

AGENDA

Addison Central School District Policy and Governance Committee Committee Meeting

**Wednesday, March 16, 2022, 4:00 pm - 5:30 pm
208 Charles Avenue, Middlebury, VT & Virtual Connection**

Please click the link below to join the webinar:

<https://zoom.us/j/97225355637>

Or One tap mobile :

US: 13017158592,,97225355637# or 13126266799,,97225355637#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: 1 301 715 8592 or 1 312

626 6799 or 1 646 558 8656 or 1 253 215 8782 or 1 346 248 7799 or 1 669 900 9128

Webinar ID: 972 2535 5637

International numbers available: <https://zoom.us/u/abFH5Z1JNm>

- A. Call to Order Upon Reaching a Quorum
- B. Introductions: Board Members, Administrators and Staff
- C. Approve the Agenda
- D. Public Comment
- E. Recommendations to Approve the Minutes of February 16, 2022
- F. Review and Finalize Edits:
 - 1. Policy A2 - Key Responsibilities of Board Members
 - 2. Policy B3 - Alcohol and Drug Free Workplace
 - 3. Policy B4 - Drug and Alcohol Testing of Transportation Employees
 - 4. Policy B7 - Tobacco Prohibition
- G. Feedback on:
 - 1. Policy A1 - Governance Commitment
 - 2. Policy B1 - Substitute Teachers
 - 3. Policy B2 - Volunteers/Work Study Students
 - 4. Policy D3 - Internet & Technology
- H. Discussion/Updates on Policy Reviews Assigned on January 16, 2022:
 - 1. Current Policy Work in Progress:
 - 2. Policy B5 - Prevention of Employee Harassment
 - 3. Policy B7 - Tobacco Prohibition
 - 4. Policy C1 - Educational Records

5. Policy C4 - Limited English Proficiency Students
 6. Policy C5 - Firearms
 7. Policy C6 - Home Study Students
 8. Policy C8 - Pupil Privacy Rights
- I. Follow-up Research on:
1. Policy D6 - Class Size
- J. Other Business
- K. Next Committee Meeting Date/Time
- L. Adjournment

MINUTES



Addison Central School District Policy and Governance Committee Committee Meeting

**Wednesday, February 16, 2022, 4:00 pm - 5:30 pm
208 Charles Avenue, Middlebury, VT & Virtual Connection**

In Attendance

Lindsey Hescock; Mary Gill; Suzanne Buck

Please click the link below to join the webinar:

<https://zoom.us/j/93989447728>

Or One tap mobile :

US: 16465588656,,93989447728# or 13017158592,,93989447728#

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US: 1 646 558 8656 or 1 301

715 8592 or 1 312 626 6799 or 1 669 900 9128 or 1 253 215 8782 or 1 346 248 7799

Webinar ID: 939 8944 7728

International numbers available: <https://zoom.us/j/93989447728>

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 4:00 PM by Mary Gill.

B. Introductions: Board Members, Administrators and Staff

Administrators: Caitlin Steele, Assistant Superintendent of Teaching and Learning

C. Approve the Agenda

Mary Gill worked on: A1, A2, B1, B2, B3, D3, and D6.

Suzanne Buck worked on: B4, B5, B6 is gone, B7 and B8.

Lindsey Hescock worked on: C1, C4, C5, C6, C8. C2 in under review by VSBA.

D. Public Comment

None

E. Recommendation to Approve the Minutes or January 19, 2022

Correct ELL to ELA under Class Size. Under 6 - 12 add grades.

Move: Suzanne Buck Second: Lindsey Hescock Status: Passed

F. Review and Finalize Edits:

1. Policy A1 - Governance Commitment

A1 - remove community engagement and add in "community input." There has been an annual report to the board on the ACSD Strategic Plan. Not in compliance with the policy

from last year. Board needs to discuss the strategic plan and make recommendations - the last paragraph of the policy. Board needs a method to track policies that state the board must report annually. Add a code to the top of each policy that says board annually Yes or No.

A2 - Board to write the procedure for this. Add the new sentence, add in the VSBA sentence. Remove Nominating Committee. Ad Hoc Committees are established and ratified by the board of directors. Communications and Engagement Committee at least three board members and no more than five. Work with the Superintendent's designee. Remove planning.

2. Policy A2 - Key Responsibilities of Board Members

G. Discussion/Updates on Policy Reviews Assigned at the Last Meeting

H. Current Policy Work in Progress:

1. Policy B1 - Substitute Teachers

No change but will send to Gayle for a once over.

