Potomac Elementary School

School Board Minutes
for
March 11, 2013

"Potomac School equips each student for his/her future within a culture of excellence that values the small community experience."

Call to Order

Board Chair Bob O'Boyle called the meeting to order at 7:02 PM by leading all in the Pledge of Allegiance. Those trustees present were: Jeff Hahn, Gary Long, Victoria Richardson and Jim Wrobel. Tim Johnson, principal and Jill Thornton, clerk, were also in attendance.

Public Input (for issues not on the agenda) None

Consent Agenda

Warrant Lists – Total Claims = $19,936.70, Total Payroll = $55,554.00.
Business Cards – Included in Total Claims noted.
Petty Cash – Supplemental to monthly warrants used between Board Meetings – Reimbursed thru Claims.
Extracurricular (Student Accounts) – Beginning Balance $13,673.89; Ending Balance $15,675.04.
Jim moved to approve the Consent Agenda. Victoria seconded the motion. **Passed 5-0**

Principals Report

Community
- BINGO broke another record for fundraising!
- Spring Break is the week of April 1

School
- High Impact Trip canceled – the final tally did not have enough students to support the trip.
- MontCAS testing underway – it started March 11th.
- MCT play March 2; great performance and well attended
- Server (grant related) was installed today
- Teachers Davis and Luebke attending the AGATE (Gifted and Talented) conference (grant related) in Missoula
- Student Council: RESPECT board on display; sold concessions at BINGO, raised +$1,000
- Dr. Seuss Day Feb 28th; great activities; low participation – next is Singapore Math, or 'A Hankering for Fish Sticks'
- K-3 Robotics (grants secured by Davis) started: Mrs. Davis, Mrs, Klein, Mrs, Harrold; unusually high participation of between 16 and 20 students
- On February 19th, Gr 5,6 cross country ski day and outdoor education at Seeley Lake
- On February 12th, Kate Davis presented regarding Raptors of the Rockies
- Staff reviewed the MyVoice Survey Results below. (climate survey taken by students) Showed the students 'perceptions'. Not necessarily true, but shows how some things might need to be presented in a different way. All the following points will be addressed in some form in Potomac's Strategic Plan:
    - Real world applications; school needs to be more inspiring
    - School is VERY welcoming, teacher's respect students,
    - Need more student recognition
    - Teachers: enjoy working with students, believe in students and expect students to be successful
    - Students need more intrinsic motivation
    - Teacher's present in variety of ways
    - Need for increased risk-taking in learning (boys)
    - Acceptance, fitting in (girls)
    - Students feel it's important to go to college, students put forth their best effort
    - Peer relations
    - Teacher role model; define and model leadership

My Voice Survey Results Pg 1

My *Voice* Grades 6-12 Report (US)

Potomac Middle School

December 12, 2012

The Role of Student Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves.

The *8 Conditions that Make a Difference*® in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility,* and *Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Active Engagement,* and *Purpose*.

Developing Students' Self-Worth:
Belonging, Heroes, and Sense of Accomplishment
Self-Worth begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

Fostering Students' Active Engagement in Learning:
Fun & Excitement, Curiosity & Creativity, and *Spirit of Adventure*
Active Engagement means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Active Engagement*, learning becomes important in and of itself.

Encouraging a Sense of Purpose:
Leadership & Responsibility and *Confidence to Take Action*
Schools must challenge students to think about their *Purpose* -- who they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

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My Voice Survey Results Pg 2

The *My Voice*™ Student Survey

The *My Voice* Student Survey assesses student aspirations by asking students questions based on each of the 8 Conditions. By asking students how they perceive their school environment, *My Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives.

Measuring Student Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *My Voice* Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, and students. In conjunction with other information about your school, community, and students, *My Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit *myvoice.pearsonfoundation.org*.

How to Use This Report

The *My Voice* Student Report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- First, gain an overall picture of your students by looking closely at the Demographics. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., by grade level, gender, etc.) are often instructive.
- Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

My Voice Survey Results Pg 3

Demographic Summary

The demographic data are presented both as counts and as percentages.[1]

Total number of respondents: 34

Gender of Students			Age of Students			Grade of Students		
Gender	Count	Percent	Age	Count	Percent	Grade	Count	Percent
Male	17	50	9	0	0	6	11	32.4
Female	17	50	10	0	0	7	13	38.2
			11	9	26.5	8	10	29.4
			12	12	35.3	9	0	0
			13	11	32.4	10	0	0
			14	2	5.9	11	0	0
			15	0	0	12	0	0
			16	0	0			
			17	0	0			
			18	0	0			
			19	0	0			
			other	0	0			

Students Planning on Going to College			Participants in Cocurricular Activities			Racial Heritage of Students		
College	Count	Percent	Cocurricular	Count	Percent[2]	Racial Heritage	Count	Percent[2]
Yes	26	76.5	Music	5	14.7	White	33	97.1
No	2	5.9	Theater	4	11.8	Black/Afr. Amer.	0	0
Undecided	6	17.6	Sports	29	85.3	Hispanic/Latino	1	2.9
			Academic Clubs	4	11.8	Asian	0	0
			Student Council	8	23.5	Native Hawaiian	0	0
			Other	11	32.4	Am. In./Alsk. Nat.	4	11.8
			Not Involved	2	5.9	Other Pacific Islander	0	0
						Other	2	5.9

[1] Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding and missing data.

[2] In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

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My Voice Survey Results Pg 4

The 8 Conditions that Make a Difference

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

"Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams."

