

MMUUSD Board Meeting MINUTES

Monday, October 25, 2021

6:30 PM

Physical Location: Camels Hump Middle School, Richmond, VT

The MMUUSD Board Encourages and Recommends Community Members and All Participants Attend Virtually.

In attendance: Tara Arneson, Kevin Campbell, Tom Cheney, Gail Conley, Edey Graning, Eric Gildermeister, Diane Kirson-Glitman, Chuck Lacy, Ethan Maurer, Stuart Morigeau, Katie Nelson, Chip Noonan, Andrew Pond

Administrators: John Alberghini, Chris Sumner, school Principals and Assistant Principals, and Jeff Wallis for technical support.

Student representatives: Sirena Sawyer, Kennedy Jensen.

6:32 pm Edey Graning called the meeting to order and reviewed the agenda.

Community Comments:

Steve Diglio, Bolton: Questioned the source of some anti-racism additions to the curriculum, concerned about the particular materials and activities, and wondering why the district is hyper-focussed on racism. Also raised the issue of BLM flags in public schools, and suggested that some in-school activities are conflating a specific political group with the ideas being presented. He also wondered why the Community Comments process requires bringing concerns to the board two weeks after a board meeting might raise them, and does not then allow concerns to be discussed immediately.

Underhill Central School- Principal Report: (Attachment 1)

[Link Here](#)

Jen Cote's report was delivered by Superintendent Alberghini in her absence. COVID cases are being handled at UCS at this time. Cases are increasing and contact tracing is working. UCS is doing everything right.

6:52pm Part II: discuss 2020-2023 District and budget priorities with Principals:

[2020-2023 District and budget priorities](#) (Attachment 2)

Dr. Alberghini thanked all the dedicated administrators for doing the heavy lifting of running schools while creating these priorities for the future. He reminded all that while they listen to the priorities, they should keep in mind that we need to get through a pandemic. The first priority is to meet students where they are at, and provide diverse opportunities for them to succeed. These are multi-year priorities, dialed back in some areas due to pandemic constraints.

Administrators shared their priorities (see link). In Q and A, the following points were made:

Closing the opportunity gap:

- The former Adult Diploma Program has been updated to a High School Completion Program, with multiple pathways to graduation.

Advance anti-racism and equity initiatives:

- The district still has plans to hire a Director of Equity and Inclusion. Curriculum development and on-site coaching with staff are priorities.
- The MMU Alumni program offers open meetings for students and community members to talk about race.
- Pre-existing student interest in this work is high, especially at the high school level. This work is not forced.
- Cougars of Color is a group at MMU that helps staff see what is done well and where there is

room for improvement.

- At the Middle School level, there is interest and thirst for learning on this topic. Staff are being trained to do this work well, and represent many different perspectives.

Provide safe and healthy learning environments in COVID-19 pandemic: No questions.

Offer resources and professional development that support literacy and mathematics proficiency: No questions.

Ensure facility systems are efficient, well maintained and provide safe and healthy education environments:

- The buildings are very well cared for - evident to anyone who enters.
- Board members will return to visiting different schools when the pandemic is over.
- Centralised maintenance is the result of being a merged district. All schools have benefitted, and administrators expressed thanks to the community for allowing the merger.
- Centralisation increases leverage for the district as a whole.
- \$400K is in reserve for large projects.
- The physical environment is a critical part of the learning environment created for students.

Provide programming, supports and initiatives that promote social and emotional learning, strong mental health and wellness:

- Some changes at high school include the advisory sessions being updated into Kitchen Table discussions. Clubs are offered during the day to ensure fair access for all. Anxiety screening is in place, and there are new classes in mental health. Increased monitoring and connection with students in the COVID era should be continued beyond the pandemic.
- While some students may seem less mature than in other cohorts, it may be that they have missed a year and a half of normal school experiences, and therefore are less skilled at being independent learners, and managing school norms.
- MMUHS is traditionally a high ranking institution. SBAC, AP, SAT scores may all be affected. That is not unique to MMUSD. The priority is continued progress, and providing care and joy in the students' day. Some leeway in academics is needed for students who have taken on the burden of the last two years.
- Locally, issues and challenges are being dealt with in a respectful and thoughtful way, unlike some other areas of the country.