2. Policy B2 - Volunteers/Work Study Students

Do we have work study students, intramural volunteer? Where do student teachers fall?

3. Policy B3 - Alcohol and Drug Free Workplace

4. Policy B4 - Drug and Alcohol Testing of Transportation Employees

Only change was adding the actual federal regulation.

5. Policy B5 - Prevention of Employee Harassment

6. Policy B7 - Tobacco Prohibition

Updated VSA codes

7. Policy C1 - Educational Records

8. Policy C4 - Limited English Proficiency Students

9. Policy C5 - Firearms

10. Policy D3 - Internet & Technology

11. Policy D6 - Class Size Follow-up on Research

I. Other Business

J. Next Committee Meeting: March 16, 2022, 4:00-5:30 PM

K. Adjournment

Meeting adjourned at 5:30 PM.

Respectfully submitted,
Suzanne Buck, Clerk

Policy #	M-R-O (Mandated, Recommended, Optional)	Title of Policy	Date adopted	Evidence of Procedures or Administration Rules	Monitoring	Research updates, data, literature, best practices	Current Committee work Assigned	Draft/Consults	To Board for review	Approved and Date
Board Operations					Review Date					
A1	M	Governance Procedures	9/17/2018		11/21/21, 12/15, 21,1 /19/22		3/16/2022 edits awaiting comm final approval to full board	needs annual monitoring.		
A2		Roles and Responsibilities	9/17/2018		11/21, 12/15, 1/19/22	need a process to educating new board members	3/16/2022 awaiting comm final approval to full board			
A3		Agenda Development	9/17/2018		review/revise 11/21					
A4		Policy Development	9/17/2018		review/revise 11/21					
A5		Code of Conduct	9/17/2018		review/revise 11/21					
A6	M	Conflict of Interest	9/17/2018		review/revise 11/21					
A7		Governing Style	9/17/2018		review/revise 11/21					
A8		Agenda Development	9/17/2018		review/revise 11/21					
A9		Chair's Role	9/17/2018		review/revise 11/21					
A20	R	Board Meeting Agenda			VSBA update 3/2020 Peter re 2017					
A21	R	Public Participation			VSBA update 3/2020					
A22	R	Notice of Non Discrimination			VSBA update 8/2020 Peter Req 2017					
A23	R	Community Engagement			VSBA update 3/2020 Peter req 2017					
A24	R	Board-Superintendent Relations			Peter Req 2017					
a25	R	Delegation of Authority due to COVID 19	cancelled 9/21		VSBA update 8/2020					
A30	new request	Role and Adoption of School Board Policies			VSBA 10/16/21 Peter req 2017	d/c?				
A31	new request	BOARD MEMBER EDUCATION			VSBA 1/17/22 Peter req 2017	d/c?				
A32	new request	~~BOARD GOAL-SETTING & EVALUATION~~			~~VSBA removed Peter req 2017~~					
A33	new request	SCHOOL VISITS BY BOARD MEMBER			VSBA 3/09, Peter req 2017					
A34	new request	BOARD RELATIONS WITH SCHOOL PERSONNEL			VSBA 3/09, Peter req 2017					
A35		Students on the School Board	10/28/2019	request current copy of process Procedure Eligibility and Selection Process						
Personnel										
B1	M	Substitute Teachers	11/21/2016	Handbook and application on website (Human resources) needs update and review; clarify terms	VSBA 2019: minor changes		Mary: sent to Gail 3/1/22 for review	Gail		
B2	M	Volunteers and Work Study Students	11/21/2016	Procedure* website ? where			Mary: sent to Gail 3/1/22 for review	Gail		
B3	M	Alcohol and Drug Free Workplace	11/21/2016				3/16/2022 awaiting comm final approval to full board			
B4	M	Drug and Alcohol Testing-Transportation Employee	11/21/2016				3/16/2022 awaiting comm final approval to full board			
B5	M	Prevention of Employee Harassment	11/21/2016	Website	VSBA update 10/20		3/16/2022 awaiting comm final approval to full board			
B6	VSBA REMOVE	Health Insurance Portability HIPPA	11/24/2016				Suzanne			
B7	M	Tobacco Prohibition	11/21/2016		VSBA update 11/19		3/16/2022 awaiting comm final approval to full board			
B8	M	Electronic Communication Between Employees and Students	10/12/2020							
B20	R	Personnel Recruitment , Selection, Appointment and Background	05/24/21							

