



*The Helena Public Schools educate, engage, and empower each student to maximize his or her individual potential with the knowledge, skills and character essential to being a responsible citizen and life-long learner.*

## Board of Trustees Work Session Minutes

Tuesday, October 26th, 2021 | Tour at 3:30 / 4:00pm | Capital High School and via TEAMS

### MINUTES

#### ATTENDEES

<i>Trustees</i>	<i>Others</i>
Siobhan Hathhorn, Vice Chair	Rex Weltz, Superintendent
Jennifer Walsh, Trustee	Josh McKay, Assistant Superintendent
Terry Beaver, Trustee	Barb Ridgway, Chief of Staff
John McEwen, Trustee	Janelle Mickelson, Business Services Administrator
Jennifer McKee, Trustee	Stacy Collette, Human Resources Director
Janet Armstrong, Trustee	Brian Cummings, Assistant Superintendent
	Karen Ogden, Communications Officer
	Shane Snyder, Senior Infrastructure & Information Systems Manager
	Trish Klock, Bryant Principal
	Lona Carter, Jefferson Principal
	Justine Alberts, Hawthorne Principal
	Erika McMillin, Social Services Coordinator
	Joslyn Davidson, Curriculum & Instruction Administrator
	Kathy Kidder, Assistant Principal

#### **I. TOUR OF CAPITAL HIGH SCHOOL**

#### **II. CALL TO ORDER/ PLEDGE OF ALLEGIANCE**

Vice Chair Siobhan Hathhorn called the meeting to order at 4:03 p.m. and led the Pledge of Allegiance.

#### **III. REVIEW OF AGENDA**

No changes were requested to the agenda.

#### **IV. PRESENTATION:**

Capital High School Principal, Brett Zanto, began with a Power Point presentation which he presented to the committee. Mr. Zanto commented. After the past year and a half, just looking out over here it's amazing. The parking lot is full, we have volleyball going on, and it's busy. It's those aspects of a large high school that there is always something going on.

Mr. Zanto commented that during the presentation he would be discussing data, JMG, school improvement/accreditation, Instructional Coaches/PLC process, MBI, and school safety.

Mr. Zanto displayed a slide with the demographics of Capital High School.

- Students-1354
- Staff-91 Certified
- 2 Instructional Coaches
- 1 IEFA Tutor
- 8 SPED Paras/2 General Education Paras
- 9 Office Assistants
- 9 Custodians
- 1 Nurse

Principal Zanto then showed a slide of the AP courses that are offered at Capital High School including Human Geography, European History, American History, American Government, Spanish, Biology, Chemistry, Physics, Environmental Studies, Calculus A/B, English Language, English Literature, AP Economics, AP Computer Science Principles, AP Statistics, Physics II, and Calculus B/C. The next slide discussed AP data. In the spring of 2021 Capital High School had 268 total AP students, 443 number of exams, 271 AP students with scores 3+, and % of total AP students with scores 3+ is 61 percent.

The next slide displayed the dual credit courses found at Capital High School which include WRIT 101-College Writing, LIT 110-Intro to Lit, WRIT 111 Technical Writing, COMM 111 Intro to Public Speaking, M111 Technical Math, M121 College Algebra, M151-Pre-Calculus, M171 Calculus I, STAT 216 Intro to Statistics, ACTG 101 Accounting Procedures, CAPP 154-MS Word, CAPP 156-MS Excel, MCH 234-CNC Milling Operations 1, WLDG 112-Cutting Processes, AUTO 104-Auto Mechanics, M131-College Calculus, M232-Linear Algebra, CS110-Computer Science, and M105-Contemporary Mathematics.

Principal Zanto then went on to discuss COVID, including precautions, average positives, and rapid testing. Mr. Zanto commented. We have been following various precautions. We have yet to have a full staff meeting even at the beginning of the school year. We have been having those meetings via TEAMS where staff can just be in their classrooms. Even though we have a large auditorium, we are trying to be cautious and safe. I send out a parent update this year and part of the components of that weekly parent update are the overall COVID positives from the week before. We have averaged about 10 positives a week, and the most that we have had is about 11 or 12. There have been relatively few staff positives.

