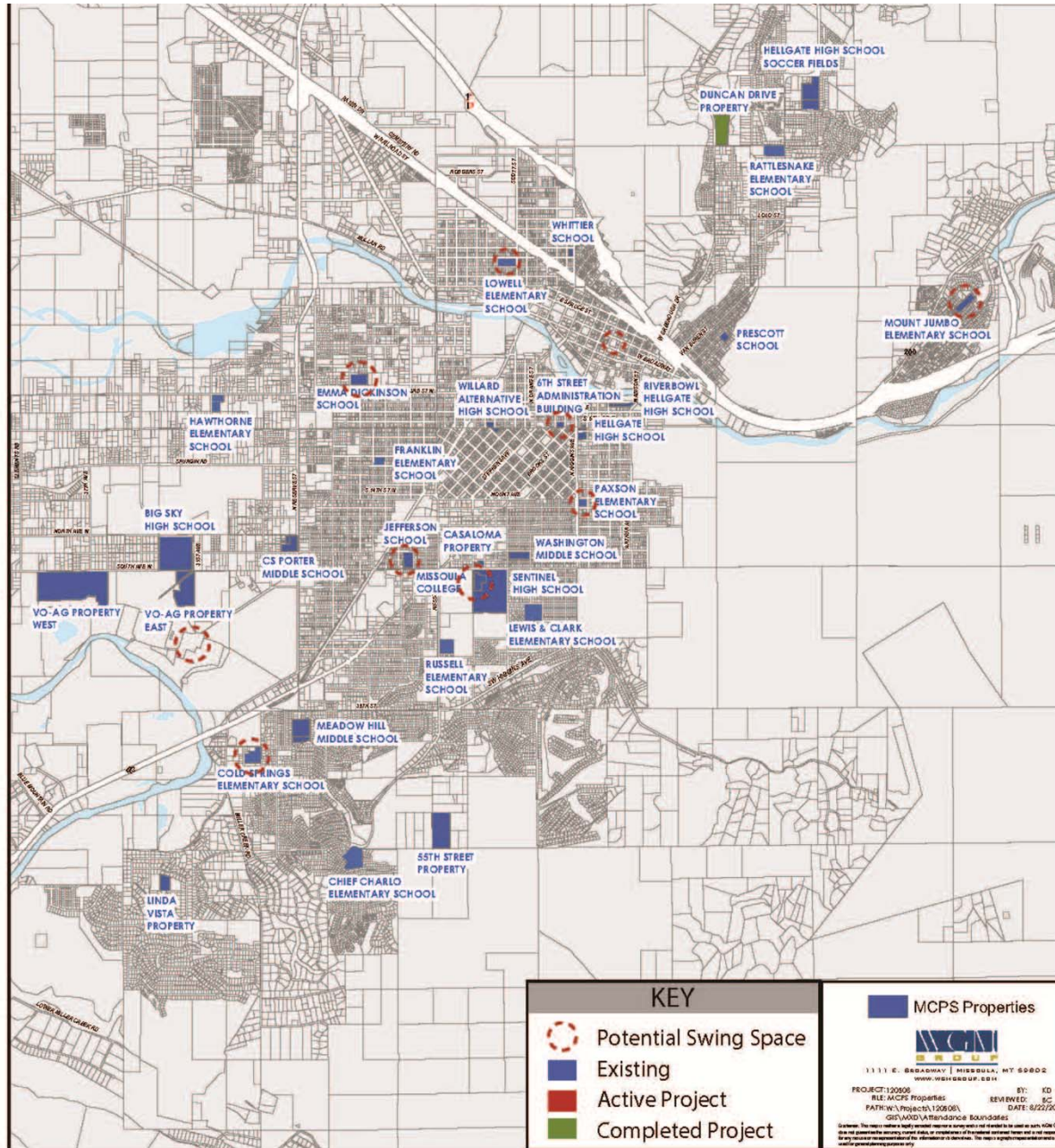






Missoula County Public Schools Facilities Strategic Plan  
CS Porter at Dickinson - Replace





2014

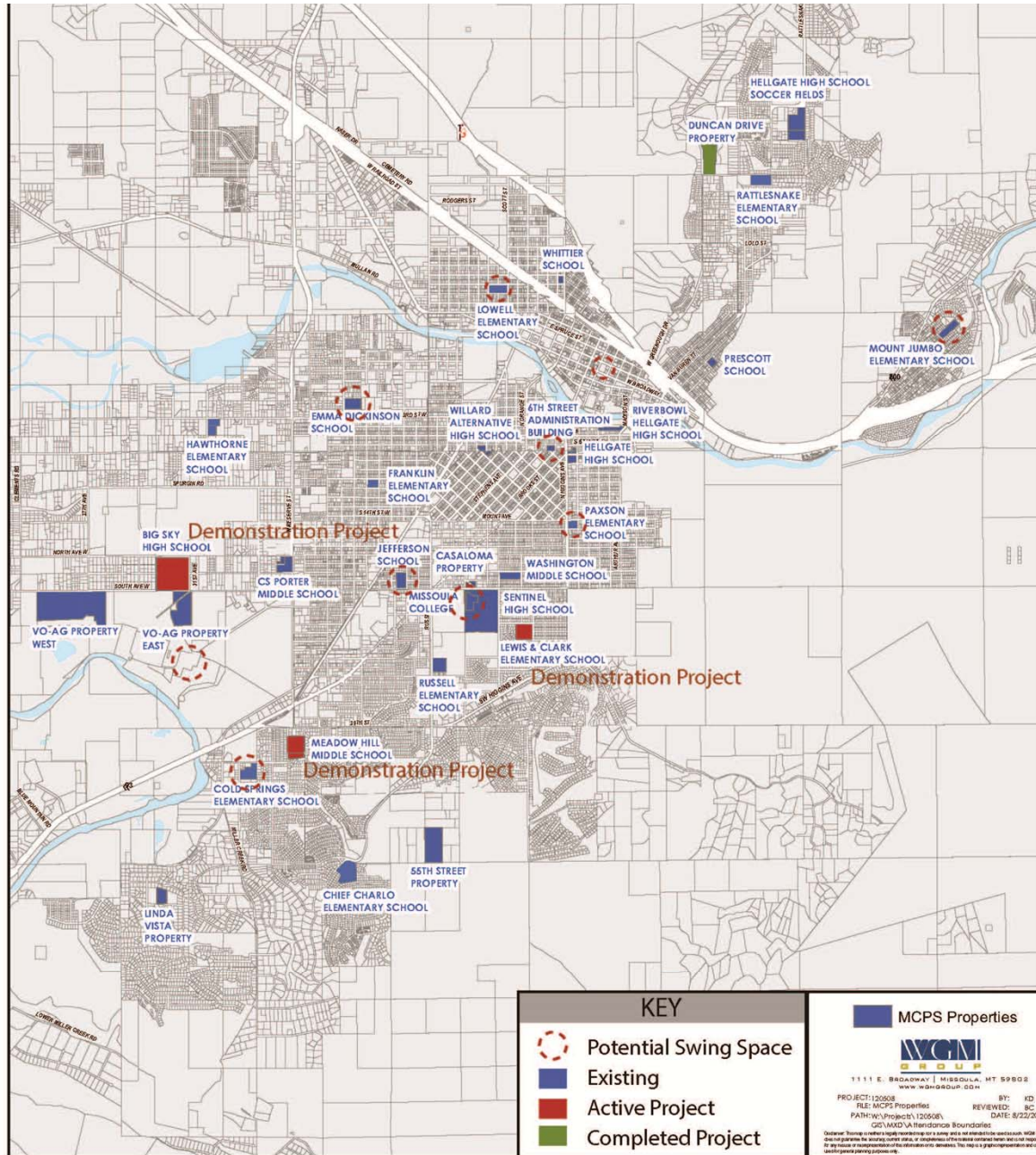
## MCPS PROPERTIES

MCPS Comprehensive Long Range Facilities Plan

DRAFT

A1 of 10





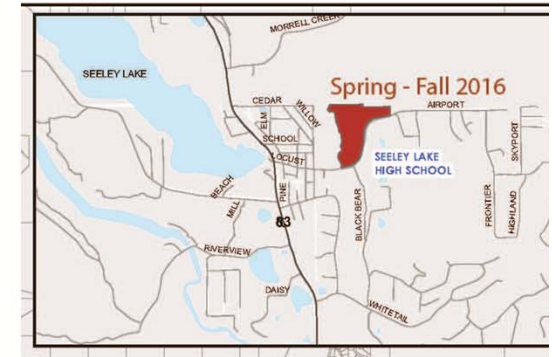
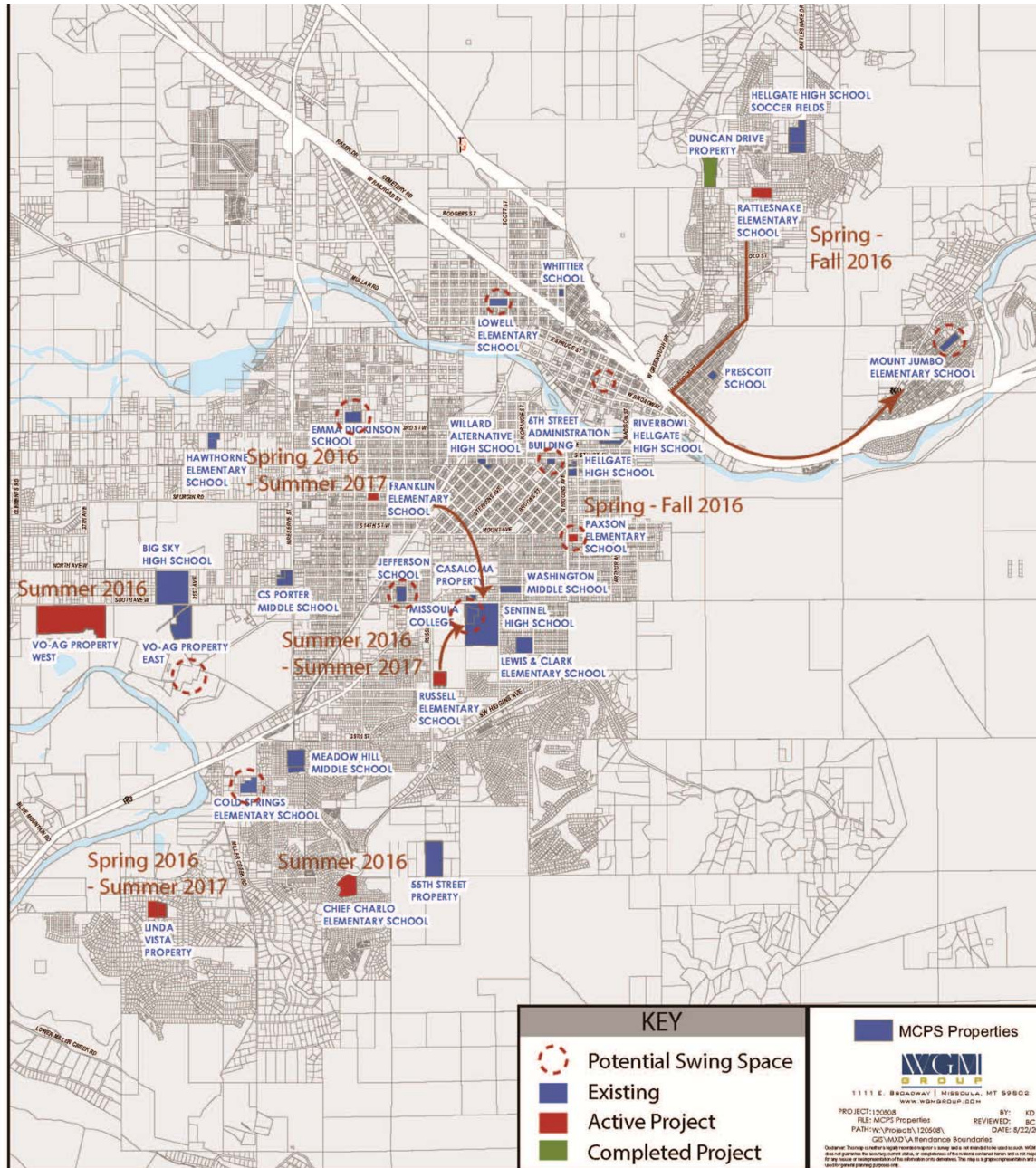
2015