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B21	R	Professional Development			VSBA update 3/2020					
B22	R	Complaints about Personnel and Instructional Material			VSBA update 3/2020, Peter req2017					
Students										
C1	M	Educational Records	11/21/2016		VSBA update 10/19		Lindsey			
C2	M	Student Possession and Use of Drugs and Alcohol	11/21/2016		under review by VSBA 1/19/22					
C3	M	Transportation	9/14/2020							
C4	M	Limited English Proficiency Students	11/21/2016		VSBA update 12/20		Lindsey			
C5	M	Firearms	11/21/2016	N/A	VSBA review 12/9/20		Lindsey			
C6	M	Participation of Home Study Students	11/21/2016	Procedure* website	VSBA update 10/19		Lindsey			
C7	M	Student Attendance	6/19/2017	to be reviewed (handbooks?)	VSBA update 10/19					
C8	M	Pupil Privacy Rights	11/21/2016	update procedure	VSBA update 10/19		Lindsey			
C9	M	Comprehensive Wellness	7/29/2019							
C10	M	Prevention of Harassment, Hazing, and Bullying of Students	1/17/2017	Procedure State Statute		VSBA 12/15 Policy Co 7/12/21 no change	ON HOLD 1/19/22 Ready for 11/21 for Board Review			
C11	M	Student Freedom of Expression in School-Sponsor	5/17/2018							
C12	M	Prevention of Sexual Harassment as Prohibited by Title IX	10/26/2020	unable to find info on website						
				Referral /Procedure https://docs.google.com/document/d/1DXtQ7E65-mgzMRO5uf0skwsQ9H1Llg3j9WGQpLExYsAvedi/https://docs.google.com/document/d/1bpQlwJPdra-eOXWp-JK8SF65V7iAAJo2_9hd0-ZM8bs/edit						
C14	M	Homeless Students	5/24/2021	website						
C25		ADMISSION OF NON RESIDENT TUITION STUDENTS	1/17/2017							
C28		Transgender and Gender Non-Conforming Student	1/17/2017							
C29		Equity	9/14/2020	plan strategic plan Superintendent 2021						
C30		School Residence	6/19/2017	Procedure*						
C50		Kindergarten Entrance Age	8/21/2018							
Instruction										
D1	M	Proficiency Based Graduation Requirements	4/1/2019			VSBA update 3/20				
D2		Grade Advancement, Retention, Promotion, Acceleration	11/21/2016	Procedure attached to policy						
				refer to (where to find) Student Conduct and Discipline Selection of Instructional Materials Complaints About Instructional Materials		VSBA 8/19 model Policy ACSD new draft 2/16/22 no change	Mary sent draft to Will questions about any new areas to address since model was drafted in 2019) procedures			
D3	M	Responsible Computer Internet and Network Use	11/21/2016							
D4	M	Title I Comparability	1/17/2017							
D5		Animal Dissection	11/21/2016	request copy of current school practice		rVSBA 10/19new policy as is. Caitlin 10/6/21				
						VSBA 10/19 Policy Co 7/12/21, need more details from admin on how class size is determined. Caitlin checking	ready for comm reviewresearch on class size, 2021-12-15 D6 draft Class Size			
D6		Class Size	11/21/2016							
D7	M	Special Education				VSBA model		To Sharon 1/4/22 Board Paq rev 1/13/22	1/10/22	To Board Review 1/10/22, vote 1/31/22

Policy #	M-R-O (Mandated, Recommend d, Optional)	Title of Policy	Date adopted	Evidence of Procedures or Administration Rules	Monitoring	Research updates, data, literature, best practices	Current Committee work Assigned	Draft/Consults	To Board for review	Approved and Date
D31	R Caitlin	Instructional Materials				2/10/22 Expecting update and/or model policy draft from VSBA and SLA (School Library Association)				
D32	R Caitlin	Library media selection								
School- Community Relations										
E1	M	Title I Part A Parental Involvement	4/1/2019			VSBA update 9/24/21, needs attention	1/19/22 review VSBA document	Caitlin, Emily, Principals (Shoreham, Bridport, Salisbury, Mary Hogan), and Title I parents editing for March 2022 committee review		
E20		Community Use of School Facilities	6/19/2017	Procedure* ACSD Website						
E21		Distribution of Non-School Sponsored Literature in	1/17/2017	Procedure* ACSD Website						
Non-Instructional Operations										
F1	M	Travel Reimbursement	4/1/2019							
F20		Finance Policy	11/6/2017							
F26		Security Camera's	5/24/21	warned, needs revision						

Addison Central School District

Policy: Key Responsibilities of Board Members

File Code: A2

Warned: September 4, 2018

Adopted: September 17, 2018

Policy

As an elected Board that serves a seven-town school district, the Board has a number of responsibilities. All members shall focus on the vision and carry out the mission within budgetary and resource limitations.