-Dr. Russell J. Quaglia

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My Voice Survey Results Pg 5

Belonging

The Condition of **Belonging** means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
School is a welcoming and friendly place.	82%	82%	82%	100%	85%	60%	N/A	N/A	N/A	N/A
I feel accepted for who I am at school.	94%	100%	88%	100%	92%	90%	N/A	N/A	N/A	N/A
Teachers make an effort to get to know me.	85%	82%	88%	100%	85%	70%	N/A	N/A	N/A	N/A
I have difficulty fitting in at school.	15%	6%	24%	9%	23%	10%	N/A	N/A	N/A	N/A
Teachers care about my problems and feelings.	79%	71%	88%	82%	77%	80%	N/A	N/A	N/A	N/A
I am proud of my school.	79%	71%	88%	91%	77%	70%	N/A	N/A	N/A	N/A
I am a valued member of my school community.	59%	47%	71%	64%	69%	40%	N/A	N/A	N/A	N/A
I think bullying is a problem at my school.	26%	12%	41%	18%	38%	20%	N/A	N/A	N/A	N/A

Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
Students respect teachers.	68%	59%	76%	73%	62%	70%	N/A	N/A	N/A	N/A
My parents care about my education.	97%	94%	100%	100%	92%	100%	N/A	N/A	N/A	N/A
I have a teacher who is a positive role model for me.	82%	71%	94%	82%	85%	80%	N/A	N/A	N/A	N/A
Teachers care about me as an individual.	71%	53%	88%	64%	77%	70%	N/A	N/A	N/A	N/A
Teachers care if I am absent from school.	65%	59%	71%	82%	69%	40%	N/A	N/A	N/A	N/A
If I have a problem, I have a teacher with whom I can talk.	79%	71%	88%	82%	85%	70%	N/A	N/A	N/A	N/A
Teachers respect students.	82%	71%	94%	82%	85%	80%	N/A	N/A	N/A	N/A
Students respect each other.	61%	65%	56%	64%	62%	56%	N/A	N/A	N/A	N/A

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My Voice Survey Results Pg 6

Sense of Accomplishment

The Condition of **Sense of Accomplishment** recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
I am encouraged to practice good citizenship at school.	85%	76%	94%	100%	85%	70%	N/A	N/A	N/A	N/A
Teachers recognize students who are kind and helpful.	79%	76%	82%	100%	69%	70%	N/A	N/A	N/A	N/A
I have never been recognized for something positive at school.	21%	24%	18%	18%	31%	10%	N/A	N/A	N/A	N/A
I give up when schoolwork is difficult.	6%	6%	6%	0%	8%	10%	N/A	N/A	N/A	N/A
Teachers recognize me when I try my best.	74%	71%	76%	73%	85%	60%	N/A	N/A	N/A	N/A
Teachers let my parents know what I do well.	85%	82%	88%	100%	92%	60%	N/A	N/A	N/A	N/A
I put forth my best effort at school.	91%	88%	94%	100%	85%	90%	N/A	N/A	N/A	N/A
Getting good grades is important to me.	100%	100%	100%	100%	100%	100%	N/A	N/A	N/A	N/A

Fun & Excitement

The Condition of **Fun & Excitement** is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
I enjoy being at school.	56%	35%	76%	64%	69%	30%	N/A	N/A	N/A	N/A
Teachers enjoy working with students.	88%	88%	88%	100%	77%	90%	N/A	N/A	N/A	N/A
Teachers make school an exciting place to learn.	76%	65%	88%	91%	77%	60%	N/A	N/A	N/A	N/A
School is boring.	24%	41%	6%	9%	23%	40%	N/A	N/A	N/A	N/A
I enjoy participating in my classes.	85%	82%	88%	91%	85%	80%	N/A	N/A	N/A	N/A
Teachers have fun at school.	68%	47%	88%	82%	77%	40%	N/A	N/A	N/A	N/A
Learning can be fun.	82%	76%	88%	100%	77%	70%	N/A	N/A	N/A	N/A

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My Voice Survey Results Pg 7

Curiosity & Creativity

The Condition of **Curiosity & Creativity** is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
I feel comfortable asking questions in class.	82%	76%	88%	91%	77%	80%	N/A	N/A	N/A	N/A
My teachers present lessons in different ways.	94%	94%	94%	91%	100%	90%	N/A	N/A	N/A	N/A
At school I am encouraged to be creative.	94%	88%	100%	100%	92%	90%	N/A	N/A	N/A	N/A
I enjoy working on projects with other students.	82%	82%	82%	91%	92%	60%	N/A	N/A	N/A	N/A
My classes help me understand what is happening in my everyday life.	56%	41%	71%	73%	46%	50%	N/A	N/A	N/A	N/A
School inspires me to learn.	71%	59%	82%	82%	77%	50%	N/A	N/A	N/A	N/A
I enjoy learning new things.	85%	82%	88%	91%	85%	80%	N/A	N/A	N/A	N/A
I learn new things that are interesting to me at school.	76%	65%	88%	82%	77%	70%	N/A	N/A	N/A	N/A
What I learn in school will benefit my future.	85%	82%	88%	100%	77%	80%	N/A	N/A	N/A	N/A

Spirit of Adventure

The **Spirit of Adventure** is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
I like challenging assignments.	56%	41%	71%	36%	69%	60%	N/A	N/A	N/A	N/A
I push myself to do better academically.	88%	76%	100%	91%	92%	80%	N/A	N/A	N/A	N/A
Students are supportive of each other.	65%	59%	71%	73%	69%	50%	N/A	N/A	N/A	N/A
I am afraid to try something if I think I may fail.	29%	41%	18%	27%	31%	30%	N/A	N/A	N/A	N/A
Teachers help me learn from my mistakes.	85%	82%	88%	91%	85%	80%	N/A	N/A	N/A	N/A
I want to do my best at school.	94%	94%	94%	100%	100%	80%	N/A	N/A	N/A	N/A
I am excited to tell my friends when I get good grades.	68%	59%	76%	82%	69%	50%	N/A	N/A	N/A	N/A