Promote and establish regional and cross-district partnerships:

- At the elementary and middle level, there is room for growth in this area, with few student-based partnerships.
- A great deal of money is spent on alternative programming, and Out-Of-District enrollment. It could reduce costs to collaborate regionally across districts to offer more programs and opportunities.
- Collaboration increases the potential to offer new and higher level courses. The board should be prepared to promote new partnerships and programs in advance of asking the community to approve a budget.
- Because MMUUSD pays for a teacher in the Big Picture alliance, it may enroll unlimited students in that program.
- Shared PD is occurring at all levels in the district.
- Partnerships with other districts to attract a diverse workforce have lost some momentum during COVID.

Provide and increase outdoor learning opportunities that align with important proficiencies: No questions.

Continue to offer and expand bilingual education and world languages:

- The first cadre of students from the beginning of the program are now approaching middle school. BRMS will hire a Spanish-speaking teacher for math and science. These two subjects will constitute the immersion program at 5th grade. In 6th, 7th & 8th grades, immersion students will pursue options such as offsite courses or third languages. In high school, they may take AP

Spanish as a freshman, study abroad, etc...

- The program is attracting people to the district. There is great interest.
- All local assessments are taken in Spanish.

Edye Graning thanked all presenters for their diligence, time and care. She noted that while staffing and retention are better in our district than some others, there are unfilled vacancies in several areas.

Discuss VSBA Resolutions and choose a voting representative for the VSBA Annual Meeting:

At the upcoming annual meeting, VSBA will vote on resolutions which will then affect the direction of the group into the future. Six resolutions are up for vote (see link).

Tom Cheney suggested that the MMUUSD Board could support the following:

#2 - Independent schools receiving public money should be held to the same standards as public schools, and should be required to disclose financial information.

#5 - Existing VSBA policies on equity should be strengthened.

#4 - PreK and afterschool programs should be offered on an equitable basis.

#6 - Law changes around appointing new members to fill school board vacancies.

He opened a discussion about #1 and #3, which address school financing and software systems. It is widely agreed that the current State-wide Software system for school accounting is unpopular, and does not provide the data needed. The transition to this mandated system within MMUUSD was very challenging. All districts are expected to use it and some are preparing to transition.

With resolution #1, VSBA asks the State to abandon this system.

This raises issues:

- MMUUSD has already implemented it, and looks for continued support in using it.
- We do not want to redo the Chart of Accounts if the system is abandoned.
- A uniform reporting system would be desirable - the intent to promote equity was good.
- It would be wise for other schools to avoid implementing a system that does not work well.
- If many are unhappy with the system, why continue to use something that is less than optimal?

Tom Cheney recommended that the MMUUSD Board vote to oppose the complete abandonment of the system, and opt for a more nuanced approach.

With #3, concerning changes to the funding formulas, the following issues arise:

- Equitable funding is at the core of MMUUSD work.
- Impacts of changing the formula will be felt statewide. Some districts will be hurt while others benefit.
- It is not clear where this is going.
- Pulling money from some students to support others is concerning. Other options are needed.
- The fundamental need is for more money to be leveraged for education, so that all are supported at the level they deserve.

Edye Graning noted that public comment will be heard on 11/29, and she will be applying for an opportunity to comment.

Kevin Campbell nominated Tom Cheney to vote on behalf of the MMUUSD Board at the upcoming VSBA Annual Meeting. Seconded by Andrew Pond. Unanimously approved. Kevin Campbell will serve as the alternate.

Members agreed that the goal is to leverage school boards to address flaws in the state funding of education, and to avoid pitting one district against another. The recent rate of change in funding was extreme for MMUUSD, The board agreed to return to this topic for further research and discussion.

Approve board meeting minutes:

(Minutes [10/11/21](#)) (Attachment 3)

Minutes approved without discussion by seconded motion.

Committee Reports:

Community Engagement - (Link to [10/11/21 meeting minutes](#)). No update.

Finance - (Link to [10/07/21 meeting minutes](#)). Next meeting 11/11.