- The Board shall follow all legal and ethical requirements of school governance.
- The Board shall execute fiduciary responsibility.
- The Board shall hire a superintendent.
- The Board shall be knowledgeable of its role and responsibilities.
- The Board shall supervise and evaluate the superintendent.

The Board's responsibility is to ensure leadership success without micromanaging. School board member interactions with school personnel shall respect appropriate reporting relationships. It is the responsibility of the Superintendent, not members of the Board, to direct the administration and coordination of educational programs in the district. When presented with citizen concerns, board members [shall] refer them to appropriate levels of authority in accordance with our policies and procedures for complaints. In order to prepare new board members to the roles and responsibilities of the board, the board chair and superintendent will invite new members to a board orientation session along with the recommendation to attend a

Vermont State School Board Seminar on the Responsibilities of School Board Members.

Board members serve on committees as appropriate and as required. The Executive Committee will nominate and/or assign members to current standing committees:

- Executive--Chair, Vice Chair, and Secretary execute unexpected issues as well as the superintendent's annual review.
- Finance--Three board members to work with the superintendent and the business office to develop monthly, quarterly, and annual financial reports.
- Communication and Engagement--At least three board members and no more than five to work with the superintendent or designee to oversee the mission of the ACSD and to involve the community.
- Policy and Governance--Three board members to maintain, review and develop policies as required by State Law or to serve the District.
- Negotiations--Three board members to negotiate contracts as required.

Ad hoc committees are established as required and ratified by the Board of Directors.

Addison Central School District

Policy: Alcohol and Drug-Free Workplace 2

File Code: B3

Warned: November 8, 2016

Adopted: November 21, 2016

Required 1

Policy3

It is the policy of the Addison Central School District to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of his or her duties.

Definitions

Drug means any alcoholic product, a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.⁵

Workplace means the site for the performance of work for the school district, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.⁶

Employee means all persons directly or indirectly compensated by the school district for providing services to the district and all employees of independent contractors who provide services to the district.⁷

Volunteer means an individual not employed by the school district who works on an occasional or on a regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the school district.⁴

Work Study Student means a student who receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.⁴

Employee Responsibilities

As a condition of employment, each employee will notify the superintendent in writing of his or her conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a nolo contendere plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the superintendent will notify any federal or state officers or agencies legally entitled to such notification.⁸

An employee, volunteer or work study student who violates the terms of this policy may be required to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action.

VSBA Version: March 3, 2020

Date Warned:

Date Adopted:

Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing

Act of 1991)

49 C.F.R. Parts 40, 382, 391, 392, 395 and 653

21 V.S.A. §§ 511 et seq.

18 V.S.A. § 4230a

18 V.S.A. § 4474c

Cross Reference:

1 The Drug Free Workplace Act of 1988 applies to all individuals or organizations that receive federal grants and any individuals or organizations that are federal contractors whose contracts exceed \$100,000. The Act does not explicitly require a Drug Free Workplace policy, but it does require covered entities to "...establish a drug-free awareness program to inform employees about...the grantee's policy of maintaining a drug free workplace...". 41 U.S.C. §702(1)(b)(ii).

2 Alcohol is not considered a "controlled substance" under federal law. The Drug Free Workplace Act therefore does not require that alcohol be included in an employer's prohibition of drugs in the workplace. Vermont law does authorize employers to prohibit alcohol possession and/or use of alcohol in the workplace. The Vermont drug testing law defines "drug" broadly and includes alcohol as a "drug." 21 V.S.A. §511(3).

3 The Drug Free Workplace Act requires specific actions on the part of employers including publication of a statement notifying employees of the prohibition against illegal drugs in the workplace, the establishment of a drug-free awareness program with specific elements, the notification to employees that compliance with the prohibition against drugs is a requirement for employment and imposing specific sanctions on any employee who is convicted

of violations occurring in the workplace. See 41 U.S.C. §701.