MCPS PROPERTIES  
MCPS Comprehensive Long Range Facilities Plan

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A1 of 10







2016

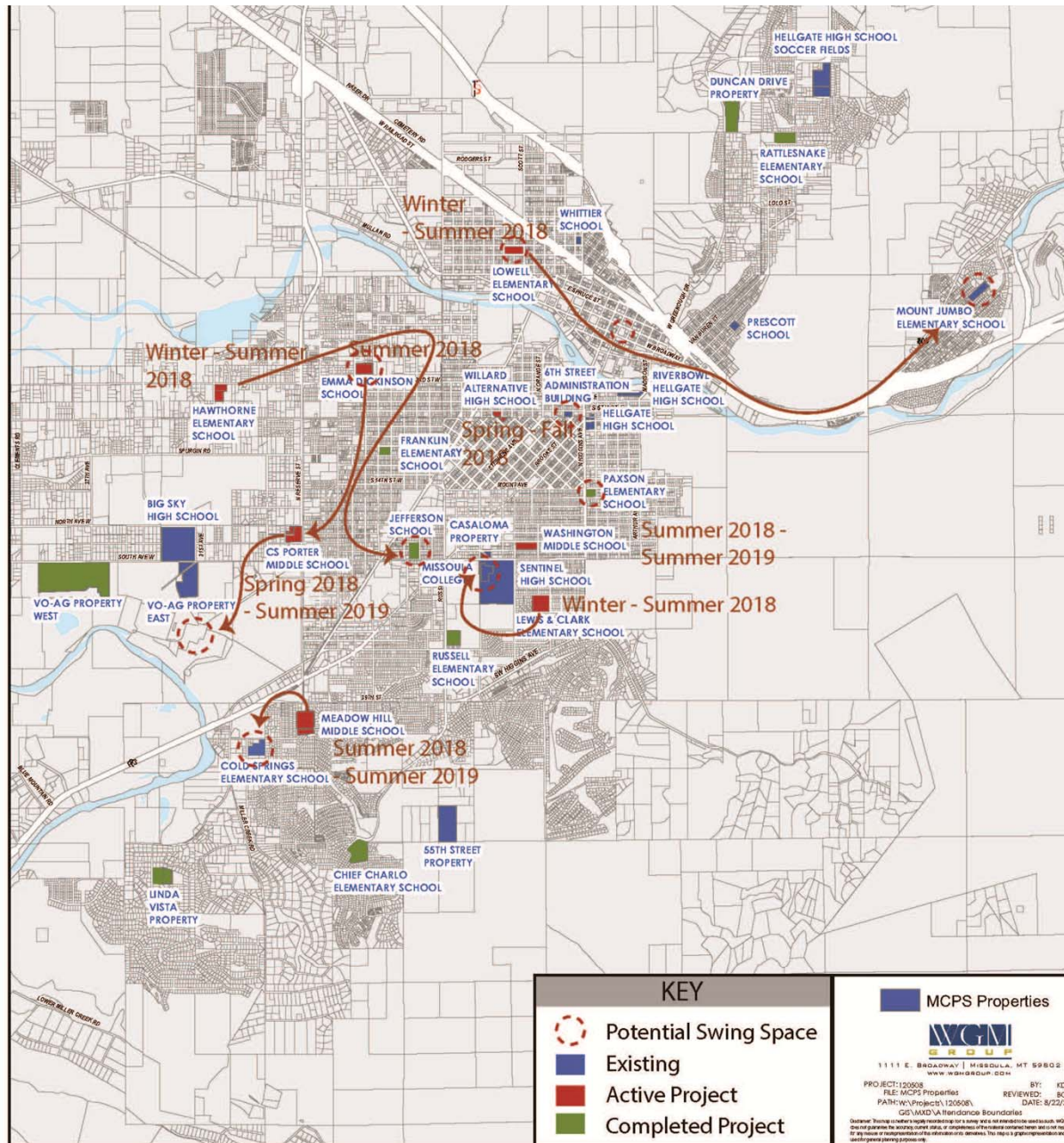
MCPS PROPERTIES  
MCPS Comprehensive Long Range Facilities Plan

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A1 of 10









KEY	
	Potential Swing Space
	Existing
	Active Project
	Completed Project

**MCPS Properties**

**WCM GROUP**

1111 E. BROADWAY | MISSOULA, MT 59802  
www.wcmgroup.com

PROJECT: 120508 BY: KD  
FILE: MCPS Properties REVIEWED: BC  
PATH: WCM\Projects\120508 DATE: 8/22/2019  
GIS: MADDALA/Remediation Boundaries

Disclaimer: This map is a general representation of the information provided. It is not intended to be used as a legal document. The information is provided for informational purposes only. The map is a general representation and is not intended to be used as a legal document. The information is provided for informational purposes only.

2018

MCPS PROPERTIES

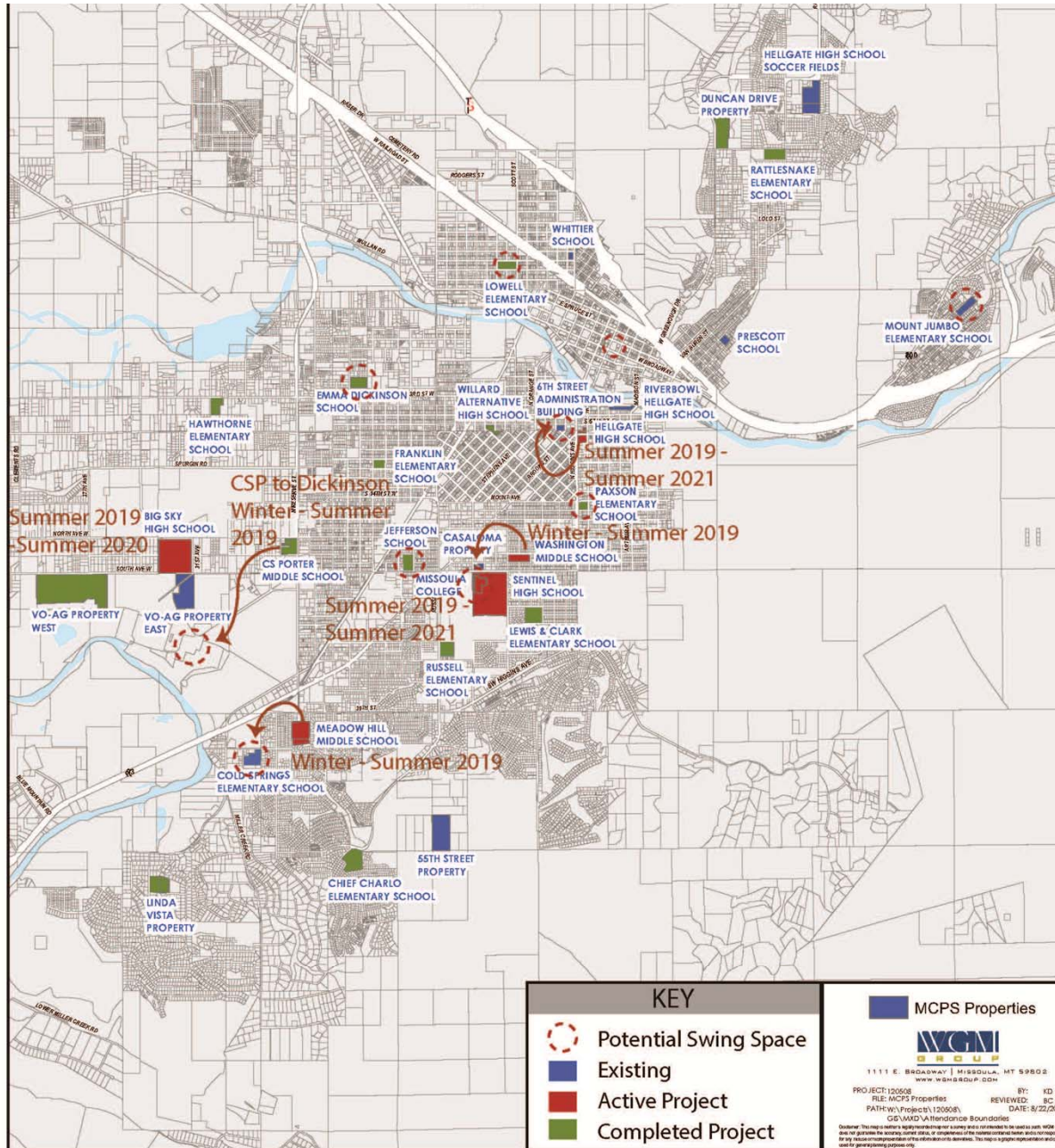
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MCPS Comprehensive Long Range Facilities Plan