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My Voice Survey Results Pg 8

Leadership & Responsibility

The Condition of **Leadership & Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
Students have a voice in decision making at school.	74%	71%	76%	91%	62%	70%	N/A	N/A	N/A	N/A
I see myself as a leader.	59%	47%	71%	64%	54%	60%	N/A	N/A	N/A	N/A
Other students see me as a leader.	32%	35%	29%	36%	31%	30%	N/A	N/A	N/A	N/A
Teachers encourage students to make decisions.	79%	71%	88%	73%	92%	70%	N/A	N/A	N/A	N/A
Teachers are willing to learn from students.	76%	71%	82%	73%	77%	80%	N/A	N/A	N/A	N/A
I am a good decision maker.	71%	59%	82%	73%	69%	70%	N/A	N/A	N/A	N/A
I know the goals my school is working on this year.	71%	71%	71%	100%	62%	50%	N/A	N/A	N/A	N/A

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Survey Statements	Total in Agreement	Gender		Grade						
		Male	Female	6	7	8	9	10	11	12
I believe I can be successful.	97%	94%	100%	100%	92%	100%	N/A	N/A	N/A	N/A
I believe I can make a difference in this world.	74%	59%	88%	82%	85%	50%	N/A	N/A	N/A	N/A
Teachers believe in me and expect me to be successful.	79%	71%	88%	73%	77%	90%	N/A	N/A	N/A	N/A
Going to college is important for my future.	91%	82%	100%	91%	100%	80%	N/A	N/A	N/A	N/A
I work hard to reach my goals.	94%	94%	94%	100%	100%	80%	N/A	N/A	N/A	N/A
I am excited about my future.	91%	82%	100%	100%	92%	80%	N/A	N/A	N/A	N/A
I think it is important to set high goals.	91%	82%	100%	100%	85%	90%	N/A	N/A	N/A	N/A
I know the kind of person I want to become.	88%	82%	94%	82%	92%	90%	N/A	N/A	N/A	N/A
School is preparing me well for my future.	79%	71%	88%	82%	77%	80%	N/A	N/A	N/A	N/A

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Activities
- Explorers: Ski trip to Discovery, sculptures; UP NEXT...Flight!! – 2 major units that include Catapults
- Volleyball: undefeated! (so far)
- Track meeting March 25th – needs a great deal of parent support. Last years track was cancelled due to lack of support

Grant Writer update

SUMMARY OF SERVICES

Grant Awards

Blackfoot Telephone Cooperative
- Wrote grant proposal, submitted for approval and distribution, received notice of award for full funding request of $5,000 for Phase II of the HUB.

Burback Foundation
- Received $7,500 in support for the School's Friday Explorer's Program.

Grant Writing

PPL Community Fund: January 31, 2013 (awards in mid-May)
- PGCC: HUB development requested $10K
- School: Explorer's Program requested $10K

NW Farm Credit Rural Grant: February 1, 2013
- Resident and credit service member, Jody Wills, has offered to submit a required letter of support for the funding application for the HUB. Requested $5K

Plum Creek Foundation: January 31, 2013 (awards in mid-April)
- School: Festival Sponsorship requested $2,500K

Missoula Electric Coop: sponsorship request for Pioneer Festival
- PGCC: Festival Sponsorship requested $1,000K

Albertson's Foundation
- PGCC: received approval to submit grant for Explorer's Program for provision of nutritious snacks.

Fuel up to Play 60
- Continued participating in a *Got Milk Breakfast Blitz* grant program, shared info via email and facebook, and requested school staff also get involved.

Good 360
- Researched, provided info, and recommended that both PGCC and PTC register. PGCC gave approval to register.

Donors Choose
- Researched and provided info to School for distribution to individual teachers.

Potomac Explorers
- Researched Federal and State programs for future funding sustainability including TANF and CCDF, as well as several viable, local foundations. Scheduled informational meeting with United Way of Missoula County for February 4th to discuss funding opportunities.

Pioneer Festival
- Continued providing support for PGCC facebook account.
- Drafted agenda and facilitated first planning meeting of the year. Distributed summary notes and scheduled second meeting February 7th.

AmeriCorps VISTA
- Wrote newsletter brief on Hannah Still. Communicated regularly with Hannah prior to her arrival January 26.

February Work Plan
- Continue researching relevant grant opportunities and foundations.
- Continue sponsorship requests for Pioneer Festival / Centennial Celebration from area businesses/orgs.
- Mentor and support training of AmeriCorps VISTA member, Hannah Still.