4 The inclusion of volunteers and work study students as “employees” for purposes of this policy is optional. See endnote 7 below. 5 The Drug Free Workplace Act uses the term “controlled substance” as synonymous with the term “drug.” Controlled substances are listed in the federal law at 21 U.S.C. 812. Marijuana is included as a controlled substance under federal law despite legalization in Vermont.

6 Definition derived from 41 U.S.C. §706(1).

7 41 U.S.C. §706(2). See also U.S. Department of Labor Drug –Free Workplace Advisor, <http://www.dol.gov/elaws/asp/drugfree/policy.htm>. Note that the federal law defines “employee” as one “..directly engaged in the performance of work pursuant to a federal grant or contract, whether or not the employee is paid through grant or contract funds. An employer may expand the coverage of this policy to include all employees, whether or not they are engaged in work pursuant to federal grants.

8 See 41 U.S.C. §702(a)(1)(D).

Addison Central School District

Policy: Drug & Alcohol Testing: Transportation Employees

File Code: B4 (Required)

Warned: November 8, 2016

Adopted: November 21, 2016

Review:

Policy

The Addison Central School District will comply with state and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers. The superintendent or designee will implement procedures to conduct alcohol and drug tests for all safety sensitive transportation employees as required by federal Omnibus Transportation Employee Testing Act of 1991

Legal Reference(s):

49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)

49 C.F.R. Parts 40, 382, 391, 392, 395 and 653

21 V.S.A. 511 et seq.

Addison Central School District

Policy: Tobacco Prohibition

File Code: B7 (Required)

Warned: November 8, 2016

Adopted: November 21, 2016

Policy

In accordance with state law, it is the policy of the Addison Central School District to prohibit the use of tobacco or tobacco substitutes on school grounds or at school sponsored functions. This ban extends to any student, employee, or visitor to the school and applies at all times whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities. The superintendent or designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. **School grounds** means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields, and parking lots.

2. **School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships, and dances.
3. **Tobacco products** have the same meaning as set forth in 7 V.S.A. 1001 (3) as amended from time to time.
4. **Tobacco paraphernalia** has the same meaning as set forth in 7 V.S.A. 1001 (7) as amended from time to time.
5. **Tobacco substitutes** has the same meaning as set forth in 7 V.S.A. 1001(8) as amended from time to time.

Legal Reference(s):

BSBA Version October 11, 2019

16 V.S.A. §140 (Tobacco on school grounds)

18 V.S.A. §§1421 et seq. (Smoking in the workplace)

7 V.S.A. 1001 et seq.

REVISION DRAFT 3/16/22

Addison Central School District

Policy: Governance Commitment

File Code: A1

Warned: September 4, 2018

Adopted: September 17, 2018

Review Annually-yes

Policy

Addison Central School District (ACSD) Board of Directors is elected by citizens living in the Addison County towns of Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, and Weybridge. The Board assumes responsibility for ensuring the education and welfare of the children in its District schools. The ACSD School Board Vision that all students will reach their full academic potential and be prepared for success as engaged citizens requires the Board to engage with each other, administrators, teachers and staff, students, and community members in ways that promote the successful achievement of this task.

Vermont law requires that the Board be comprised of members from each District Town (see ACSD Charter). It is vital to remember that each member, regardless of where the member resides, shall consistently represent all seven towns and has a responsibility to make sure that resources focus on fulfilling the Vision.

The Board shall strive for equity for all, execute fiduciary responsibilities faithfully, steer the organization during challenging times and hone its mission: to provide an innovative, rigorous, and

supportive educational community that inspires a passion for learning and cultivates empathy and responsibility. (See ACSD Strategic Plan for Vision and Mission details.)

Board members are committed to reducing and mitigating barriers to student success while increasing the capacity and power of all students. Student success should not be predicted nor predetermined by characteristics such as, but not limited to, race, national origin, religion, disability, geographic location, economic circumstance, mobility, native language, sexual orientation, gender identity, or level of proficiency upon entering our schools.

The Board will consider the impact of any proposed changes on underserved, diverse, and marginalized individuals and groups. The Board will adjust resource allocation as well as the design and implementation of policies and programs to promote opportunities for all.

The Board will review data provided by the Superintendent to determine if the expectations intended by policy have been met, especially as it relates to achievement of equitable outcomes.