Our nurse Shannon McNamee has been able to provide rapid testing for staff and students. Typically, that occurs early in the morning. Shannon arrives at 7 am when things are relatively quiet, and she meets individuals behind the building and performs those tests whether it be a staff member or a student. We can not thank her enough.

Kathy Kidder, Assistant Principal at Capital High School, then presented to the committee about Capital High's homecoming activities which included a virtual pep assembly, BBQ, and outdoor movie night. Ms. Kidder commented. Capital High had its first ever virtual pep assembly live through TEAMS which included the national anthem, sports representatives, homecoming nominations, cheer and cadet performances, and door decorating competitions. The national anthem was pre-recorded by Capital High's choir students and played during the virtual assembly. The cheerleaders and cadets also pre-recorded their performances and shared those virtually. There were also dress up activities each day of the week. At the end of the day there was a BBQ with burgers, hot dogs, and water. All of this was provided by Student Council. Students played spike ball and corn hole, and there was a selfie booth and line dancing with cheerleaders and cadets. At the end of the night, they played Back to the Future on an outdoor movie screen.

Ms. Kidder then proceeded to comment about graduation success plans at Capital High School. Counselors at Capital High work on an individual basis to create a plan providing an opportunity for each student to graduate. To help recoup their credits we have credit-recovery and this year we have 7-8 classes in the day of some seniors, to help them earn more credits. Classes are also provided through Edgenuity and MTDA. There is also after school tutoring, credit recovery, and summer school offered.

Trustee John McEwen commented with a question. Could you explain what Edgenuity and MTDA stand for?

Ms. Kidder responded. Montana Digital Academy is MTDA and that is an online course where students work with offsite teachers. Edgenuity is an online option for students this year that is available if students want to be online instead of on campus.

Ms. Kidder then showed a slide with the Montana Graduation rates from 2011 to 2020. This information is provided from OPI. In 2018-2019 and 2019-2020 Capital High School had the highest graduation rate in the state for AA Schools of 89.91%. Ms. Kidder commented. Capital High does a great job of working together as a unit. Graduation rates are important not only for our school, but for our students as well so they can go on and be successful with that diploma. Everybody here works together to help make our students successful, and our staff is amazing. We have our PLCs in which staff members collaborate and share information to help students be successful, and we also have communication between teacher, student, and family. We also have A Team where we discuss students needing extra support and create individualized plans for them. The other side is the data piece and making sure all the data is correct before it gets uploaded to OPI.

Trustee Terry Beaver commented with a question. What happens to a school such as Sentinel in the last two years? Why can a school deviate that greatly?

Ms. Kidder responded. There could be multiple reasons, but when I went through this data, it was eye opening. I highlighted Sentinel because for about six years they had the highest graduation rate, and then what happened these last two years? It could have been due to attendance or data for example. I would have to really delve into the numbers and look at the numbers of students that didn't graduate and why that didn't happen. Did they have a change in programs? Did they have a special program for credit recovery and was that eliminated? Those credit recovery programs are huge in the success of schools.

Ms. Kidder then moved on to discuss the ACT Summary for 2020-2021: Mean Score Composite. The Montana Office of Public Instruction data shows 9,234 students took the ACT in the spring of 2020-2021 with a mean score of 19. Capital High School had 247 students take the ACT in the spring of 2020-2021 with a mean score of 20.3. This would be the current seniors that are in Capital right now. The next slide displayed the breakdown of subject benchmarks in 2020-2021 for the spring ACT. The Montana Office of Public Instruction data displayed a mean score of 19 for composite, 18.9 for math, 19.3 for science, 17.7 for English, and 19.8 for reading. Capital High School data displayed a mean score of 20.3 for composite, 19.8 for math, 20.7 for science, 19.5 for English, and 20.9 for reading. The target goal for composite is 22, 22 for math, depends for science, 18 for English, and 18 for reading. The target goal is the criteria from the Montana University System, and sometimes the goals change. It says depends for science because there is not a goal listed in the Montan University System, and that is typically because most colleges use math scores for their placement in science classes. The next slide displayed ACT benchmark percentages data of meeting all four benchmarks. The Montana Office of Public Instruction in the spring of 2020-2021 had 9,234 students take the ACT and 84 percent did not meet all four benchmarks, and sixteen percent did. Capital High School in the spring of 2020-2021 had 247 students take the ACT and 77 percent did not meet all four benchmarks and 23 percent did.