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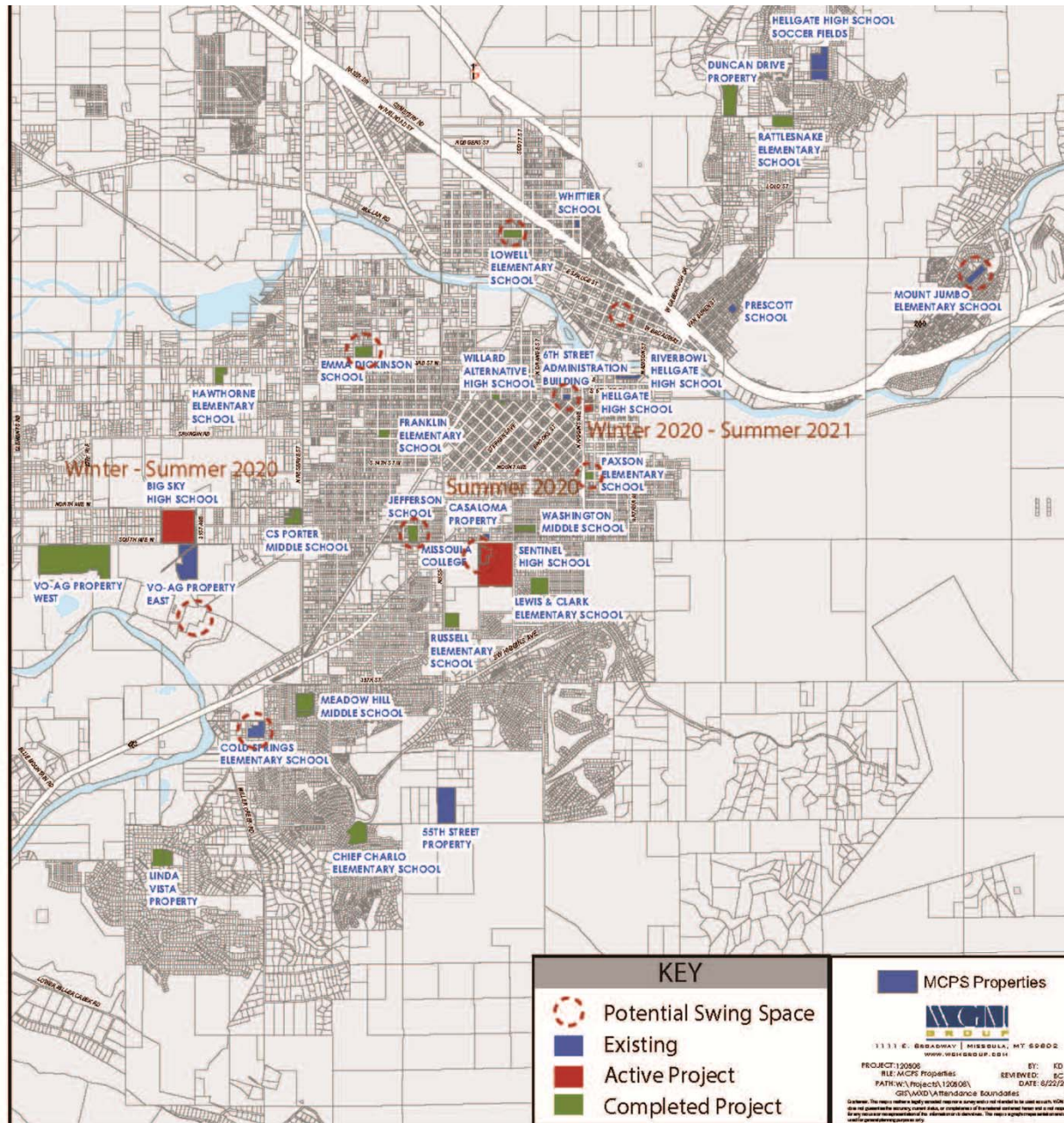
2019

# MCPS PROPERTIES MCPS Comprehensive Long Range Facilities Plan

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2020

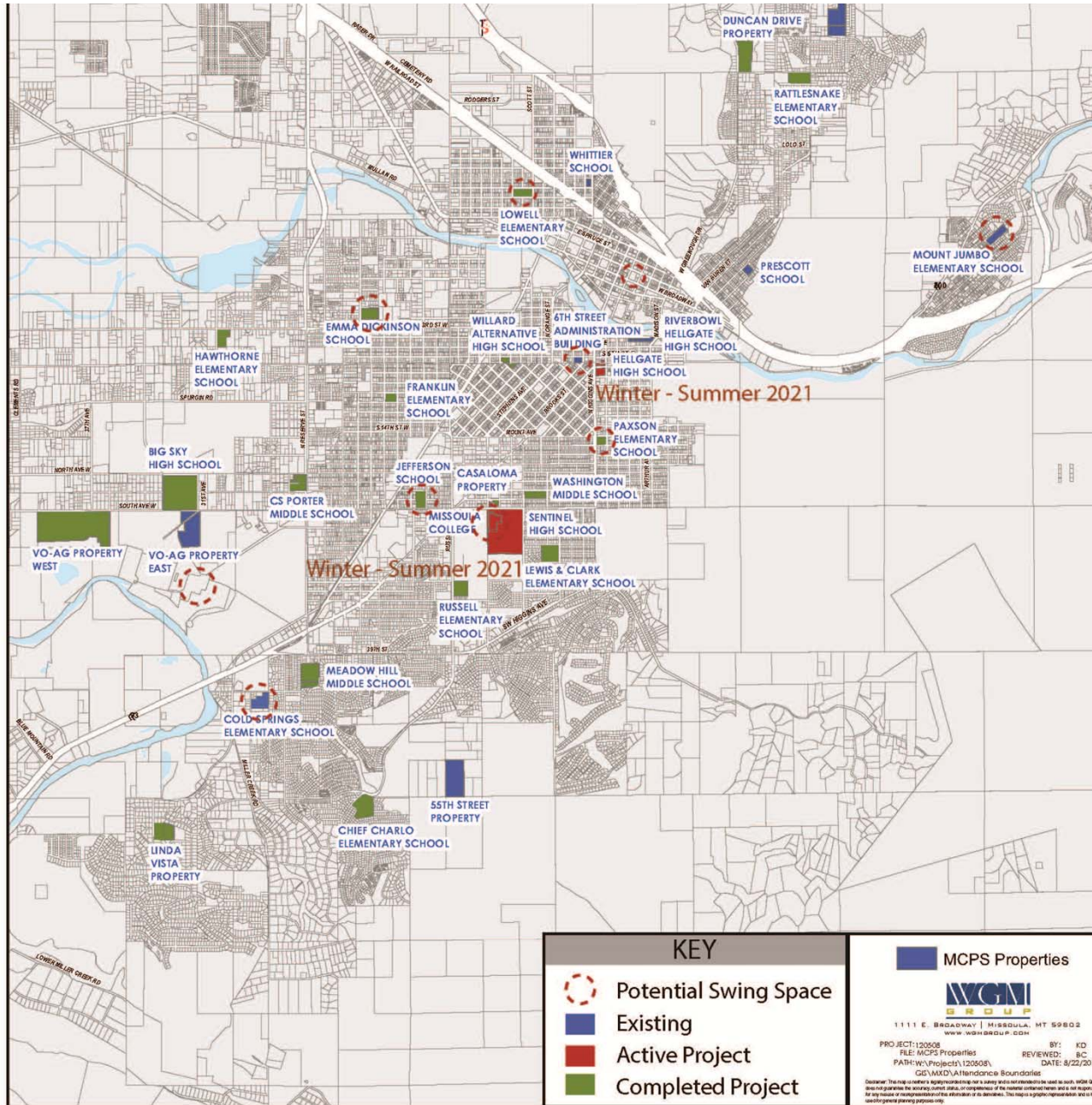
# MCPS PROPERTIES MCPS Comprehensive Long Range Facilities Plan

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2021

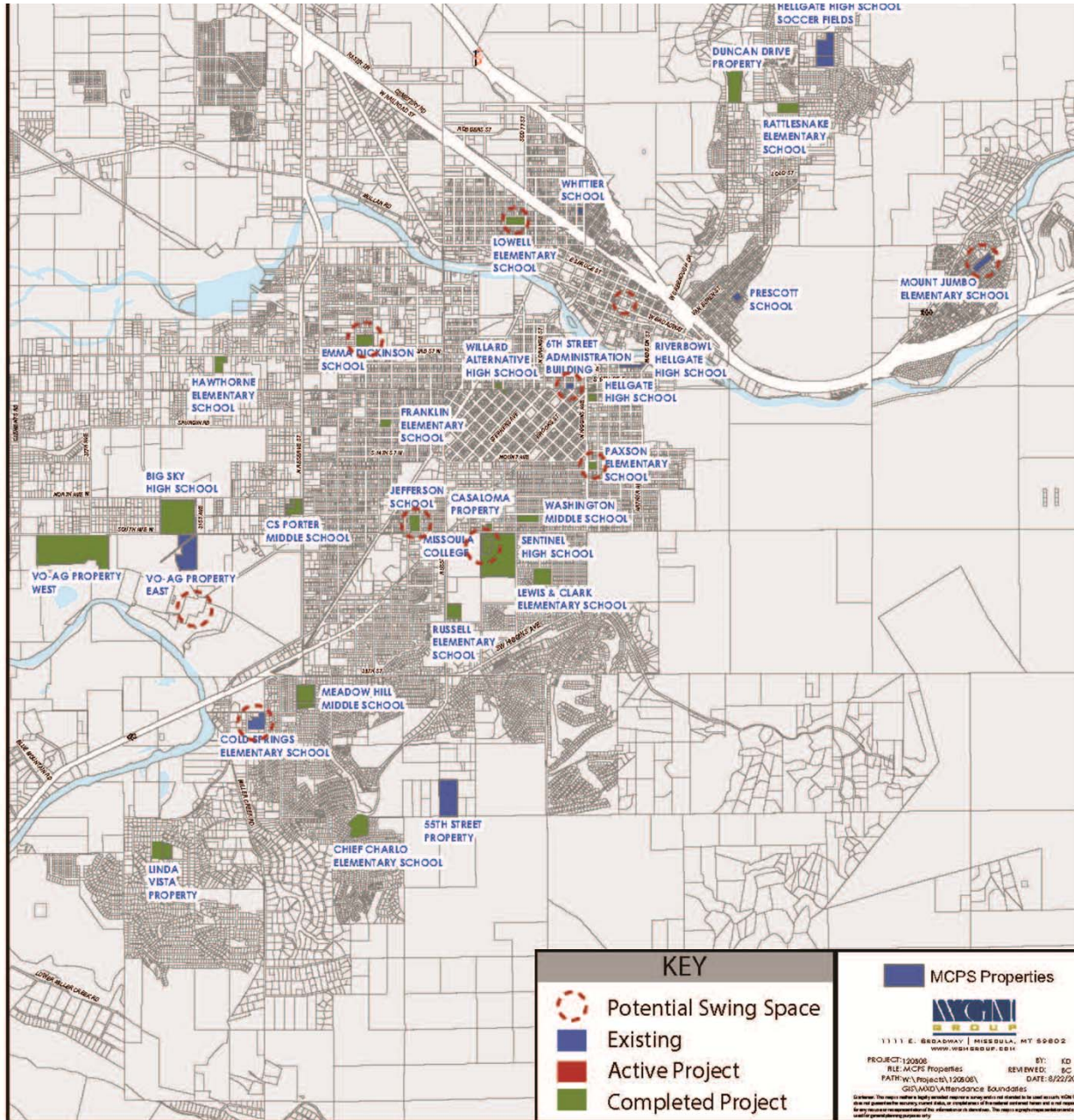
## MCPS PROPERTIES

MCPS Comprehensive Long Range Facilities Plan

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2022

## MCPS PROPERTIES

MCPS Comprehensive Long Range Facilities Plan

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A1 of 10



# Missoula County Public Schools

Forward Thinking, High Achieving.