Future Grant Opps/Deadlines:
- Steele Reese Foundation for Explorer's: March 1, 2013
- Charles M Bair Family Trust: PGCC for Phase II development HUB: March 1, 2013
- Missoula County Parks and Rec for Phase II development HUB: March 2013
- Charlotte Martin Foundation for Explorer's: April 30, 2013 (awards June 15)
- Montana Great Classroom Awards, PCTC for Explorer's Program or Webinar Development: June 1/Dec 1 2013
- Washington Foundation for Innovative Learning Support: rolling application deadline
- Town Pump Charitable Foundation: rolling application deadline
  *PGCC Facility Upgrades
  *School Centennial

Upcoming Meetings: February 7th Pioneer Festival planning meeting

Vision Impact
- Visited with Desmet School district about 4-day school week

Tim said he will also add a VISTA update next month. The Art Mobile was here today. 'Astronomy' is coming in April (Mission to Mars') The Volunteer Appreciation dinner is also coming up, as well as the Community Picnic and Game Day on May 16th, which will include community members

Clerks Report

Our Food Fund started out the year with a beginning cash balance of $3,885. During last year, our average monthly cash balance stayed around $2,500 to $3,000. This month, our cash balance is down to $858. The drop is significant, so I started going through the fund to analyze what has changed this year. The following is a list of changes:

- This summer a freezer of food was lost due to a breaker being switched off. Because the freezer itself did not fail, our loss was not covered by insurance. That food was needed this year, so our expenditures have been affected.
- With the addition of the Breakfast Program, our paper goods costs have increased.
- We no longer supply Meals on Wheels as the program was discontinued. That income totaled $2,140 last year.
- School sales are down by an average of 4 lunches per day. With that, though our income from Federal funding for school breakfast and lunch programs is up, our paid breakfast and lunch income is lower. The balance of Federal and Breakfast/Lunch Sales is still an addition of approximately $800.
- With the start of our Breakfast Program this year, we needed to purchase a Refrigerator which added to supply costs by $550.

The data does not point to one reason for our decrease in cash balance. At this point, we are going to work on increasing participation in both our Breakfast and Lunch programs to try and increase Food Fund income.

School Board – Professional Development

Jeff attended the 8th grade chili feed fundraiser at Culleys. He has also been following the discussions on Missoula School Levies.

Gary also attended the 8th grade chili feed, along with the Raptors of the Rockies presentation. He enjoyed both. He also attended a second performance pay meeting. Bob asked Gary if his son, Jesse, could come back to speak with the younger grades that are now going into Robotics. Gary said he will talk to him and he sees no problem with that. Gary is also approaching Lockheed for another Robotics grant for the younger grades.

Victoria has been involved with negotiations and PTC, and attended the Ski Trip, Raptors of the Rockies, and Bingo.

Jim met with Tim, Alicia Vanderheiden and Bob yesterday for a multifunctional meeting that discussed the festival, library/adult education, grants and contracts. He also attended the performance pay meeting as well as another PEA negotiation. On Wednesday this week he will be at a Budget Symposium from MTSBA in Missoula.

Bob also attended the meeting with Jim, Alicia and Tim to discuss the festival, library/adult education, grants and contracts. During the month he went to Helena a couple times to talk and present information about our school to the legislative committees.

Strategic Planning

The strategic plan is presented for second reading and is as follows:

Potomac School Strategic Plan

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
1. Provide the latest technology hardware and training to our staff and students.	-Administration -Board -VISTA -Tech Committee -Explorers -PTC	A) **Library location/adult ed classes** (funding through Adult Ed) B) **FEASIBILITY STUDY/GRANT**: Move Library to out building (adult ed, tech lab); New library space needs to be expanded (long term); the library has limited public access; prepare old library space for classroom use; Community Center adult ed; Church purchase if available C) **Tech update**; OPI computers; Adult ed tech redistribution; System maintenance contractor; Network, hardware, and software evaluation (university tech department)	**A, B) Summer 2013** - move material; Feasibility Study as grant money is available; Library opens in K-building fall 2013 **C) Summer 2013** - Updated lab, contracted tech support, Tech Eval of software, hardware, network
2. Address bullying.	-Staff, -Student Council -Board -Explorers	A) **Team building** : PE, Structured Recess, etc. with debrief time B) **School wide acronym** or theme for expectations; C) **Develop culture of anti-bullying** with Student Council participation and staff development	**A) Annual survey** **B) Spring 2013** **C) Ongoing** - Survey based instruction and intervention
3. Enhance our outdoor sports programs and community participation through the completion of the Potomac Athletic	-Administration - Grant Writing Team -PTC	A) **Pioneer Festival** B) **PTC, Boosters**, grants that leverage our history; Promote the field (photo); C) **Community uses/games:** soccer (spring/fall), summer camps	**A) June 2013** **B,C) October 2013** - Additional activities available on the PCRC

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
Complex			
4. June 29, 2013: Celebrate the Centennial of Potomac School (1913)	-U of M Oral History dept.; -Pioneer Fest. Committee; -Comm Arts; -Administration -Staff	A) **Pioneer Festival,** PTC, Boosters, grants that leverage our history, B) **Promote the field** (photo); community uses/games C) **Centennial Book** (VISTA coordination with U of M); coffee table photo book; U of M oral history D) **Centennial themed coursework in the school;** student contribution	**A, B) June 2013** **C) May 2013** **D) School Year 2013-2014**
5. Improve the capacity for and increase the use of outside funding/resources to our school.	- Staff - Grant Writing Team - Board - PTC - Boosters	A) **Library** location/adult ed classes(funding through Adult ed)/ tech update; *B)* **FEASIBILITY STUDY/GRANT;** Move Library to out building (adult ed, tech lab); New library space needs to be expanded (long term); prepare old library space for classroom use; Community Center adult ed; Church property purchase if available C) **Grant writing, levies, bond**: levy, increased (open) enrollment numbers, renew contracts w grant writer	**A) Fall 2013 -** Offer Adult Ed courses **B) Fall 2013** - Secure feasibility grant for library **C) Spring 2013** - Maintenance Levy; renew grant writer contract
6. Improve student communication skills (written)	-Comm Arts -Administration -Explorers -Staff	A) **Staff development and integration of practice to align, integrate and exercise Common Core:** Writing Handbook, quality over quantity, expanded recipients, newsletter, letters to the editor, grant writing) B) **Typing fluency** coursework (gr 3-8) C) **Creative Studies** (Written proposal, presentations), Integrated Advanced Studies program, Multi-media expressions of a verbal/nonverbal nature; monitor typing D) **Student Council** and "My Voice Survey"(gr 6,7,8); Outlining student council objectives, purpose, needed materials, Newsletter articles E) **Centennial Book** (VISTA coordination with U of M); coffee table photo book; Centennial themed coursework in the school; student contributions F) **Journalism elective:** creating a newsletter/publication to be sent out to public (year book); website tab highlighting student writing.	**A) Spring 2015 -** MontCAS test **B) Reported via report cards** **C) May 2013 -** Explorer/C.S. showcase night **D) Winter 2013** **E) May 2013 -** PTC and/or PGCC **F) Fall 2013** - create a Journalism elective