Negotiations - ([Link to Negotiation Webpage](#)). No update.

Ad Hoc Policy Governance - (Link to [10/14/21 meeting minutes](#)). Have revised the 4s policies from eight down to four. This week will tackle the 3s.

RAB - Recent meeting attended by the Chair or Vice Chair of every district in the service area (Chittenden and Fairfax). Orientation to a new governance system, moving towards visioning and designing the new Burlington Tech Ctr.

VSBA-Legislative - Edye Graning mentioned that the teachers' union and reps from VSBA have gone into fact finding for the statewide bargaining for school employees' health benefits, and await recommendations from mediation.

Other business:

Chuck Lacy commended the heads of departments and school administrators for their presentations over the last two meetings. Unified priorities reflect well on the leadership of the superintendent.

Andrew Pond noted that the Reapportionment Committee had made an initial recommendation for the House, and that time was needed to discuss the implications and potential supporting action.

The 12/13/21 meeting will include all Senators and Representatives from our district, who might advise the Board on matters that need their advocacy.

Tom Cheney thanked the secretary. The secretary was honored.

Edye Graning promoted the Racism in America programming on MMCTV, Thursday 11/27.

Next Meeting & Future Agenda Items: 11/ 8 /21.

CHMS Principal Report; Special Education Program Overview.

9:18 pm **Meeting adjourned by seconded motion.**

Upcoming Meetings: To view meeting agendas & minutes go to mmuusd.org

ATTACHMENT 1:

MMUUSD Principal Report

Date: October 25, 2021

MMUUSD Administrator: Jenn Cote

School: Underhill Central School

Enrollment: 21-22 K-4 = 147; 20-21= 128; 19-20 = 138

Full Time Equivalent (FTE) Licensed Personnel (this includes full and part-time staff):

Full Time: 16

Part Time: 9

Full Time Equivalent (FTE) Education Support Personnel: 6

Number of Students on IEPs: 22

Number of 504 Students: 4

Number of Students with an Educational Support Team (EST) Plan: 13

Parent Involvement:

We have a strong parent organization group who collaborates with families and UCS staff on an ongoing basis. They have been instrumental with planning our garden and getting classrooms out to support with planting, weeding and harvesting. They have also assisted in cleaning up the grounds around the garden. Students enjoy being out there and helping. Another highlight that the parent organization group has organized this year is the remodeling of our staff room over the summer so staff could come back to a cozy and freshened up space to gather and build community. It's been a big hit amongst staff.

Parents have also participated and supported from afar with the following:

- Making food with ingredients from our garden for Harvest Days on Wednesdays. This is a day that students get to enjoy food from the garden.
- Maintaining the garden over the summer
- Building an outdoor kitchen for our kindergarten classrooms
- Kind words of appreciation sent via email and hugs in the parking lot

UCS positive cards were created for staff to send home to students and families. The cards share a positive message or celebration of something that happened at school. It's a small way for families to celebrate and share in their child's experience at UCS.

Student Voice:

At the end of last year, we revisited our mission statement and created one that reflects our community and priorities. Students had the opportunity to share their thoughts about UCS which was created into word art and part of our mission statement (it can also be seen in artwork in our building). Some of the words and phrases students shared are love, nature, peaceful, teamwork, happy, safe and my personal favorite...earth keepers.

Program/Curricular Initiative:

Literacy is always a priority at UCS and in our district. This year, we have established a smart goal to have 85% of our students reading on grade level by the end of the year. This may seem

lofty, but I like to aim high. We continue to work with district coaches to support our multiage classrooms. For example, our district literacy grade level coaches are working on a scope and sequence for multi age classrooms to implement the Fountas and Pinnell word study program. This will be beneficial for UCS as we have 6 multi age classrooms this year and will support our work with attaining our goal.

Outdoor spaces for each classroom have been established and an outdoor learning committee has been created to support outdoor learning. Our hope is to encourage teachers to spend more time outdoors for learning and students to enjoy the world around them. Many of our classrooms enjoy the space and trails at UCS. One of Kindergarten classes has instituted Woodsy Wednesdays where they go out onto the trails and enjoy math activities.