## Next Steps

### Trustee Work Sessions:

*February: Leased Facilities, Administrative & Undeveloped Sites*

*March: Funding Options, Preliminary Bond Language*

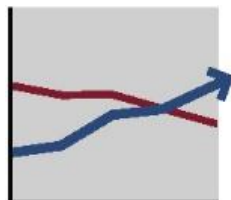
*April: Final Scope, Schedule & Bond Language*





# **Survey of 502 Likely Voters in the Missoula County Public School District**

January 19-22, 2015

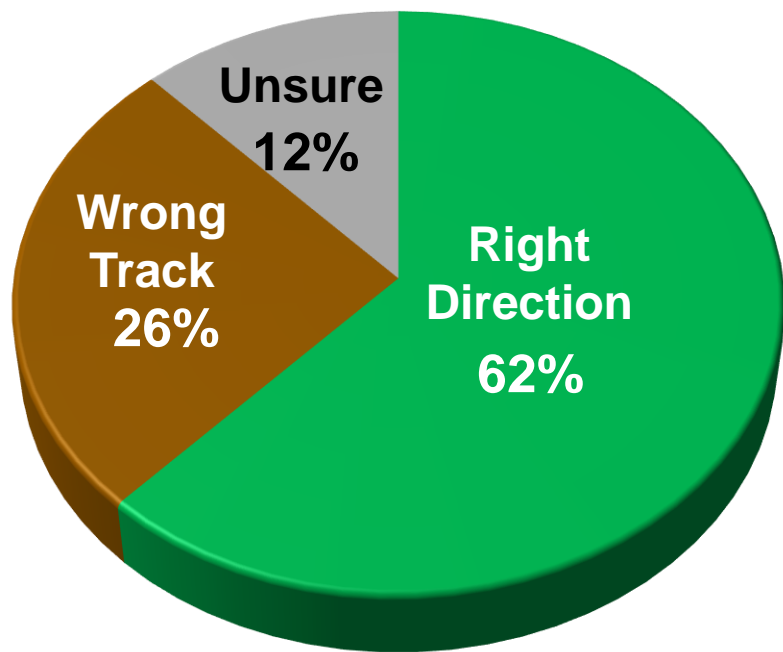


**HARSTAD STRATEGIC  
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# General perceptions of how things are going in Missoula and in Missoula County Public schools

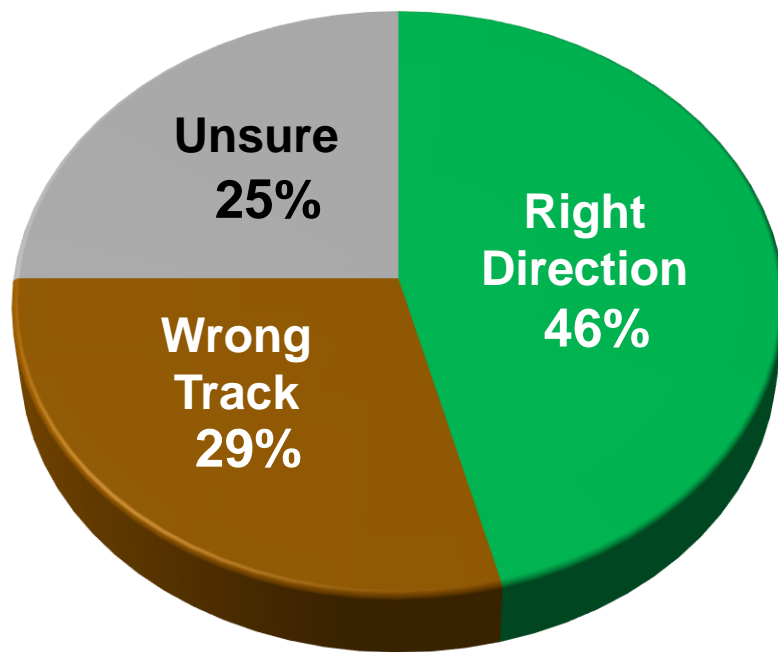
Q1. Generally speaking, do you think that things in Missoula / Missoula County Public Schools are going in the right direction, or do you feel things are pretty seriously off on the wrong track?

## Missoula

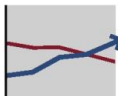


Among voters who can rate the direction of Missoula, 70% say right direction and 30% say wrong track.

## Missoula County Public Schools



Among voters who can rate the direction of MCPS, 61% say right direction and 39% say wrong track.



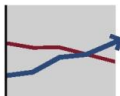
# *Survey wording for two possible MCPS bond referenda*

## **Possible K-8 Bond**

Shall the Missoula County Public Schools be authorized to issue bonds for 110 million dollars to be paid over 20 years to provide funding for twelve elementary and middle schools to: 1. upgrade computer and Internet-technology, 2. implement safety and security improvements, 3. make maintenance improvements including replacing aging heating systems and roof repairs, and 4. make building renovations to meet growing enrollment capacity needs at elementary and middle schools.

## **Possible High School Bond**

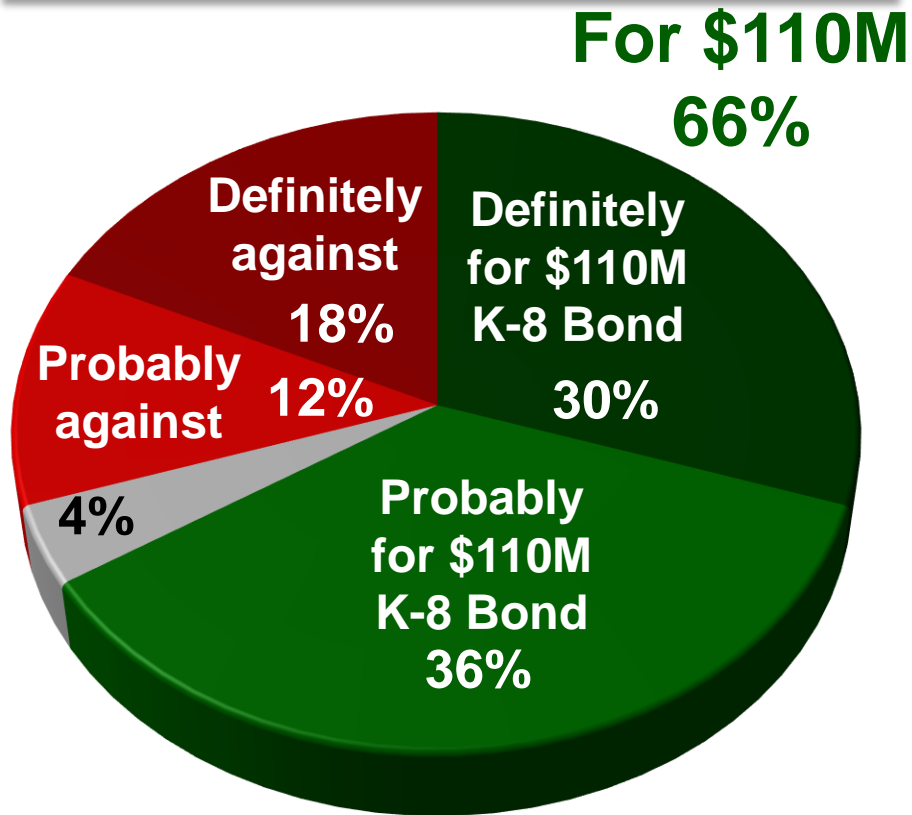
Shall the Missoula County Public Schools be authorized to issue bonds for 75 million dollars to be paid over 20 years to provide funding for four high schools to: 1. upgrade computer and Internet technology, 2. implement safety and security improvements, 3. make maintenance improvements including replacing aging broken heating systems and roof repairs, and 4. make building renovations to meet growing enrollment capacity needs at high schools.



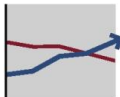
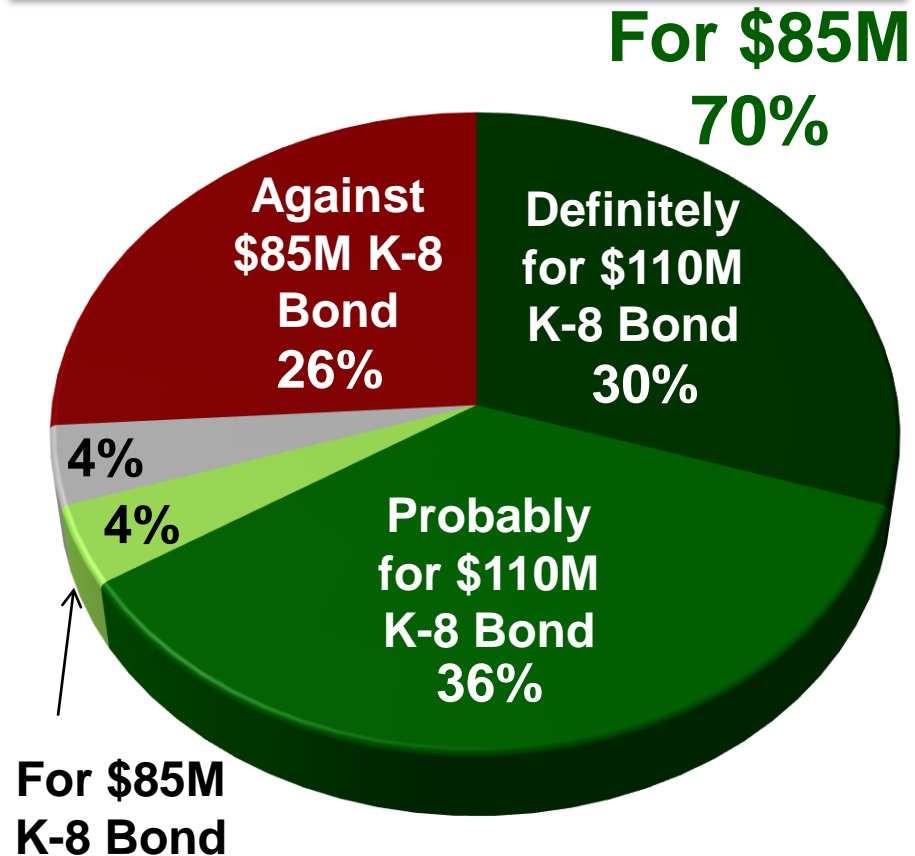
# Voter preferences on a possible K-8 bond