The ACSD Strategic Plan reflects the priorities of the Board. Whenever the strategic plan is updated, the Board will seek community input. On an annual cycle the Board will be informed by data and research-based best practice provided by the Superintendent.

The Board will keep the Vision at the forefront of all decision making. The Board will assure that there are resources devoted to, and will regularly monitor reports on, the effective implementation of the strategic plan. On an annual cycle the Board will revisit the Vision, the Mission, and the strategic plan and make adjustments according to input from the Board, the Superintendent, and community members.

D3 Draft 2022-2-16

(Required based on VSBA model Policy 8/2019)

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

Purpose

The Addison Central School District recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Addison Central School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. With the privilege of access, however, comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

A. **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

B. **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

C. **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

D. **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.

E. Protects Intellectual Property. Users request to use the software and media others produce.

2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

4. Methods to address the following:

A. Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:

- i. Lewd, vulgar, or profane
- ii. Threatening
- iii. Harassing or discriminatory
- iv. Bullying
- v. Terroristic
- vi. Obscene or pornographic

B. The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.

C. Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.

D. Unauthorized disclosure, use, dissemination of personal information regarding minors.

E. Restriction of minors’ access to materials harmful to them.

5. A process whereby authorized persons may temporarily disable the district’s Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

VSBA Version: August 1, 2019

Date Warned:

Date Adopted:

Legal Reference(s):

17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)

20 U.S.C. §6777 et seq. (Enhancing Education Through Technology Act)

18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children)

47 U.S.C. §254 (Children's Internet Protection Act)

47 CFR §54.520 (CIPA Certifications)

13 V.S.A. §§2802 et seq. (Obscenity, minors)

13 V.S.A. § 1027 (Disturbing Peace by Use of...Electronic Means)

13 V.S.A. §2605(Voyeurism)

Cross Reference(s): Student Conduct and Discipline (C20)

Selection of Instructional Materials(D32)

Complaints About Instructional Materials(B22)

Addison Central Supervisory Union

Internal Policy Report: IKA

Class Size Guidelines

October, 2015

The Addison Central Supervisory Union utilizes the following guidelines, as outlined in Procedure IKA, to determine class sizes.

Grade	Minimum	Maximum*	Opmal
K	5	19	12
1	6	19	16
2	6	19	16
3	6	19	16
4	6	24	22
5	8	24	22
6	8	24	22
K-6 Mul-grade	8	18	14
7-8**	10	24	22
9-12***	10	26	24

These guidelines are being used to develop staffing projections for FY16 budgets, and

are aligned to the Vermont Agency of Education Class Size Policy Guidelines as outlined in the State Rule 2000 and the Vermont Agency of Education Annual Report on Act 60 of 2013 Minimum Ratios for Student-to-Staff and Student-to-Course (No. 60, Sec. 5).

*The maximum size represents averages when taken as a total grade.

**At the secondary level, sizes vary by curricular area. Teachers of English/Language Arts classes are restricted to a total student load of 100 students.

<https://www.publicschoolreview.com/blog/smaller-class-sizes-pros-and-cons>

*8/20/2021

National Council of English Teachers

Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments.

These positive effects of small class sizes are strongest for elementary school students, and they become more powerful and enduring the longer students are in smaller classes. That is, students who have smaller classes in early elementary grades continue to benefit from this experience even if they are in larger classes in upper elementary or middle school (Bruhwiler & Blatchford, 2011; Chingos, 2013). However, for minority and at-risk students as well as those who struggle with English literacy, smaller classes enhance academic performance. Class size also shapes the quality of writing instruction at all levels, including college, because smaller classes are essential for students to get sufficient feedback on multiple drafts.

Long-Term Success

The benefits of smaller classes extend beyond test scores and student engagement. In addition to the longer-term positive attributes of small class sizes in the early grades, benefits include continued academic and life success. Researchers have found that reducing class size can influence socioeconomic factors including earning potential, improved citizenship, and decreased crime and welfare dependence. The beneficial effects of being assigned to a small class also include an increased probability of attending college. This benefit is greatest for underrepresented and disadvantaged populations. While the increased probability for all students is 2.7%, it is 5.4% for African American students and 7.3% for students in the poorest third of US schools (Dynarsky, Hyman, & Schanzenbach, 2013; Krueger, 2003).