With the support of a very generous donation from an alumni of UCS, students worked to create a beautiful mural on our school with the creativity and support from Mary Lacy. Our multipurpose room was also painted and a new seamless floor was poured. We are also attempting to make the hallways more cohesive and modern. All of the trim is being painted black and the bulletin boards have all the same look. Our goal is to have student work be the focus and pop on the walls as we walk down the hallway. The building is looking sharp and put together.

Aspirations and Opportunities:

We are just beginning to see the impact the pandemic has had on our students. This is a perfect opportunity for us to reevaluate and refine our curriculum by narrowing down our learning targets. The district and school leaders have given teachers permission to adjust curriculum to meet students where they are at. Additionally, UCS teachers have spent a great deal of time since September building community; teaching, modeling and practicing expectations; and practicing mindfulness in the classroom to support their social and emotional well being. We will continue to observe, monitor and adjust curriculum, instructional and social and emotional practices.

A big opportunity that weighs heavily on me this year is ensuring our teachers and staff are taken care of. They are the most important variable in the success of our kids. Education is an industry that has had to drastically pivot due to COVID-19. Teachers and staff at UCS continue to be dedicated to our student's success and well being. However, it's fair for me to say that they are exhausted and stressed. They worry about our students...socially, emotionally and academically. They also worry about the disruption a possible COVID case can have on their learning community. We have had some big discussions at UCS about how to take care of ourselves and continue to build community amongst staff so they feel connected. I have cancelled staff meetings, told staff to leave as soon as the school day ends, reminded them to slow down on curriculum, provided a monthly snack cart and brought back birthday celebrations.

It's the small things that make a big impact. The important message is to remind them that they are doing a great job and give them permission to slow down and take care of themselves.

As an educational leader, I have many aspirations...create robust outdoor learning opportunities, increase opportunities for student voice, and reconnect in-person with families through community events. However, my aspirations for the near future are to keep everyone safe and healthy; ensure all of our students (and staff) feel loved, connected and are met where they are at; and find the sweet spot between pausing and moving forward.

ATTACHMENT 2:

2020-23 Learning and Instruction Priorities

Presented by MMUUSD Principals

October 25, 2021

2020-23 MMUUSD PreK-12 Learning and Instruction Priorities

Priority	Goal/Need Addressed	Influence on Expenditures
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<p>Pursue efforts to close the opportunity gap</p> <p>Presenters: Kevin Hamilton Jeremy Rector</p>	<p>MMUUSD has an opportunity gap between economically disadvantaged students and non-economically disadvantaged students. This gap influences achievement as measured by state and local assessments.</p> <p>Graduate effective and engaged citizens.</p>	<p>Continue investments in:</p> <ul style="list-style-type: none"> ● Professional coaching and embedded professional development ● Interventionists ● Summer programming ● Early literacy support ● Learning Lab ● 504 coordination ● Co-curricular activities ● Outdoor and kinesthetic learning opportunities ● Equity training ● Trauma informed classrooms ● Multi-tiered Systems of Support ● Social Work positions ● Research-based interventions ● Restorative Practices in Schools ● Varied pathways to a Diploma
<p>Advance anti-racism and equity initiatives</p> <p>Presenters: Krystina Fernandez Rebecca Marsh</p>	<p>Understand implicit biases, systemic racism, effects of discrimination and methods to create inclusive and antiracist school environments. Link to MMUUSD Anti Bias and Antiracism Council goal statement can be found HERE. In addition, revise social studies and humanities curriculum to include anti racism units as well as the historical and cultural implications of the marginalization of minorities and other groups.</p> <p>Graduate effective and engaged citizens.</p>	<p>Additional funds were added to the 21-22 budget to coordinate, elevate and continue this work. E.g.:</p> <ul style="list-style-type: none"> ● Curriculum audit and subsequent work and adjustments ● Professional development and consultative support ● Training and workshops with Dr. Luvelle Brown
<p>Provide safe and healthy learning environments in COVID-19 pandemic</p> <p>Presenters: Jenn Cote Darik Williams</p>	<p>The safety and wellbeing of students and staff is vital in establishing and sustaining supportive and quality learning environments.</p>	<p>The District has PPE, processes to mitigate the spread of COVID-19 as well as how to respond when a person is infectious at school. Additionally, MMUHS has sponsored a number of vaccination clinics to eligible individuals. Next steps are to work with the VDH to vaccinate students 5-11 and implement the Test to Stay program. ESSER funds should be utilized to cover any costs.</p>