– Asked only among voters in the MCPS K-8 district

[Ask in K-8 district] Q2. Shall the Missoula County Public Schools be authorized to issue bonds for **\$110 million** to be paid over 20 years



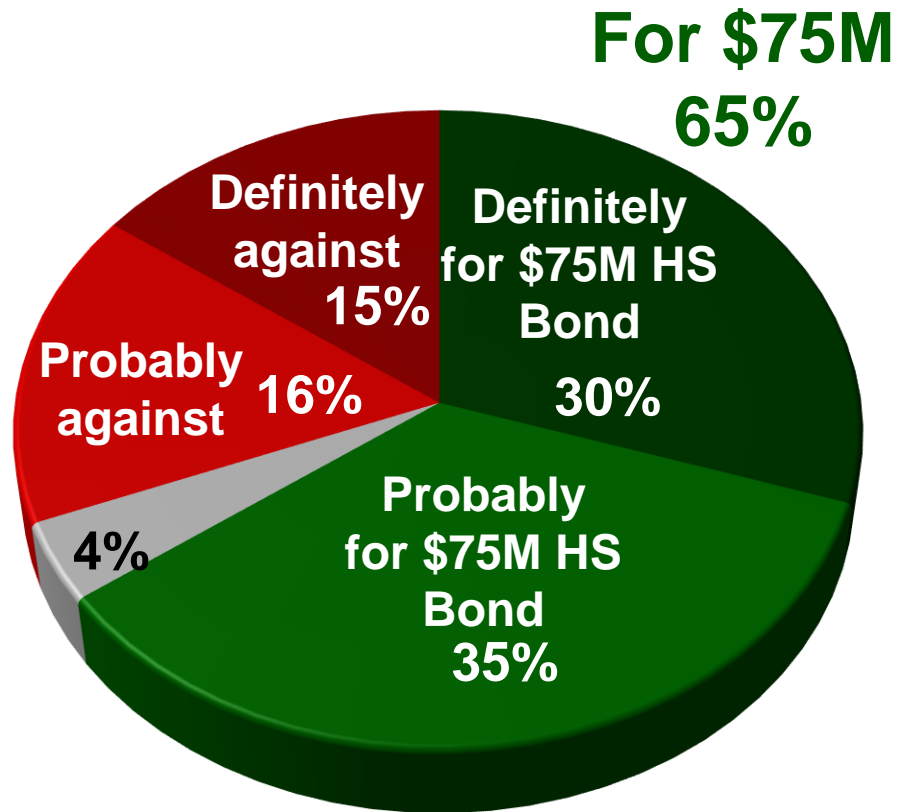
Q3. [Ask if 'Against' or 'Unsure' in Q2] Shall the Missoula County Public Schools be authorized to issue bonds for **\$85 million** to be paid over 20 years



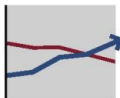
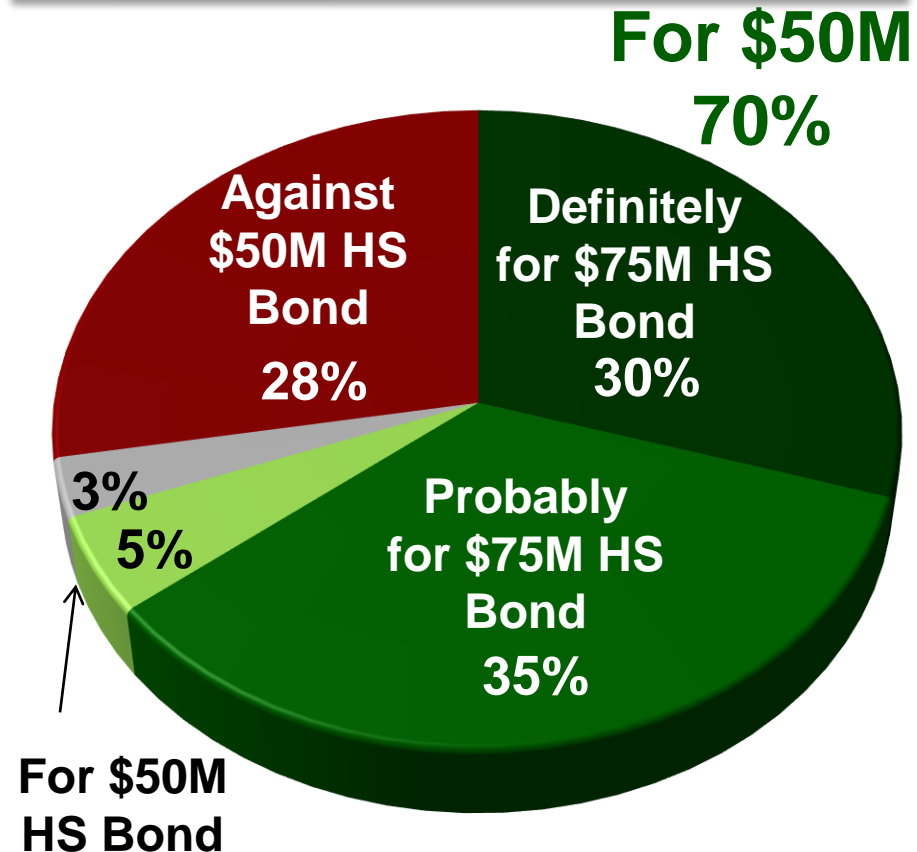
# Voter preferences on a possible High School bond

– Asked only among voters in the MCPS K-8 and HS district

Q4. Shall the Missoula County Public Schools be authorized to issue bonds for **\$75 million** to be paid over 20 years

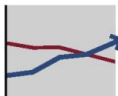
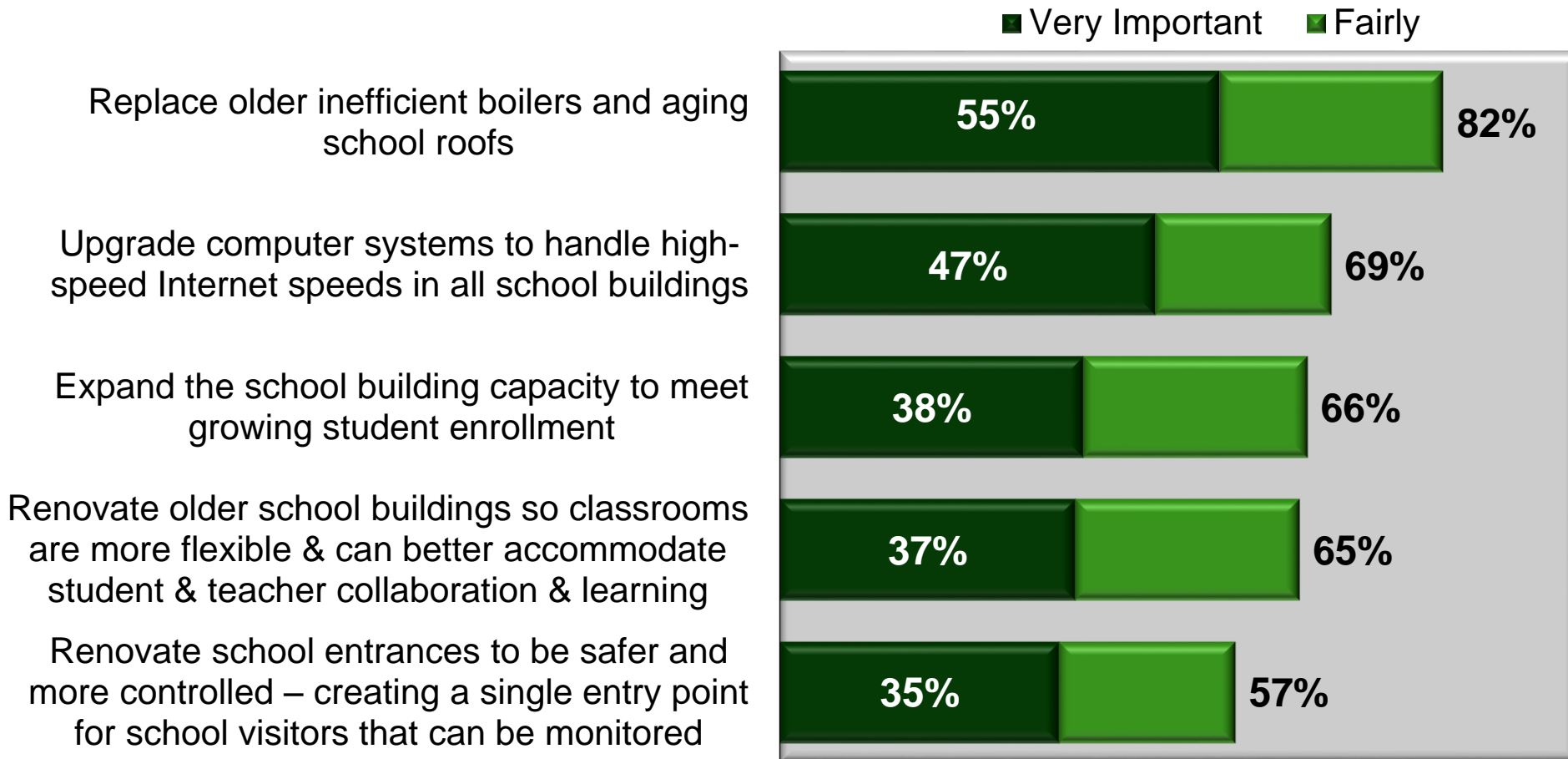


Q5. [Ask if 'Against' or 'Unsure' in Q4]  
Shall the Missoula County Public Schools be authorized to issue bonds for **\$50 million** to be paid over 20 years