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
7. Improve student communication skills (verbal, multi-media)	-Comm Arts -Administration -VISTA -Student Council -Staff -Explorers	A) **Staff development and integration of practice to align, integrate and exercise Common Core:** Public/Peer Presentation B) **Creative Studies** (presentations), Integrated Advanced Studies program, individualized education structure; Multi-media expressions of a verbal/nonverbal nature; website tab highlighting student products. C) **Student Council:** "My Voice Survey"(gr 6,7,8); Outlining student council objectives D) **Centennial Book** (VISTA coordination with U of M); coffee table photo book; Centennial themed coursework in the school; student contributions E) **Experiential Learning:** MCT production, Science Olympiad/Fair, Poetry Outloud; science fair processes, Explorer: Robotics, K-4 Enrichment course products, Classroom Products	**A) Annually** **B) Annual presentation night** **C)** Whole school presentations (4) highlighting student participation/products **D) May 2013** **E) Annually**
8. Establish min typing fluency benchmarks: 4th (20WPM), 6th (30WPM), 8th (40 WPM).	-Staff	A) **Staff development and integration of practice to align, integrate and exercise Common Core:** newsletter, letters to the editor, grant writing); typing fluency coursework (gr 3-8) B) **Creative Studies** (Written proposal, presentations), Integrated Advanced Studies program, monitor typing C) **Centennial Book** (VISTA coordination with U of M); coffee table photo book; Centennial themed coursework in the school; student contributions D) **Journalism elective:** creating a newsletter/publication to be sent out to public (year book); website tab highlighting student writing. E) **Typing Curriculum:** Grades 3-8	**A-E)** Reported via report card
9. Meet and/or exceed individual proficiency standards (Math, Science, Reading).	-Staff -Board -VISTA -Explorers	A) **Staff development and integration of practice to align, integrate and exercise Common Core:** Writing Handbook, revisions of "one" over quantity of many – quality over quantity, expanded recipients.... newsletter, letters to the editor, grant writing); typing fluency coursework (gr 3-8) B) **Academic structure/practice:** Enrichment: k-4; math alignment; All students meet and/or exceed individual proficiency standards, "proficiency" growth as determined by AIMSweb and MAP; PLC Staff meetings; SAT team	**A) Fall 2013-** **B) Spring 2014-** Student profile containing all data, growth charts

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
10. Determine the factors of an effective math program	-Staff -VISTA	A) **Staff development and integration of practice to align, integrate and exercise Common Core** B) **Surveys/data collection** of community, Parent and student surveys (VISTA); Conferences (school climate, math survey) C) **Growth comparisons** (prior yrs); AIMSweb and MAP testing results, Placement % in HS courses; placement within Potomac math; SPED placement; Individual Growth v. expected growth	A) **June 2013** B) **Ongoing** C) **Monthly** PLC meetings; **Annual** report from HHS
11. Communicate the factors of an effective math program.	-Staff, -VISTA -Grant Writing Team	A) **Communication:** Webpage; State of Potomac, Newsletter (mail out a district level newsletter intended for ALL residents; find sponsors..Docs, Subway, Cullys to offset mailer rate), New Media; (MontCAS scores; MAP; AIMSweb; Engrade (more descriptive of topic); High school feedback on placements); classroom calendars (more descriptive of topic), pacing guide; Common Core report card supplement highlights quarterly	A) **Ongoing**
12. Increase student participation in all areas related to "their future."	-Student Council -Staff -Board -PTC -VISTA	A) **4-day week -** Surveys used to monitor needs B) **Creative Studies** (Written proposal, presentations), C) *Integrated Advanced Studies* **program,** Sister class/mentor with Polson, individualized education structure; D) **Multi-media** expressions of a verbal/nonverbal nature; monitor typing E) **Student Council:** *Outlining student council objectives, purpose, materials. Newsletter articles* F) **"My Voice Survey"**(gr 6,7,8)	A) **March 2014** Revisit at Board meeting B) **Annual** Spring Student Showcase C) **Summer 2013** Committee generates ideas with initial draft ready for August Board meeting D) **Ongoing**- integrated in courses E) **Sept 2013** Student council newsletter section; **Quarterly** Presentations to students F) **Annually (Dec)**
13. Enhance our extracurricular programs.	-Explorers -Administration -Boosters -Board	A) **Library** location/adult ed classes(funding through Adult ed)/ tech update; B) **FEASIBILITY STUDY/GRANT;** Move Library to out building (adult ed, tech lab?); New library space needs to be expanded (long term); the library designated as limited as public access; prepare old library space for classroom use; Community Center adult ed; Church purchase if available C) **Explorers:** Showcase student work (Comm Center?); Local artists (Jason/Penelope); Grad students U of M (music units); Summer Camps, Weekday Clubs; H.I.T.; Sports, robotic D) **Release time for Creative Studies project** related to art/music; (Band and/or other fine art instruction during CS course time)	**A, B) Library: Summer 2013 -** move material; Feasibility Study as grant money is available; Library opens in K-building fall 2013 **C) April 2014 -** Board revisits data **D) Fall 2013** - Explorer showcase night (partnered with C.S. night) **E) Spring 2013**