<p>Offer resources and professional development that support literacy and mathematics proficiency</p> <p>Presenters: Rebecca Marsh Sally Hayes</p>	<p>Robust literacy and mathematics programming and instruction are the foundation of our education system. Additionally, educator preparedness and quality are significant factors in students' success and acquisition of key proficiencies.</p> <p>Graduate effective and engaged citizens.</p>	<p>Continue with investments in embedded professional development and coaching and literacy, math and other curriculum resources.</p> <p>Purchase research-based programs and interventions.</p> <p>Implement Multi-tiered Systems of Support.</p>
<p>Ensure facility systems are efficient, well maintained and provide safe and healthy education environments</p> <p>Presenters: Michael Weston Wilhelmia Picard</p>	<p>School facilities are an important element in quality learning and instruction, positive culture and student engagement. Therefore, facility maintenance, upgrades and design need attention, evaluation and care.</p> <p>Graduate effective and engaged citizens.</p>	<p>Maintain transfer to the Capital Reserve Fund, current funding to the building level repair and maintenance and funds for larger building projects such as fire alarm panels, sidewalk renovations, playground upgrades and elevator repairs.</p>
<p>Provide programming, supports and initiatives that promote social and emotional learning, strong mental health and wellness</p> <p>Presenters: Barbara Tomasi-Gay Michael Weston</p>	<p>Students from poverty and trauma filled backgrounds, those with learning difficulties and/or mental health issues and individuals who have struggled in the pandemic can find educational systems difficult to navigate and thrive in. We need to support all learners in meeting their full potential and assist individuals who are vulnerable in acquiring the skills, knowledge and personal awareness to be successful and healthy.</p> <p>Graduate effective and engaged citizens.</p>	<p>This is a priority that can be funded by ESSER funds and aligns with the feedback we've received from stakeholders. Resources can include district wide SEL curriculum, SEL screening tool and associated professional development.</p>
<p>Promote and establish regional and cross-district partnerships</p> <p>Presenters: Michael Weston Krystina Fernandez</p>	<p>Regional collaboration is required to meet the social, emotional, economic and learning needs for all students. Cross-district cooperation has the promise of optimizing resources and expanding opportunities for students.</p> <p>Graduate effective and engaged citizens.</p>	<p>This work has the potential to reduce costs and increase opportunities.</p> <ul style="list-style-type: none"> ● Big Picture Partnership with South Burlington School District ● MMUHS/CTE Satellite Program in Advanced Manufacturing ● Ongoing relationships with Center for Technology Essex & the Burlington Technical Center

<p>Provide and increase outdoor learning opportunities that align with important proficiencies</p> <p>Presenters: Jenn Cote Gretchen Muller</p>	<p>Increase student engagement and provide multiple instructional options to improve student outcomes. There is research that supports hands-on, inquiry based instructional programming. Further, physical activity and interaction with the outdoor environment can have positive effects on health and wellness.</p> <p>Graduate effective and engaged citizens.</p>	<p>Current funding and investments will support this priority.</p>
<p>Continue to offer and expand bilingual education and world languages</p> <p>Presenters: Kevin Hamilton Jeremy Rector</p>	<p>Include diverse, innovative, multi-cultural and contemporary educational programming in our schools.</p> <p>Graduate effective and engaged citizens.</p>	<p>Preserve funding for educator training and maintain investments in curricular and instruction resources required to meet the needs of students and learning benchmarks.</p>

ATTACHMENT 3:

**MMUUSD Board Meeting MINUTES
Monday, October 11, 2021**

6:30 PM

Physical Location: Camels Hump Middle School, Richmond, VT

The MMUUSD Board encourages and recommends community members and all participants to attend virtually

In attendance: Tara Arneson, Kevin Campbell, Tom Cheney, Gail Conley, Edye Graning, Chuck Lacy, Ethan Maurer, Stuart Morigeau, Katie Nelson, Chip Noonan, Andrew Pond, Cindy Preston, Beth Racine.