# *Voters rate the importance of five possible elements of a MCPS bond referendum*

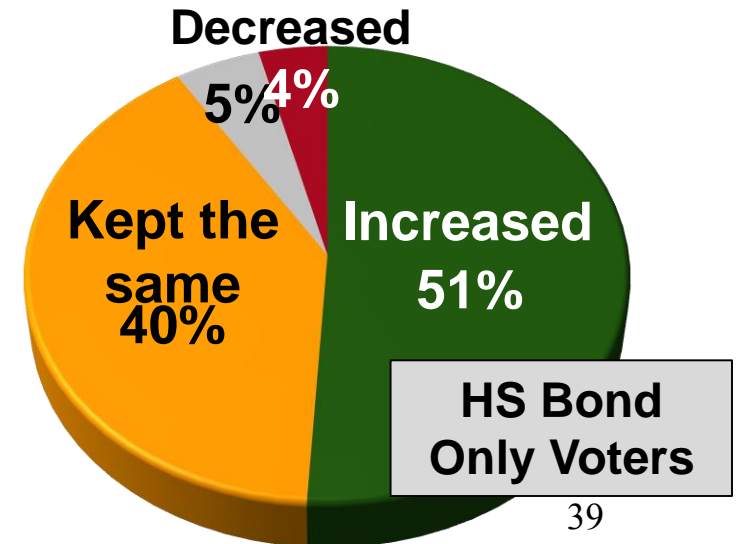
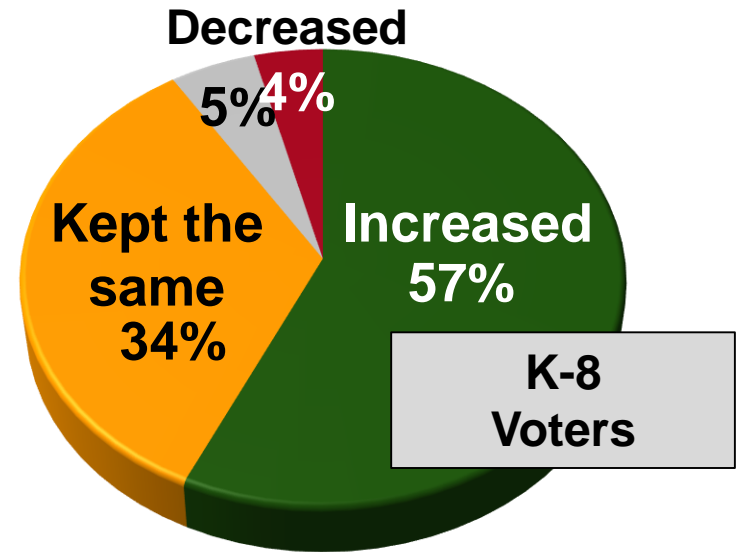
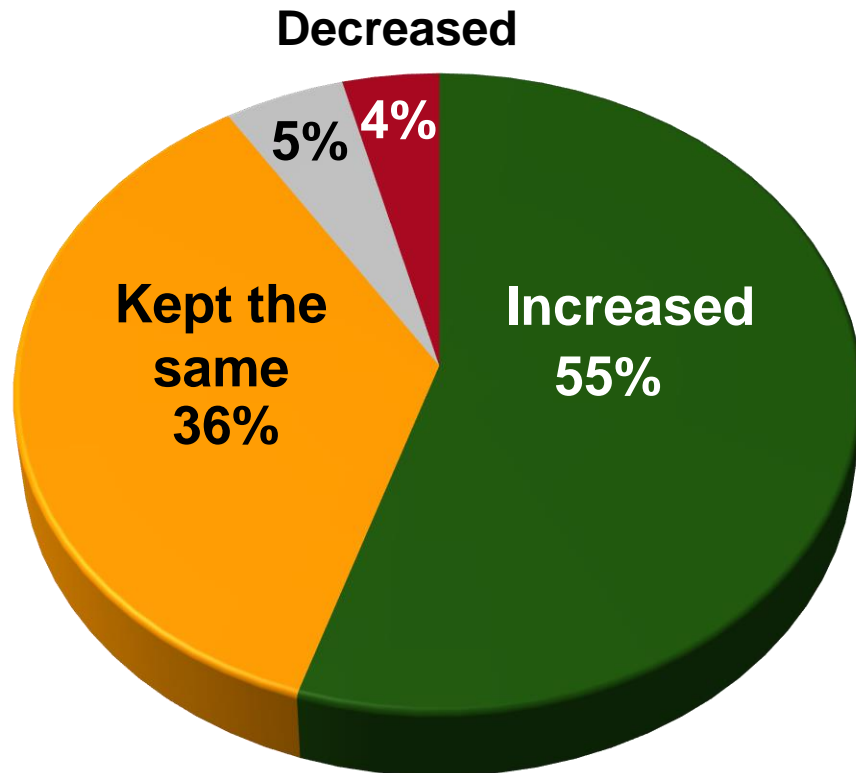
Q6. Now, I'm going to read you a few features that may be part of this local referendum.  
For each one, please tell me how important it is for public schools in Missoula?



# *Voter preferences on whether funding for MCPS should be increased, kept the same, or decreased*

Q7. Generally speaking, do you think local funding for Missoula County Public Schools should be increased, kept at the same level, or decreased?

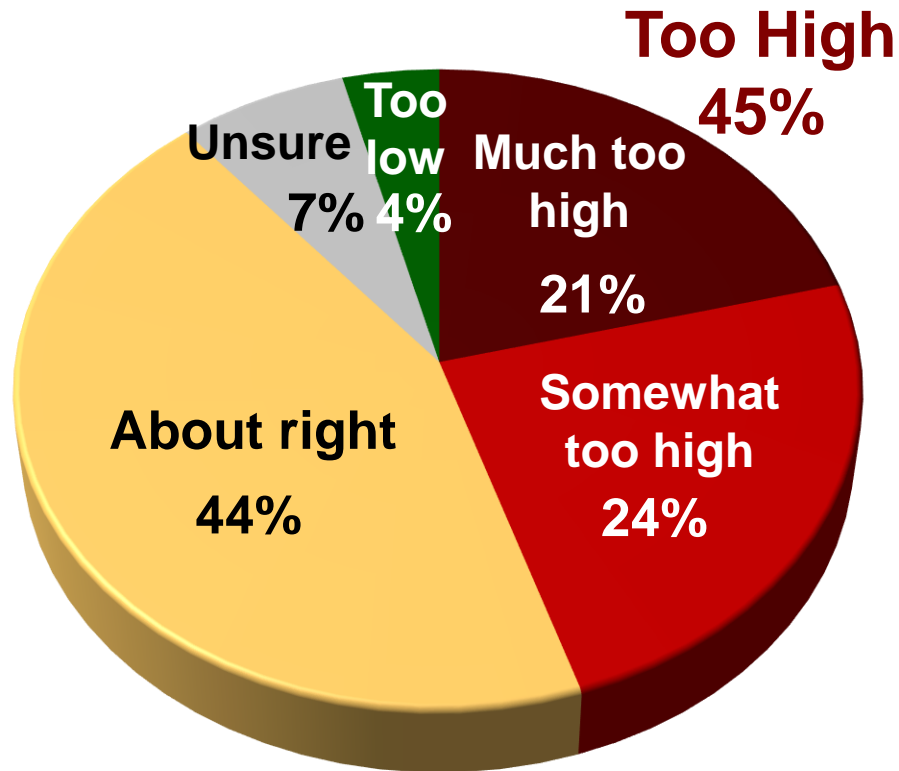
## **All Voters**



# Voter perceptions of local property taxes and school property taxes

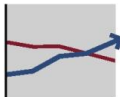
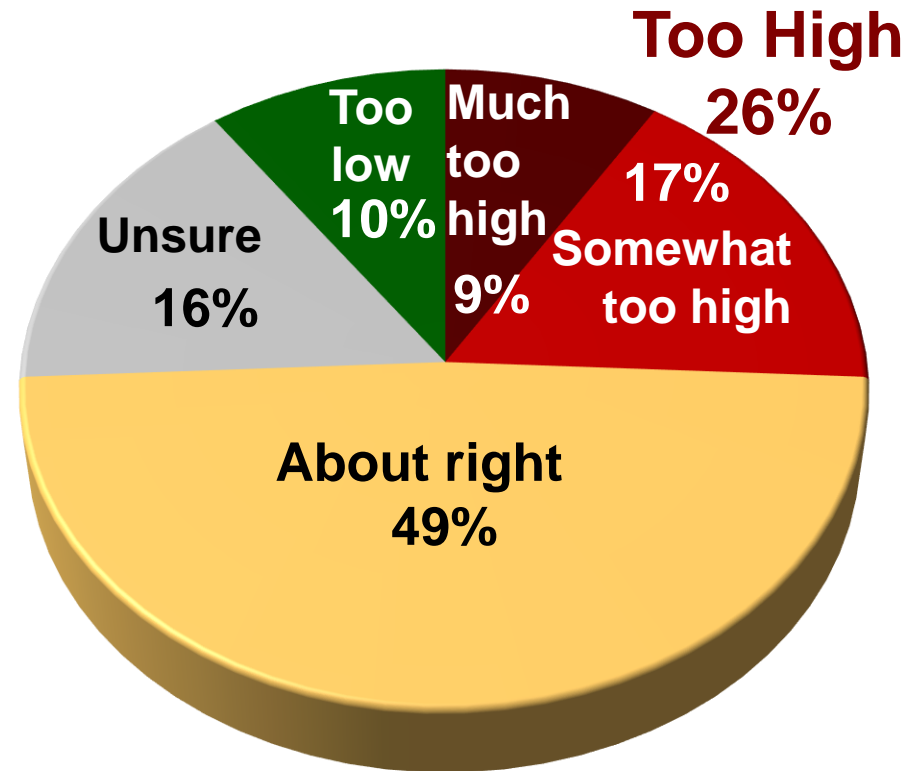
Q8a. In your opinion, are **local** property taxes too high, too low, or about right?

## Local Property Taxes



Q8b. In your opinion, are **school** property taxes too high, too low, or about right?