Mr. McEwen commented with a question. Do all students take the ACT or just some?

Ms. Kidder responded that all students take the ACT.

Next, Mr. Zanto called up Mr. Tom Caffrey to present regarding the JMG program which stands for Jobs for Montana Graduates. Mr. Caffrey is a member of the Capital High School science department who took initiative to restart this program which was at Capital High years ago. Mr. Caffrey commented. Last year I saw there was a directive from the Governor's office to try and use JMG to help some of these kids that disappeared during remote learning and did not engage. How do you get those kids back into the school setting and be successful? One way to do that is to give them relevance as to why they are doing it. We have identified a cohort of freshman that we have paired together and put in the same classes in the morning so that those teachers and I can come together and identify any students that are struggling or need additional help. We can then discuss what do we need

to do to support them, and we try to provide additional support to those students to make sure they are caught up and maintaining a good performance. One thing as far as the relevance for the coursework is Fridays in my class, we learn soft skills and communication skills. We have guest speakers and have had visitors from Fort Harrison, an engineering firm, and on November 12<sup>th</sup> we have a banker coming to talk about personal finance and careers in the banking industry. Then the guest speakers tell their story. Did they love high school and were they super comfortable in their skin? Was it an easy-going experience for them or did they have some struggles as well? It really helps the kids relate to those grownups who are now professionals and to know that you cannot know what you want to be when you grow up at age 14, 15, 16 or even 30. It's never too late to discover what you want to do. The kids really buy into it. Today we had a leadership conference held here in town at the Delta Colonial. The kids did breakout groups where they learned social skills like how to communicate with others, how to express your feelings, and how to be an active listener. This is very important considering the last year and a half they just had. The governor came and spoke with the kids today, and they were really excited about that. Hopefully the students will choose to stay in this program for four years and we will be able to track them into their college or their professional years and be able to report that data back. The JMG graduation rates with kids enrolled in that program are 95%, and we hope to make that be true with our JMG students as well.

Trustee Janet Armstrong commented with a question. How do you pick the students that go into this program?

Mr. Caffrey responded. This initial year it was with the help of the counselors at C.R. Anderson. I give them a vague description of what we are looking for, what we are hoping to do with the program, and since they know these kids best, they decide who might be a good fit for the program. Some of the students I have were traditionally 4.0 students and some students struggle to get Cs. All these students struggled to attend any form of school last year. It's really fun to watch how happy they get as they succeed again. It really lights them up.

Ms. Hathhorn commented with a question. Can you please share the overview mission of JMG?

Mr. Caffrey responded. It's broad, but what the hope is that you are showing Montana students what opportunities there are out there and avenues in which they can succeed. Gianforte said today that he wants to make sure that those jobs and those careers are Montana based so that kids are not having to move out of state to find the careers that they are hoping to end up in. You are trying to show relevance and help the kids be successful in their search for their careers.

Mr. McEwen commented with a question. Is this a particular class that people enroll in or is this an after-school activity?

Mr. Caffrey responded. Traditionally this is taught through the CTE program, but we have chosen to go a different pathway where we are including it with the regular science curriculum.