Administrators: John Alberghini, Sally Hayes, Michael Weston, and Jeff Wallis for technical support. Department Directors.

Student representatives: Sirena Sawyer, Kennedy Jensen.

6:32 pm Edye Graning called the meeting to order and reviewed the agenda. She welcomed Kennedy Jensen, the newest student representative, to the meeting.

Community Comments: None.

6:35 pm **Brewster Pierce Memorial School Principal’s Report:**

[Principal Report](#)

Sally Hayes thanked the Board for their ongoing work in support of our schools. She expressed gratitude for the high teacher and staff retention rate at BPMS, which is of great benefit to the school. Experienced teachers use ongoing PD to great effect, with consistency within disciplines being one of the positive outcomes of PD efforts. Parental involvement is strong, even though there are many impediments during the pandemic. Morning meetings are done virtually, with teams taking turns, and all students presenting.

The frequent school celebrations include an upcoming pumpkin relay. Outdoor learning is very important at BPMS, and makes use of the newly acquired Huntington Town Forest - 245 acres contiguous to the school property. Human resources are stretched thin at this point in the pandemic, even in a small school where staff routinely wear many hats.

6:45 pm **Approve Resolution on Vaccination and Testing as COVID-19 Safety Measures for Employees:**

Andrew Pond made a motion to approve the following resolution, seconded by Chip Noonan:

***Resolution on Vaccination and Testing
as COVID-19 Safety Measures for Employees***

Whereas, COVID-19 continues to present a risk of substantial harm to the students, families and employees of the Mount Mansfield Unified Union School District (District);

Whereas, the Vermont Agency of Education and the Vermont Department of Health recommend vaccination and/or testing of adults to prevent infection, hospitalization and serious illness from COVID-19;

Whereas, the District is committed to reasonable safety measures to protect its students, families and employees; and

Whereas, the District may mandate reasonable safety measures for employees to prevent infection, hospitalization and serious illness from COVID-19.

Therefore, be it resolved that the District adopts the following reasonable safety measures:

- 1. The Superintendent shall have the authority to establish procedures necessary to implement this resolution.*
- 2. All employees shall become vaccinated against COVID-19 with one of the approved COVID-19 vaccines, currently Moderna, Pfizer or Johnson & Johnson.*
- 3. If employees decline for any reason to become vaccinated consistent with the Superintendent's procedures, the employees shall be subject to testing for COVID-19 at least once every seven days*

No discussion. **Motion approved unanimously.**

6:47pm **Discuss 2022 Budget priorities, with District Directors, Part 1:**

Dr. Alberghini noted that this prioritization process has been implemented for over seven years, and allows multi-year planning for departments. Minor adjustments can be made as needed each year. Department heads shared their budget priorities (see link above).

In Q and A with the board members, the following points were added:

Phil Graff, Facilities: Many buildings are around 60 years old. Aging equipment can be maintained but eventually costs are incurred for replacements. Grant monies are continually sought after. Two roving technicians have been hired to assist with technical maintenance district-wide. Some playground equipment is aging and needs to be replaced- research is underway with two companies to find the best way to insert new sections and replace structures as needed. The centralized management of district maintenance is cost effective and streamlined, and is one benefit of unification of the district, making building improvements more equitable for all students and staff. Maintenance staff have been trained in SafeSchool disinfection measures. All building blueprints are organized at CO. Regarding some special concerns, Phil Graff updated the board on the community septic proposal at BRMS - test pits were dug on the adjacent private site to demonstrate their failure. That is all that has happened to date. With Burlington High School bringing PCBs to public attention, Mr. Graff assured members that the testing process is underway with a survey being returned to the State. He awaits next steps from the State. Testing will be

funded by the State. While some of our buildings are as old as BHS, there are no known problems with PCBs in MMUUSD..