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
14. Integrate critical thinking (CT) into all academic and behavioral settings.	-Staff -Student Council -PTC -Board -Explorers	A) **4-day week -** Extended, sustained student contact time B) **Staff development and integration of practice to align, integrate and exercise Common Core:** Writing Handbook, revisions of "one" over quantity quality over quantity, expanded recipients.... newsletter, letters to the editor, grant writing) C) **Creative Studies** (Written proposal, presentations), Integrated G/T program, Sister class/mentor with Polson, individualized education structure; Multi-media expressions of a verbal/nonverbal nature; monitor typing *D)* **Student Council** and "My Voice Survey"(gr 6,7,8); Outlining student council objectives, purpose, Newsletter article E) **Team building** (PE, Structured Recess, with debrief time); develop culture of anti-bullying with Student Council participation and staff development F) **Release time** for CS project related to art/music; Math alignment, Enrichment G) **Explorers:** MCT; Science Olympiad, Science Fair, Poetry Outloud, Robotics, weekday clubs, HIT trip, Summer Camps, H) **Journalism Elective**, Newsletter elective, I) **Surveys & data collection**, HS placement, Growth models J) **Staff Meetings:** PLC staff meetings; SAT meetings	**A) March 2014 -** Board revisits **B) Fall 2013 -** Journalism course, **C) May 2013 - Showcase Night for C.S. products** **D) December 2012** **E) October 2013** **F) Spring Semester 2013** **G) Spring 2013** **H) Fall or Spring semester 13/14** **I) August 2013 Board meeting** **J) Ongoing**

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
15. Improve the visibility and communication regarding Potomac School to the broader community.	-Administration -Staff -Board -VISTA -PTC -Boosters	A) **Community Center Partnership:** Open Gym, Fencing, (more activities for hte community), WinterFest; Developing a good relationship with the CC board (and other organizations) to partner on activities and work together on community ideas. B) **Communication:** Webpage; State of Potomac, Newsletter (mail out a district level newsletter intended for ALL residents; find sponsors..Docs, Subway, Cullys to offset mailer rate), New Media; (MontCAS scores; MAP; AIMSweb; Engrade (more descriptive of topic); High school feedback on placements); surveys; classroom calendars (more descriptive of topic), pacing guide; Common Core report card supplement highlights (quarterly) C) **Reaching out professionally** to other schools, organization; KPAX, KECI, Missoulian, and larger state or national venues D) *Student Council* - Student Council action within newsletter, more visible involvement in community E) **Social Media:** Facebook, LinkedIn (can we take advantage of the discussion thread)	**A) Ongoing** **B) Fall 2013** - sponsored newsletter, broadcast journalism option **C) Spring 2014** - two staff present at a conference regarding what we are doing at Potomac **D) May 2013** - Student Council reporting in Newsletter regularly **E) May 2013** - Improved Facebook following (Likes)
15. Improve the visibility and communication regarding Potomac School to the broader community. **(same #15)**	-Administration -Staff -Board -VISTA -PTC -Boosters	A) **Library** location/adult ed classes(funding through Adult ed)/ tech update; B) **FEASIBILITY STUDY/GRANT;** Move Library to out building (adult ed, tech lab?); New library space needs to be expanded (long term);designate the library as limited public access; prepare old library space for classroom use; Community Center adult ed; Church purchase if available C) **Advertising school's strengths** – News articles, web presence, tv news, social networking, events, Student outreach (chimes, poetry out loud, art in Missoula Library) Donations/charity done by school (Chicks n' Chaps), Signage for Potomac Valley location, Monument for school (more than a bear) D) **Surveys/data collection** of community (VISTA) Conferences (school climate, math survey) E) **Pioneer Festival,** PTC, Boosters, grants that leverage our history; soccer (spring/fall), summer camps; Promote the field (photo); community uses/game. F) **Staff presenting** at more conferences, U of M? G) **Centennial Book** (VISTA coordination with U of M); coffee table photo book; Centennial themed coursework in the school; student contributions H) **Teacher webpages:** to parents, abroad I) **Student performances** related to coursework (CS, Electives, etc.)	**A,B) Library: Summer 2013 -** move material; Feasibility Study as grant money is available; Library opens in K-building fall 2013 **C) Spring 2013** - Advertising campaign in place (1st step) **D) May 2013** - Surveys ready for end of year data collection **E) May 2013** **F) Spring 2014** - two staff present at conferences re: Potomac School **G) May 2013** - Book produced for Festival (June) **H) May 2013** - Survey results return regarding teacher webpage usage/effect **I) May 2013**- C.S. night shared with Explorer showcase night

Goal	Stakeholders	Tactics/Strategies	Expected Completion and/or Product
16. Enhance our fine arts program.	-Staff -PTC -VISTA -Explorers	A) **Explorers** B) **Showcase student work** (Comm Center?); C) **Local artists;** Grad students U of M (music units); D) **Release time for CS project** related to art/music; (Band and/or other fine art instruction during IS course time)	**A,B) Showcase night** **C) May 2013 -** schedule reflects local artist instruction **D) May 2013 - C.S. night**

Jim moved to approve the Potomac School Strategic Plan. Victoria seconded the motion.