Principal Zanto then spoke to the committee regarding the school improvement process and showed a slide discussing the Cognia External Review. Mr. Zanto commented. Every five years Capital High goes through an accreditation process, and it is not required. It is an outside entity that comes in and they find things that you are doing well and things that you need to improve. We went through this process last year. We had 271 students participate in our student engagement survey through email last year. They were able to interview staff, parents, and students all via TEAMs and it took about two months to gather all the data. Cognia found three areas of impact. The first area of impact stated that Capital High exhibits a strong sense of community, a positive culture of respect, a focus on career and college readiness, and student-centered learning with a variety of opportunities for all students. The second area of impact statement said Capital High's implementation of the MBI and MTSS have created positive, embedded practices through the school. The data is tracked and analyzed, there is a utilization of MTSS resources for the benefit of students, and a common sentiment that the "climate is positive and productive. It is inspiring." We are a platinum award winning school here in the state of Montana within our MBI process. The third area of impact stated PLC practices and mentoring programs are clearly embedded within the school's culture to ensure organizational effectiveness. There is a support of teaching and learning, and positive impacts on teaching and learning. PLC engagement is monitored by common assessments, schedules, evaluation and TACA forms.

Principal Zanto then commented regarding the identified areas for continued concentration that was provided by Cognia. The first area to focus on is the use of data within a continuous improvement process to improve student learning and professional practice. Here at Capital High, we have now implemented iReady and Instructional Round data that is used to both create and analyze the effectiveness of school-wide goals and academic programs, along with the formation of the SLT to analyze data systematically and collaboratively and to help form goals. The second area of improvement said to focus on long-range planning and resources required to support the school's purpose and direction. Capital High in response then listed two goals for this year: 1. Literacy-focus upon vocabulary instruction across all curricular areas. 2. Instruction-creation of an instructional framework-initial focus area on the beginning of a lesson. Goals are created and formalized by instructional coaches and the SLT, and communicated to staff, students, and parents.

The Capital High Instructional Coaches, Jonna Schwartz and Marissa Graybill, then presented to the committee regarding the role of the instructional coach including whole school support, department level/PLC support, as well as individual support. Ms. Schwartz commented. We have a focus overview that is connected between literacy focus, instruction focus, and PLC team focus. We also use instructional framework. Capital High School's framework focuses on the bell-to-bell instructions and using the BRUINS acronym. B stands for begin strong-greeting students as they enter the classroom-maximizing

instructional time by beginning lessons at the bell-and beginning each lesson with a short focusing activity. R stand for reach everyone. U stand for utilize skills, strategies, and disciplinary literacy-vocabulary. I stand for instruct explicitly. N stand for navigate practice opportunities and checks for understanding. S stands for strengthen key takeaways.

Ms. Graybill commented regarding the literacy focus on vocabulary. The goal is to increase the number of students at or above grade level in the iReady vocabular domain. The subgoal is to increase the number of students in the “students likely have sufficient understanding of the standard” category for standard L.4 from iREADY in the CCSS report. We will track this goal by using the iREADY winter and spring benchmark, department level/class level tracking of goal, and ACT data over time. We are supporting the teachers with this by providing PLC time and professional development. We have a monthly full staff PD, weekly coaches’ newsletter, weekly PLC meetings, and indivual, one-on-one support per teacher request.

Walter Chancy, Assistant Principal of Capital High School, commented regarding MBI and MTSS. MBI and MTSS is an initiative supported by grants from OPI to focus on tier level interventions both academically and behaviorally. MTSS at Capital High School includes meetings the 2<sup>nd</sup> Tuesday of every month which are open to all staff. There is an MTSS Facilitator, MTSS Administrator, 6 MTSS “Core” team members, and 15 student MBI Youth Activation Committee members. We are currently in our 10<sup>th</sup> grant cycle with OPI and have been recognized as a platinum level school for four consecutive years for our work in reducing our office discipline. Our Capital Code is to be responsible, be respectful, and be a graduate. We teach this code at our assemblies, through daily announcements, classroom discussions, the Capital Code fliers are in all the restrooms, and local businesses display our posters as well. We take every opportunity to get this message out. The next slide shows the CHS office discipline referrals from 2009-2021, followed by a slide that shows our Multi-Tiered Systems of Support and interventions we offer both academically and behaviorally. These are available via staff recommendation, through A Team, and/or parent requests. We are excited to announce that we are adding our Instructional Framework to our Tier 1.