## School Property Taxes

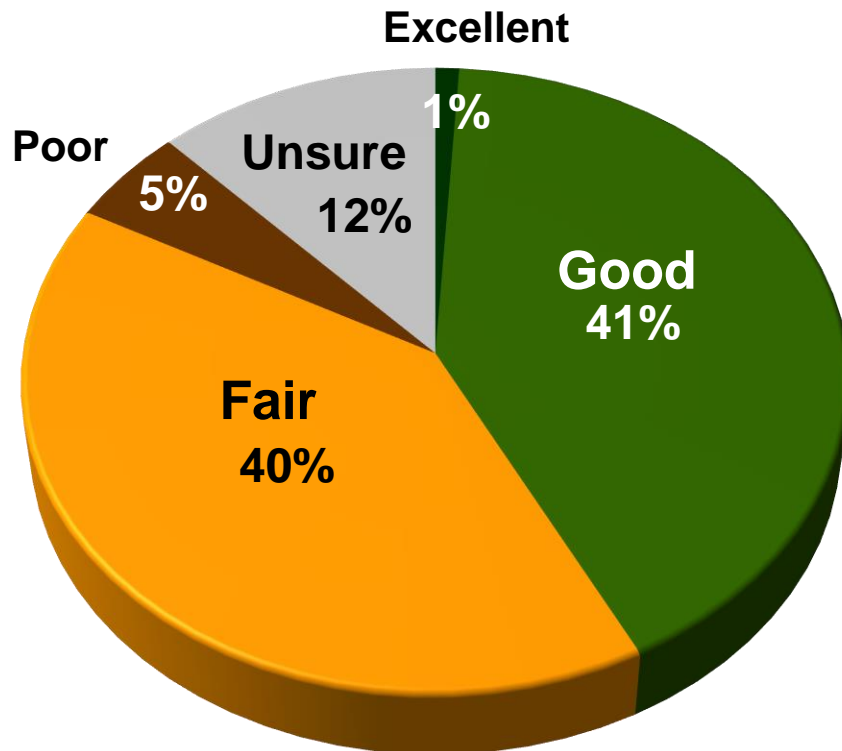




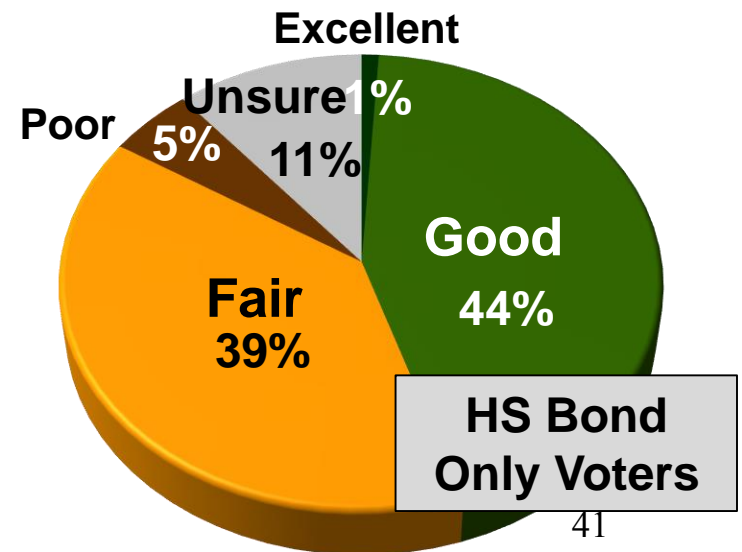
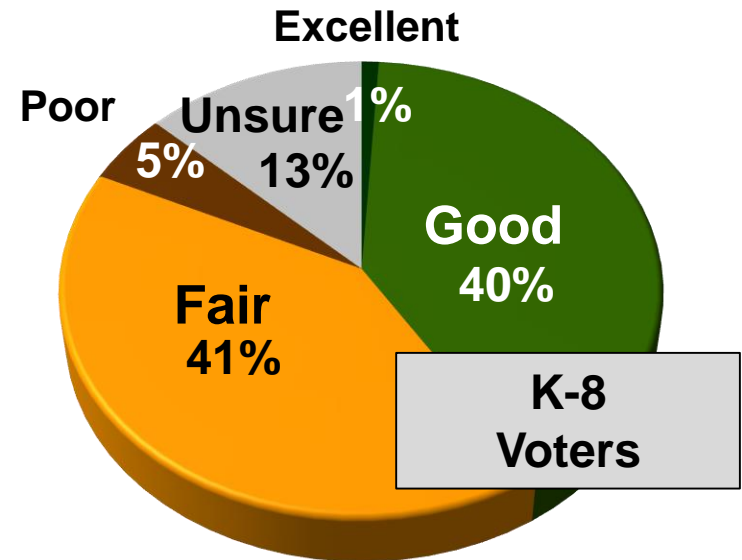
# *Voter perceptions of the conditions of buildings and facilities in MCPS*

Q8c. As far as you know and based on what you've heard, how would you rate the condition of buildings and facilities in Missoula Public Schools generally?

## **All Voters**



**Public school parents:**  
39% excellent/good, 55% fair/poor.

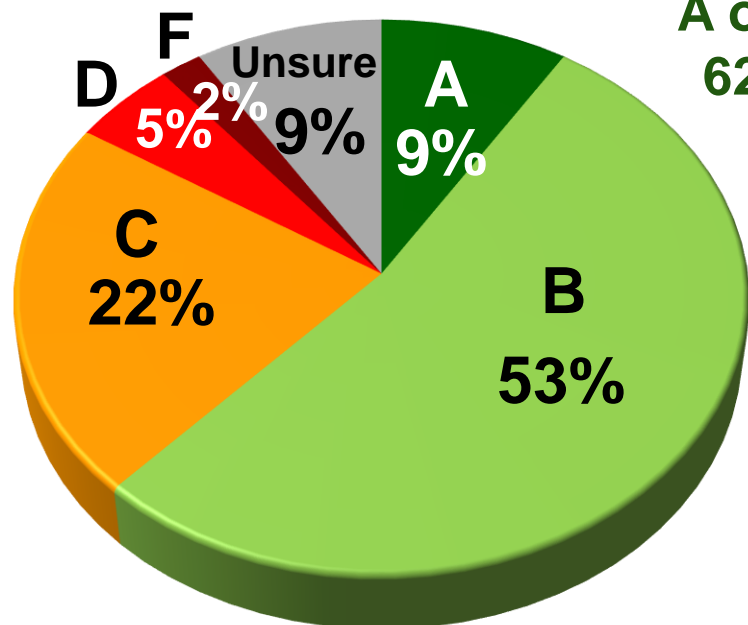


# Voters 'grade' the Missoula County Public Schools and parents 'grade' their children's schools

Q10. Next, what grade would you give to  
Missoula County Public Schools —  
A, B, C, D, or Fail?

## All Voters

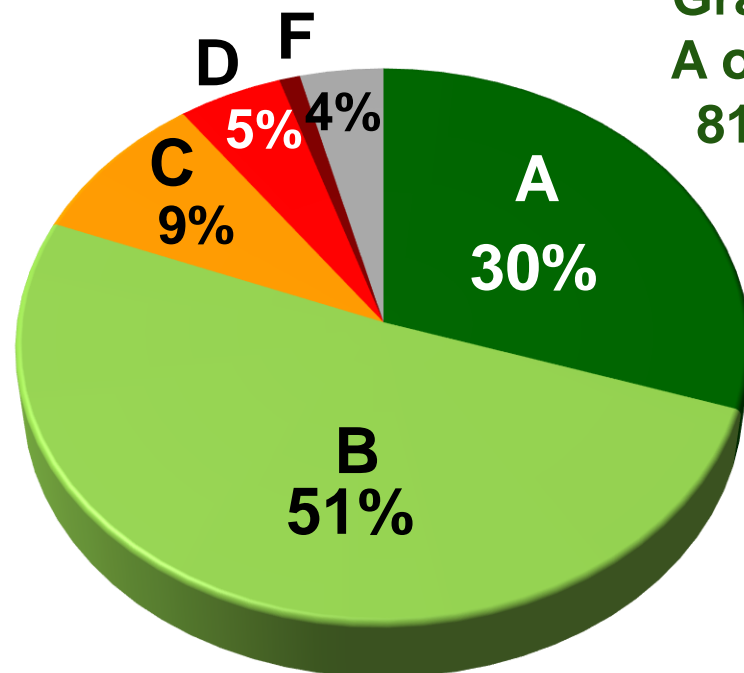
Grade  
A or B  
62%



Q10a. And what grade would you give to  
the school your child attends —  
A, B, C, D, or Fail?

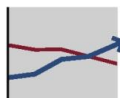
## K-12 Parents

Grade  
A or B  
81%



K-8 Voters: A 9%, B 56%, C 21%, D or F 5%

HS Only Voters: A 9%, B 48%, C 25%, D or F 9%



## *Respondents were read concerns about a possible MCPS bond referendum*

Q11. Please tell me how convincing a reason you find it to vote AGAINST this local referendum – extremely convincing, very convincing, fairly convincing, just somewhat convincing, or not at all convincing.