Jim asked if all stakeholders have a buy in to the plan. Tim said they do. Jeff asked how often the strategic plan will be reviewed. Tim said the schedule is to review the plan every 3 years.

Bob said a lot of work went into discussing and working out the Potomac School Strategic Plan. He asked for a vote.

Passed 5-0.

Jim thanked everyone who contributed to the development of our plan.

Levy

A postcard is being sent out to get community input on the school and priorities. This information will be used to review where to go with a possible levy.

Potomac Field

Tim said there are three significant parts left for phase 1 of Potomac Field. They are the irrigation, field prep/seeding, and dugout/backstop. There are enough funds left for the irrigation, field prep and seeding. The backstop is the lowest priority, but the groundwork for the dugout should be completed before the field prep and seeding due to the ground disturbance it would create. So at this point, the current backstop will be removed, and the concrete with sleeves will be put in for the future backstop so the prep and seeding can be completed.

There is a grant being written to request more from the Parks department. It could be up to $7000 over the original estimate, which could fund the backstop.

Gary said he would like to see a breakdown of the income and costs' for the field at the next meeting.

Contract Negotiations

Jim said contracts for PACE, Tim Johnson, and Jill Thornton have been prepared and are ready for review and approval.

The PACE contract from prior years was confusing and had contradictions in the language, so Victoria rewrote the contract. The main changes were 1) removed the hours and days of work from the union contract and put them in the individual contracts; 2) statute references had the appropriate statute noted so the actual language of the statue was removed; 3) insurance benefits language was cleaned up. PACE is in agreement with the revised contract.

Jim moved to approve the Collective Bargaining Agreement between the Potomac Association of Classified Employees and Potomac School District for 2012 – 2014. Victoria seconded the motion. **Passed 5-0.**

Jim said the Clerks contract is identical to 2011-2012 with the exception of dates and health insurance language.
Jim moved to approve the Clerks contract for 2012-2013. Victoria seconded the motion. **Passed 5-0.**

Jim said the Principals contract is identical to 2011-2012 with the exception of dates and health insurance language. Jim moved to approve the Principal contract for 2012-2013. Victoria seconded the motion. **Passed 5-0.**

The PEA contract is not ready. The issue is the increase in the pay matrix and the language relating to the pay matrix. Jim explained that the PEA agreed to freeze the pay matrix this year if the district agreed to a Memorandum of Understanding (MOU) that guaranteed the increase of pay through steps and lanes in the pay matrix next year. The discussion at the board meeting on January 21st stated the board did not feel able to grant an increase in pay for next year without knowing what our final budget would be. Without that MOU, the PESA will not agree to the current year pay freeze. That leaves the next step of Mediation.

Jim explained the boards' thoughts on the pay matrix. It's based on expectations that the district will continually receive an increase in funds. The pay matrix, as it is currently set, dictates a pay increase regardless of whether the district has funds to cover it. Jim offered language at the last negotiation session that would negotiate the matrix each year in light of what our increase or decrease in budget funds are. When the disgtrict is aware of its funding for a two year period, then the pay matrix can be negotiated to wirk with those budgets for the two years. The matrix dictates amounts at this time. It can be negotiated to take the districts funding into account when the funds are known.

The PEA is concerned that the school board wants to dismantle the pay matrix. That is not true. The school board wants to make the matrix an integral part of the budget discussions that take into account the allocations granted by the state each year.

Missoula Public Library

Tim met with Honore Bray – Library Director, Elizabeth Jonkel – Assistant director, Jodi Christophe – Reference Librarian, Jim – Computer Technician, Alicia Vanderheiden – Grants, and Jill Thornton to discuss possible design features, uses, grants available and technical requirements for incorporating a public access library into our existing uses in the old kindergarten building. The ADA compliance has caused a delay in moving forward with the project, and is being worked on to come up with a design that follows building codes in the most efficient manner. Alicia said there is money out there for ADA compliance. Tim and Jill also met with a rep from MORCO, who designs bookcases for the Missoula Public Library. The Missoula Public Library is offering bookshelves to Potomac, but creative ways to incorporate more shelving was being researched. The NORCO rep suggested peninsulas to keep the space open while providing more shelf space.

Gary asked what our liability is with opening up that building for Public Library Access. Jill will look into that and report at the next board meeting.

The Missoula Public Library Branch Library Interlocal Agreement between Missoula Public Library and Potomac School District has been developed and is as follows:

     MISSOULA PUBLIC LIBRARY
     BRANCH LIBRARY AGREEMENT

     INTERLOCAL AGREEMENT BETWEEN MISSOULA PUBLIC LIBRARY AND POTOMAC SCHOOL
     DISTRICT TO COOPERATE IN THE PROVISION OF LIBRARY SERVICES TO THE RESIDENTS OF
     POTOMAC, MONTANA, WHICH IS PART OF MISSOULA COUNTY.

     WHEREAS, the Missoula Public Library and the Potomac School District are
     both authorized by law to provide library services; and

     WHEREAS, Sections 7-11-101-108, MCA authorize local governments to enter
     into interlocal agreements to jointly provide services that each are authorized to provide; and

     WHEREAS, the purpose of this Agreement is to provide a basis for cooperation between the Missoula
     Public Library and the Potomac School District which will result in equitable library service to all residents
     of the County; and

WHEREAS, the Missoula Public Library and the Potomac School District are entering into a contract to provide library services upon Potomac School Libraries becoming a Branch of the Missoula Public Library; and

NOW THEREFORE, in consideration of the execution of this Agreement and the mutual covenants hereinafter expressed, both parties join in establishing and maintaining a joint school-public library branch mutually agreed to as follows:

I.   As hereinafter provided, the Missoula Public Library Board of Trustees and the Board of Trustees of the Potomac School District agree to support the functions of a Missoula Public Library Branch Library located in the Potomac School Library.