Mr. McEwen commented with a question. Does this pyramid represent the number of students at each level?

Mr. Chancy replied. Students that are in the pyramid are in a fluid dynamic. Students can float from Tier 1 to Tier 2 and hopefully back to Tier 1. If they go to Tier 3 at some point, they can come back to Tier 2 with the interventions that are provided. We haven’t counted this year what we have for numbers, but if you were to look at all the interventions on both the right and left sides, you could count the number of students in those classes and the students that were referred for interventions, and that would give us that number.

Mr. Chancy then commented regarding supports offered at Capital High School. Last spring, we were given the opportunity to offer after school academic support on Tuesday and Thursday from 2:30 PM-5:00 PM. That was supported by regular education teachers. The first semester we had 97 students participate in that program, and the second semester we

had 114 participate. The students that participated were able to pass their classes and had the opportunity to raise their grade. We just found out that we are going to offer that program again. We are very excited about that. We also administered the BASC-BESS (behavioral) Screener. The data showed that out of 1,353 total students we had 1,157 students take part in the survey and 103 were identified as extremely elevated and at risk. The counselors contacted parents of each student who identified as extremely elevated and then met with the student to see what supports they currently have. If they did not have any, they would put together a plan going forward which might include a mental health screener with Intermountain, or a referral to our school-based outpatient therapist, weekly check-ins, contact with teachers, coping strategies and/or progress monitoring. The goal is to find and provide support for as many students as we can.

Mr. Chancy then showed a slide displaying the incoming freshman activities fair. Mr. Chancy commented. The fair showcases our clubs, and it is really a great event. We also have the annual RESPECT rally. Our Youth Activation Committee along with our Niceness Is Priceless Club put this together. They sponsor a lunchtime rally that recognizes students with disabilities, and they support inclusion. We also have the weekly High Five. Students are observed doing something kind or nice and staff recognizes them by filling out High Five Tickets, then students' names are drawn for a prize. This year staff have been recognized as well. We also have the Giraffe Award which we present three times a year. We ask staff to nominate students who have gone above and beyond by "sticking their neck out-like a giraffe" for Capital High or other students. They are recognized at our assemblies and our Program Director Kelley Morand reads the nomination and presents a certificate and a mini giraffe to the student.

Mr. Beaver commented. How would the number of referrals in the days of Mike Murphy compare to the number of referrals that you are getting by using your Capital High brand?

Mr. Chancy replied. Our philosophy is when you discipline a student, that they will leave our office with their dignity intact, and they understand that they are a good person. That is the goal. Everyone makes mistakes and we let them know that is the case. We also make sure to follow up and call parents.

Mr. McEwen commented with a question. On the pyramid the yellow level says academic support and it lists PAL. Does that mean a student might be referred to PAL instead of continuing at Capital High?

Mr. Zanto replied. I wouldn't necessarily say referred, but for some students they may prefer a smaller more personalized learning environment. They would work with our counselor to start the process to even apply for PAL.

Trustee Janet Armstrong commented. How has approaching in this fashion changed interactions and changed students?

Principal Zanto replied. It depends on the student and the situation. As Mr. Chancy pointed out, it's been very interesting this year. We are seeing a lot of behaviors at lunchtime, and I



think it goes back to our sophomores this year did not have a true freshman experience last year. They missed some of the learning experiences and we are trying to reteach that Capital code.

Trustee Jennifer McKee commented. I just wanted to say I am so impressed by everything I heard tonight and the job that you guys do is amazing. Thank you for your time and putting all this together for us.