■ Extremely + Very + Fairly Convincing

**Property taxes are already too high. Families and businesses can't afford to pay more.**

**57%**

**Property taxes are already too high. We've passed tax hikes recently. We can't afford more.**

**52%**

**Other problems are more important than renovating schools.**

**36%**

**Historic school buildings should be preserved.**

**29%**

**Schools deserve more, but use it to increase teacher pay.**

**51%**

**Missoula schools are good. Shouldn't spend more on them.**

**35%**

**Focus on 3-Rs. Don't renovate for new programs.**

**33%**

**District always asking for more. Need to live within budget.**

**56%**

**District irresponsible by closing two schools and selling another.**

**44%**

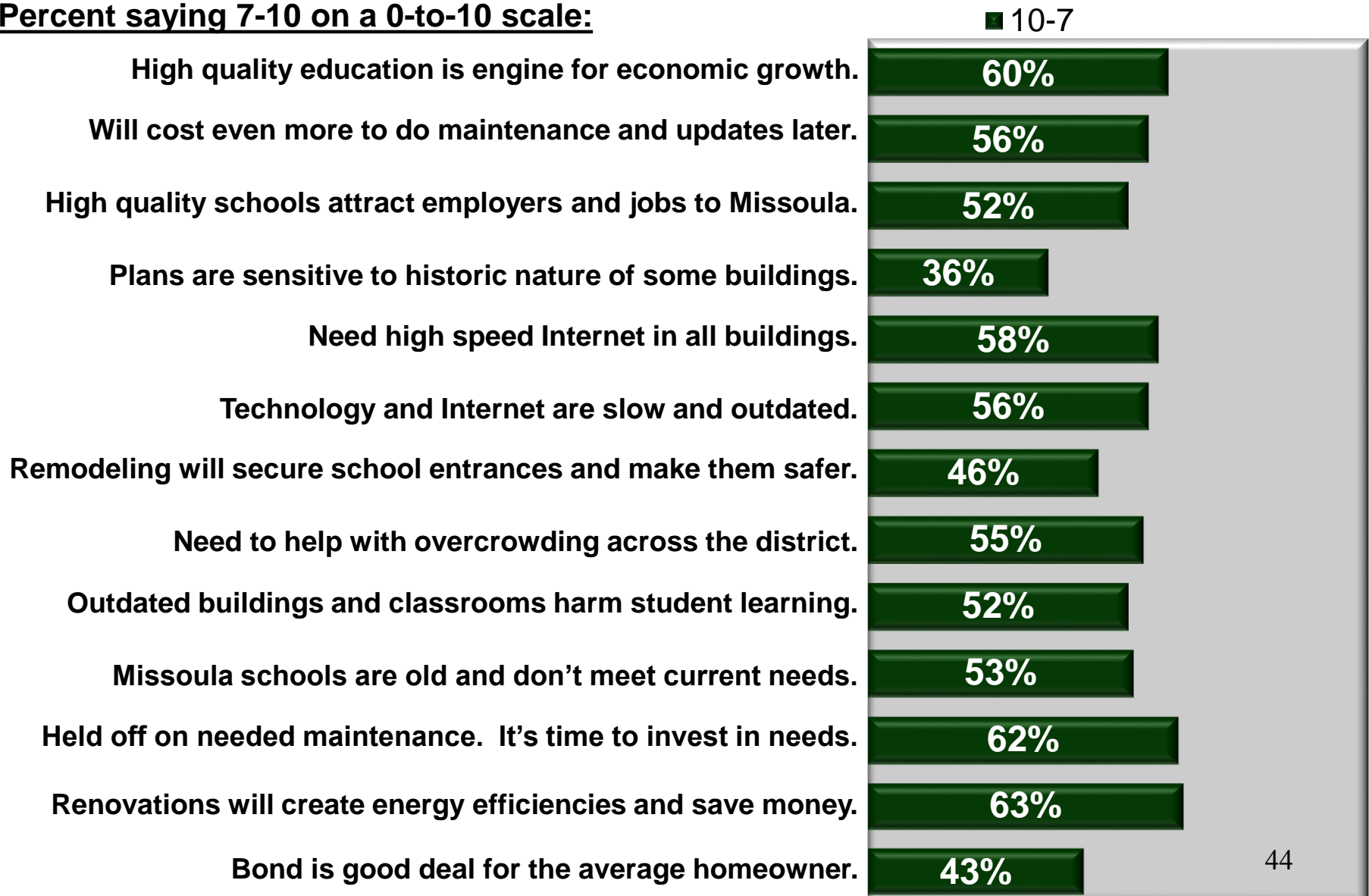
**Expensive. Will cost average homeowner too much each year.**

**65%**

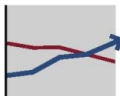
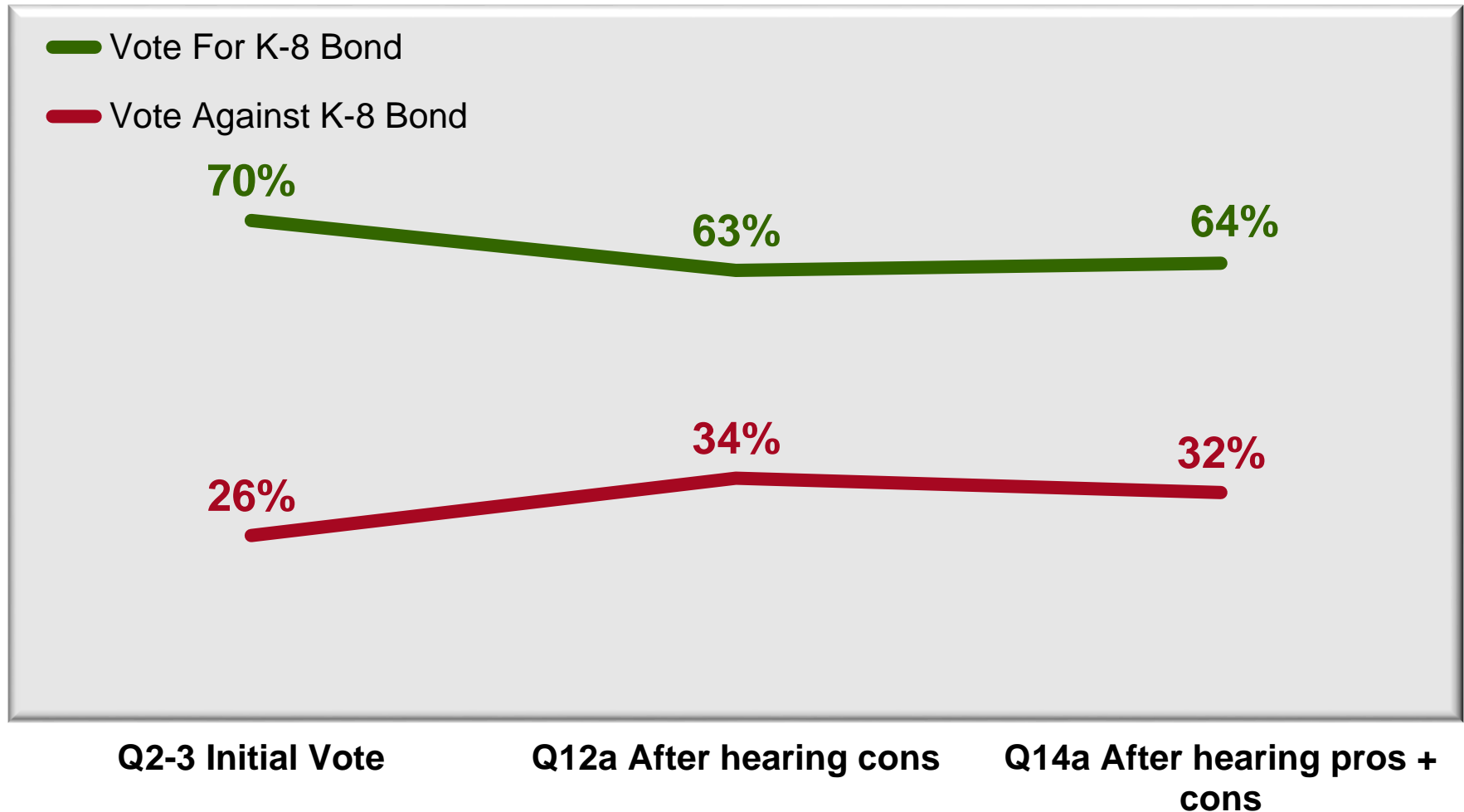
# *Respondents were read reasons for a possible MCPS bond referendum*

Q13. How convincing a reason do you find it to vote FOR this local referendum – using a zero-to-10 scale.

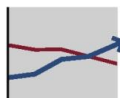
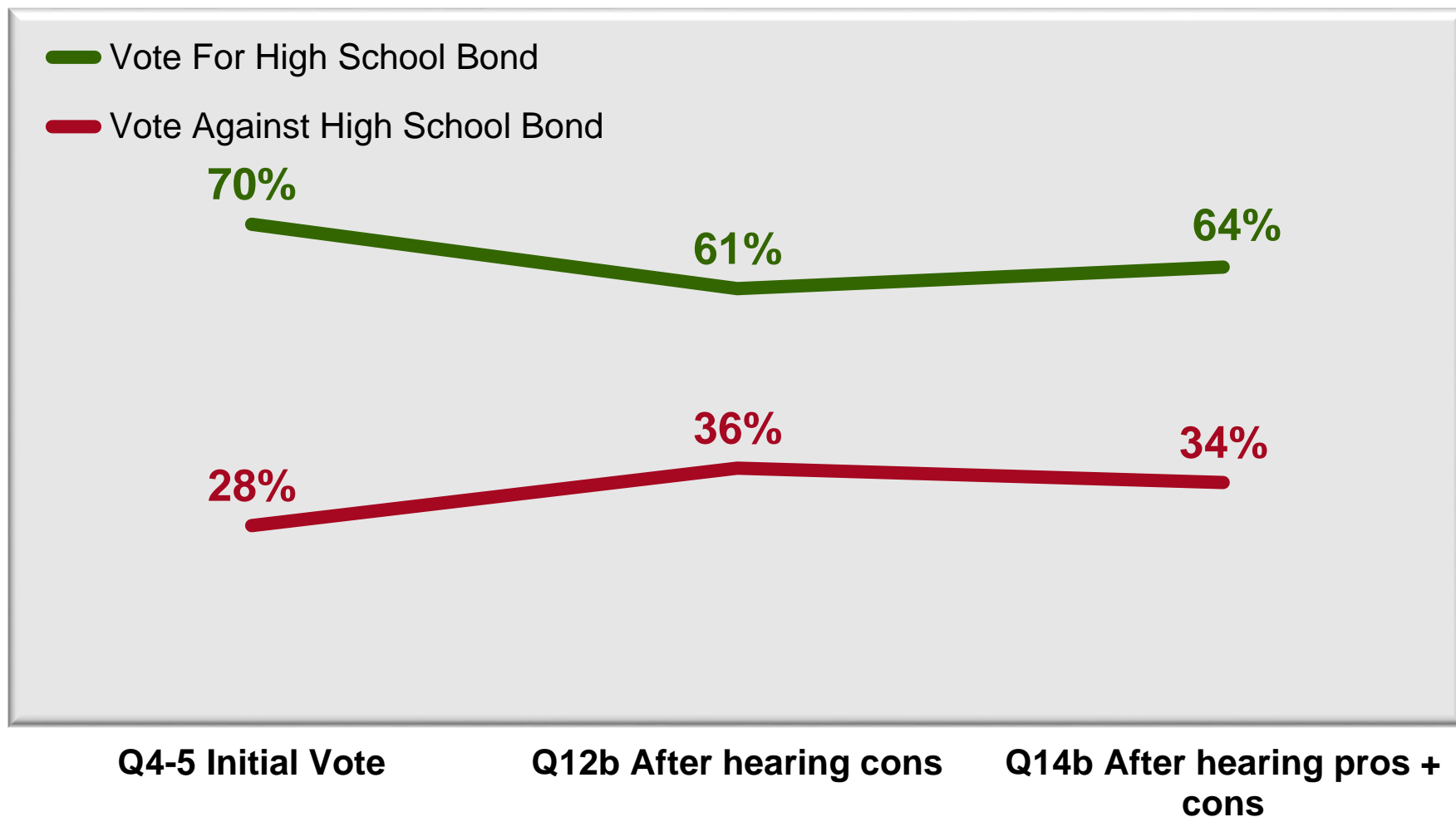
## **Percent saying 7-10 on a 0-to-10 scale:**



*A summary of voter preferences on a possible K-8 bond  
– Asked only among voters in the MCPS K-8 district*

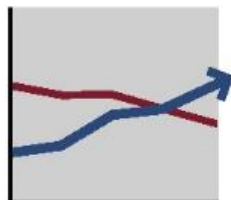


# *A summary of voter preferences on a possible High School bond – Asked only among voters in the MCPS K-8 and HS district*



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