Jeff Wallis, Technology:

Internal cable systems are being updated one building at a time. Wireless use is increasing, and systems are robust. There is a 5 year cycle out plan and technology is current generation. Using the RFP process for contracting allows ongoing renegotiation of existing contracts. Dr. Alberghini emphasized that the coordination of technology allows for savings, and elevates equity across the district.

Rebecca Thibault, HR:

Many new staff were hired this year, and attended a two day orientation. SafeSchools training is used district-wide as an annual training for all staff. Wellness programs are especially important at this time of COVID stressors. Supervision and Evaluation procedures are about to be updated. Central Office is beginning to recover from long-term staffing shortages through some new hires and transitions in positions. Staff diversity is increasing, including, but not limited to, new hires for the Spanish Immersion Programs.

Aaron Little, Transportation:

The MMUUSD fleet has 32 busses and 3 vans. Maximum vehicle life is 10 years old. The shortage of bus drivers is a national challenge. In-house CDL training is offered to staff, and can ease the situation for some school trips and programs. MMUUSD is becoming a registered driver training site, as federal standards for drivers are continually updated. Mr. Little is watching the technology for hybrid and electric busses. MMUUSD did not qualify for grants for these, as the fleet is not old enough. Some routes have been condensed as parental transportation increased during the pandemic, but numbers of bus riders are rebounding.

Andrew Jones, Curriculum and Instruction:

Board members may need some translation of the educational jargon, to allow them to converse meaningfully with the community on the topic of curriculum. Summer PD and early release days are instrumental in getting teachers the time needed to collaborate and implement new approaches. The ambitious literacy goal could possibly be enhanced through community involvement - family members, local libraries, etc.

Mary Lundeen, Special Services:

The multi-tiered support system ensures equity and access for all to the general curriculum. All students are general education students first. Everyone works with the core instructional teachers first, rather than being pulled and taught separately by Special Educators. Staff are trained in a variety of approaches so that diverse student needs can be met.

To close the discussion, Chuck Lacy asked how the Tech Center curriculum connects to these budget priorities. Dr. Alberghini replied that this mostly occurs with the administration and Curriculum Coordinator at the high School, where common objectives can be identified.

8:38pm **Superintendent Report:**

[\(Link to report\)](#)

In Q and A, the following points were discussed:

The TEST TO STAY initiative is another way that MMUUSD is doing all it can to keep students in school. The ongoing COVID response is very complex, and with staff multiplying their responsibilities, some mistakes will be made. There is a great danger of staff and teachers being extremely overextended. More support from the State on running testing programs would be welcome. Too many students are being quarantined, and families are highly stressed. Surveillance testing will be paused to focus on Test to Stay. A team of agents will be trained to offer testing.

Chair Edye Graning reminded the board that when community members have questions about COVID procedures, they should emphasize that the first goal is to keep all students and staff safe. We will continue to do that. Things will not be perfect, as all involved are already far past their ability to cope with uncertainties.

Approve board meeting minutes:

9/13/21 and 9/27/21.

Minutes approved unanimously by seconded motion.

Committee Reports

Community Engagement (*Link to [6/09/21 meeting minutes](#)*) - A regular schedule is being prepared for the committee meetings. Virtual PTO meetings continue. The virtual board meetings are attracting members of the public more than in the past. The committee will look at possible community involvement in literacy goals.

Finance (*Link to [6/14/21 meeting minutes](#)*) - Targets are higher than usual as budget preparation begins. Many factors are unstable or unknown. Close attention will be given to those as they evolve.

Negotiations (*Link to [Negotiation Webpage](#)*) - None.

Ad Hoc Policy Governance (*Link to [9/15/21 meeting minutes](#)*) - Will meet this week.

RAB - There will be a meeting at the end of October to which all school board chairs in the service area are invited.

VSBA-Legislative - None.

Other business:

Cindy Preston celebrated the newest MMUUSD State Golf Champion, who is a freshman girl, Namo Chairisi.

Future Agenda Items:

Underhill Central School Principal's report, District and School 2022-23 Budget Priorities Part II.

9:03pm Meeting adjourned on a seconded motion.

Respectfully submitted by Pat Straughan .

Upcoming Meetings: To view meeting agendas & minutes go to mmuusd.org