Ms. Hathhorn commented. I would like to commend you on all the work you have done in MBI and MTSS. I know firsthand that getting the platinum stamp of approval takes a lot of work and a lot of consistency over a lot of years and I think that is really evident in your social and emotional behavior data and in your graduation rates. Congratulations. I also have a couple questions. As a board there is always a lot of talk about Access to Success and PAL and it is frustrating from a board perspective that students must drop out before they get into Access and maybe we don't completely understand that. With all your safety nets and ways to catch kids that are struggling do you think that there is any way that we could get those kids that end up in Access to Success into PAL instead of dropping out first? Or is there only so much you can do?

Mr. Zanto commented. We definitely try to keep students here, but I think some students start to do the math about how many credits they need to graduate, and they might start looking at Access. That is a good question that I think is difficult to solve.

Ms. Hathhorn commented. The other question I had is related to the JMG and the Governor's visit here. Are you familiar with Build Montana? It is more of an industrial arts approach with programs in the Flathead area and Billings. It is one of the programs that the Governor is really pushing, and it sounds amazing. You get apprenticeships with contractors and builders and I'm wondering if that has come up in your talks and if that would be something that Capital might be interested in?

Mr. Zanto replied. Every year during registration season for the upcoming school year, a lot of our CTE teachers, especially in the area of industrial arts, talk about the hours that you are earning here will also count towards an apprenticeship or an internship. We definitely have been dispensing that information, and it might be part of that initiative that you are talking about. We were fortunate to be able to hire another industrial arts teacher this year because our numbers are increasing and that is very promising.

Ms. Armstrong commented. Is Capital still participating in Early Access with Carroll?

Mr. Zanto replied. I have heard a little bit about that, but I do not know if Carroll College offered that opportunity this year. In the past we did allow students to leave campus to take a class at Carroll and then come back and continue with their studies here, but I'm not sure if that program is available this year.

Mr. Beaver commented. About three or four years ago we instituted a requirement of a third year of math. The question at that time was 66% of our kids were already taking a

third year of math and what I would like to know is what happened to that 34% who weren't enjoying math and now we require them to take a third year of math. How has that affected those students?

Mr. Zanto replied. What we have had to do is adapt to the learner and be able to provide various options. For example, we provide an Algebra 1 which is spread out over two years. The first semester of Algebra 1 is called Algebra 1A, so rather than a student complete that in a semester, it is spread out over a year. We also have an Algebra 1B, which is the second semester of Algebra 1, and that is over the span of a year. So that right there is two years and then we offer dual credit math opportunities. One would be Tech Math, which is for students that are entering possible Tech CTE fields after graduation. We also have a Contemporary Math that some students might take for a third year of math. That is also a dual credit option with Helena College and that is probably more of a math for a student that is going into a field where math is not a major part of that occupation. We have had to adapt to how students are getting that third year and for some students we do offer some lower levels of math and they progress to get to that Algebra 1A or 1B. As you can see in our graduation rates, I wouldn't say it is has caused a substantial impact, we have just had to adapt. We also have math labs and were able to hire an additional math teacher when the Board adopted that third year of math.

Mr. Beaver commented with a question. Was there an opportunity in the past that your personnel could serve on a Northwest Evaluation Team? Is that consistent with Cognia now or not?

Mr. Zanto replied. Amongst the AA ranks we have schools that are a part of the Cognia or what was Advanced Ed and before that Northwest Accreditation Network, and my staff has the option to become part of the Cognia team. Then we have some AA districts that are still just following the accreditation through OPI. Once again it is not required.

Ms. Hathhorn thanked Mr. Zanto and his team for a great presentation. That concluded the presentation portion of the agenda. The committee then moved on to the Superintendent Report.