II. GOVERNING BODY
The Missoula Public Library Board of Trustees is the governing body of the Potomac Branch Library. The branch library will function under the bylaws and rules consistent with State law for Branch Library business.

The Potomac branch of the Missoula Public Library will operate under the current policies of the Missoula Public Library. The Missoula Public Library Board shall be the primary governing body for the resolution of complaints or grievances arising from the operation of the Branch Library. However, should it become necessary, the complaint or grievance can be taken to the Potomac School Board.

The Missoula Public Library Board of Trustees shall have the power to contract and receive or deliver library services and to accept gifts, grants, donations, devices and bequests not subject to reversion at the end of the fiscal year.

The Potomac School District shall be directly responsible for the selection of Library Volunteers who will serve the Public Library Users. The School District shall continue to be responsible for the selection of the School Librarians and Library Aides. The Branch Volunteers will be responsible to provide Branch Library statistics for all Missoula Public Library Board Meetings.

Missoula Public Library will be responsible for exchanging items in the Branch Collections eight times per year.

III. BUDGET AND FINANCE
Missoula Public Library will pay all costs of the Montana Shared Catalog, and weekly access to the services provided by the WOW branch.

The Potomac School District shall provide:
1.   Space for the public library materials to be shelved and displayed in the Potomac School Library, which includes utilities, janitorial and maintenance care of the library on a year round Basis;
2.   Funds for general operation of the library as well as the materials budget for meeting the needs of the school population;
3.   Necessary property, liability, and workmen's compensation coverage;
4.   Allow the public access to the facility during all normal hours of school operation and for those open hours outside of the regular school day that are agreed upon by the Potomac School Administration;
5.   Share the School collection in the "Partners Sharing Group"
6.   Use of the school fax, phone and copiers for public library business;
7.   Allow the public to checkout school library materials, subject to reasonable and appropriate regulations;
8.   Barcodes for the materials purchased by the School District;
9.   Volunteers to serve the public during public hours.

The Missoula Public Library shall provide:
1.   2,000 to 2,500 books and library materials on a rotating basis for use at the Potomac Branch Library;

2. Cataloging for all new titles will be provided by MPL and added to the database as owned by Potomac Branch including donations;
3. Email account for the Library Technician;
4. Computer station to MPL catalog via the internet;
5. Ongoing professional advice, support and training to branch library volunteers;
6. Open communication with the School and volunteers on matters of policy and procedures to ensure smooth operation of the branch.

IV. LIBRARY ACCESS AND HOURS
Public library patrons of all ages shall be granted unlimited access to the facility -----hours per week. To the greatest extent possible, all services and materials will be equally available to all library users.

V. EFFECTIVE DATE, DURATION AND TERMINATION
A. The adoption of this agreement by both bodies, the School District and the Missoula Public Library Board of Trustees, is contingent upon its review and approval by the attorney for the County of Missoula.
B. Within ten (10) days of adoption by both bodies and prior to implementing it, the agreement shall be filed with the County Clerk and the Secretary of State.
C. The agreement shall be in full force and effect within thirty (30) days of the approval by both bodies and shall remain in effect until termination by either party pursuant to the termination provisions set forth below.
D. Either party may terminate this agreement with sixty (60) days written notice from one party to the other. The termination shall become effective at the beginning of the next fiscal year. Both parties agree to the following as the basis for termination should such become necessary.
   1. That both parties obtain their rightful belongings. The MPL items will be returned to the main library at 301 E. Main Street.
E. This agreement may be amended at any time by mutual written consent of the parties involved.
F. This agreement shall be reviewed every three years by all parties involved.

Jeff moved to approve the Interlocal Agreement between Missoula Public Library and Potomac School District. Gary seconded the motion. **Passed 5-0.**

Performance Pay

Jim feels the next discussion in the Performance Pay committee needs to be limited to how to make this work this year. The discussion also needs to focus on the method of disbursement, not how much there is.

Personnel

Tim recommended approving Ayse Haxton and Corrie Hult as substitute teachers pending completed background checks. Victoria moved to approve Ayse Haxton and Corrie Hult as substitute teachers pending completed background checks. Jeff seconded the motion. **Passed 5-0.**

Tim recommended approving Corrina Stanley and Rachel Fife as Coaches pending completed background checks. Victoria moved to approve Corrina Stanley and Rachel Fife as Coaches pending completed background checks. Gary seconded the motion. **Passed 5-0.**

Victoria moved to accept Janelle Wells resignation. Jim seconded the motion. **Passed 5-0**

2013-2014 School Year Calendar

Tim said the proposed calendar is almost identical to this year. Jim moved to approve the 2013-2014 School Year Calendar. Victoria seconded the motion.

Bob opened the calendar up for discussion.

Jim asked if there were any complaints with our current calendar. Tim said sports' planning is affected. Bob asked the staff how they like it. Diane, Terri and Justine said they like it. Gail feels the day is too long.

Chair O'Boyle called for a vote. **Passed 5-0**

Policies

Jim and Victoria noticed during negotiations that some of our policies need to be amended and some need to be created. He suggests we look at them, and he will pick out the most important to review at the next meeting.

Adjourn

Chair O'Boyle adjourned the Board meeting at 10:12 pm.

_____   _____
Robert O'Boyle, Chair   date   Jill M Thornton, Clerk   date