## **V. SUPERINTENDENT'S REPORT**

Superintendent Weltz commented. First of all, I would like to thank Principal Zanto and his team at Capital High School, including Ms. Kidder and Mr. Chancy. When Mr. Zanto speaks there is an excitement level, especially around SLT and the work that is being done at Capital. To answer your question Trustee Beaver, the Cognia and old Northwest Accreditation-the first one I ever participated in was 1994-1996 down in the Bitterroot and I did a couple in Alaska. I then started getting on teams where we went out and evaluated other sites in Washington. It is one of the best professional developments that I have had-to be able to go out and visit other sites and go through that review process. I applaud you for bringing that in, it is a lot of work, and you volunteer for that. The other part of the recognition for me is that it is National Principals Month and I think it is really a great time

to have our leaders stand up and talk to us about the great things that they are doing. It is such an important time to celebrate our leaders when we are in the middle of a pandemic and just the creative thinking that they are doing. There was a quote that Mr. Zanto shared at the beginning of the night that students are craving to participate, and it's across our district from kindergarten to twelfth grade. Students are craving to be here and be in school. That is what we have said we are going to do from a board level, from my level, and from an administration level. That we are going to put kids in school and do it as safely as we can so we can be here five days a week. I think that is a big testament to our leadership across the district in this National Principals Month recognition.

Mr. Weltz then commented regarding an update on transportation. There are new high-definition cameras on the stop-arm of our buses. I saw an example of one the other day and you can clearly see the driver and the license plate very easily. The transportation department wants to limit the number of red-light violations that we are seeing. This will be a deterrent. They are starting to communicate the rolling schedule so that we can get all kids to school, and that we are not leaving one section of community without transportation for the rest of the year. We went and visited the transportation department this morning and heard some good questions and were able to talk to the drivers. They were in the middle of bus pass training when we were there. Kids swipe these passes when they get on the bus, it recognizes that they are on, and the parents have an app on their phone in which they can track the bus, and view when their child gets on or off the bus. There is a lot of positivity in the ability to be able to do that. In the event that a student forgets their pass, the driver can type their name and look them up in a tablet.

Superintendent Weltz then commented regarding his outreach in the community. The Montana Conference of Educational Leadership took place last week. I have met with HEA, HEF, MQEC, and all our administrators went through their second round of growth coaching through our leadership team. I would like to add that I appreciate the Instructional Coaches, and their effort, energy, and excitement tonight about what they are doing. I would also like to thank Mr. Caffrey for his work with JMG. I have had JMG in my buildings before as a high school principal, and it is a structured program centered around helping students that need structure in their lives. I'm glad to hear that Brett and his team have JMG here. Good things are happening, and I appreciate that they have also identified areas of growth, I think that is really important as well.

That concluded the Superintendent Report portion of the agenda, and the committee went on to see if there was any general public comment.

## **VI. GENERAL PUBLIC COMMENT**

Trustee Jennifer Walsh commented. I had a question about transportation. I understand that we are reporting on a very high level, but I'm curious, has there been any kind of district-wide communication to families about what we are trying to do here?

Superintendent Weltz commented. We have put that out at least two times in my Friday message to the community. The transportation department will also use their software to

message that out to the families. This Friday in my Superintendent message we will put out another reminder with more details. We met with transportation today to flush out the remaining details which will be shared this Friday. These changes will be effective November 15<sup>th</sup>.

Trustee Beaver commented with a question regarding transportation. It was understood, by me anyway, that cameras on buses are not admissible evidence judiciously. Has the law changed?

Mr. Weltz commented. I don't know if the law has changed, but I will look at the law and speak with our legal counsel.

There was no public comment offered.

## **VII. NEW BUSINESS**

### **A. Consent Action Items**

#### 1. Approval of the 09.28.2021 Board of Trustees Work Session Minutes

**Motion:** Trustee John McEwen moved to approve the 09.28.2021 Board of Trustees Work Session Minutes as presented. Trustee Jennifer McKee seconded the motion.

**Public Comment:** None.

**Vote:** 6-0 motion carries unanimously.

## **VIII. BOARD COMMENTS**

Ms. Hathhorn commented. I would like to thank Capital once again for a great presentation and tour. These are very valuable to the Board, and we learn a lot by being here in person and hearing about all the strengths and projects that are going on in the school. Thank you again.

## **IX. ADJOURNMENT**

The meeting was adjourned at 5:51 p.m.