Although more research is needed to understand the full effect of class size, existing research shows that younger students, at-risk students, and special-needs students receive greater benefit from small classes than other populations.

Benefits of Small Class Size

- Broad economic benefit: Benefits are greater than the costs
- Closing the racial achievement gap: 38% reduction in test-score gap in grades K–3
- Early identification of learning disabilities: Fewer special education placements later on
- Improved high school graduation rates: Fewer incarcerations and higher future earnings
- Increased college entrance test-taking rates: Smaller racial gaps in taking college entrance tests
- Improved student behavior: Large reduction in discipline referrals
- No recurring annual costs: Once small classes are established, the extra costs for succeeding years are minimal

NEA

AASA American Association of Superintendent Association

What other education reform attracts the unbridled support of parents, teachers, researchers, policymakers and even students? One also would expect that business and government leaders, especially those who believe in the concept of span of control, would rush to support a teacher-to-pupil ratio of about one teacher to 15 students.

The span-of-control notion that undergirds many bureaucratic structures is that one manager can efficiently and effectively work with about seven or eight subordinates—presumably, subordinates who can read, write, feed themselves and find their way to the bathroom. In his ongoing plan to reinvent government, Vice President Al Gore urges federal agencies to reduce the span of control from about 1:7 to about 1:15. Surely, our youngest students deserve the same 1:15 consideration. A class-size reduction to 1:15 is one way in K-3 education to address the politically popular conundrum, "less is more."

Documented Results

Conclusive research has shown the benefits of class sizes of 1:15, especially in the primary grades. Since the early 1980s, a large-scale project in Indiana, a major experiment in Tennessee, numerous smaller studies and evaluations of projects that use low adult-to-student

ratios have found that youngsters in small classes (1:15 or so) as compared to youngsters in larger classes:

- obtain higher test scores;
- participate more in school;
- demonstrate improved behavior; and
- retain many benefits of early class-size reductions in their later years of schooling.

These results should not surprise anyone familiar with young children and the schooling process. Perhaps only the skeptics of educational research may be surprised that, at least in the class-size arena, studies support common sense and some consensually validated best practices. What charter school or exclusive private school attracts students by promising large classes? Does home schooling use big classes?

Consider, in addition, the other education efforts that also benefit from the small-class effect: tutorials, apprenticeships, special education, remediation projects such as Reading Recovery and Success for All, mentoring, peer tutoring, Advanced Placement.

Wouldn't an adjustment to smaller classes, especially in the early primary grades, make an exciting platform for the systemic reforms for which most school district reformers clamor?

Major Challenges

No one suggests that moving to significantly smaller classes can be accomplished easily. Starting youngsters off in smaller classes offers a severe test of a school district leader's creativity and management skill.

The most significant challenges include: finding classroom space and qualified teachers, redefining the use of teacher assistants, adjusting class sizes with minimum added expenditures and helping teachers with larger classes understand that student learning needs to be the base for school reform. Fortunately, innovative leaders who implement the solid research findings serve as examples to lead the way.

Today, the question is not "What should we do?" Rather, one should ask, "How can we use these substantial research results?" Here, then, is the real professional challenge: Stop debating what to do, or redirect the debate until better options than appropriately sized classes are available and tested. Instead get serious with the task of using the demonstrated class size results to improve education for all children.

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Empirical Evidence

Results of the California study indicate that contrary to popular opinion increasing the number of teachers in a school does not necessarily affect performance; variations in the number of teachers does not explain variations in verbal SAT scores and dropout rates. This suggests that adding teachers—and thereby decreasing class size—in itself does not change performance levels.

The Efficient Mix of Staffing Resources

An economist's surprising find: Improving school performance may hinge on increasing the number of administrators by **MICHAEL L. MARLOW**

On the other hand, the evidence indicates that employing more administrators does raise verbal SAT scores and does lower dropout rates. This finding is likely to be a result of so little variation in numbers of teachers versus administrators. That is, there are many more cases where there are too few administrators than cases where there are too few teachers. Increasing the number of non-teachers may actually lower verbal SAT scores and raise dropout rates, thus providing some evidence that increasing reliance on this group is associated with lower performance.

With regard to the control factors' effects on performance, higher population density was associated with lower test scores and higher dropout rates. Test scores dropped as the percentage of seniors taking SAT tests rose. Higher median income was associated with higher test scores and lower dropout rates, and fewer school choice options was associated with lower test scores and higher dropout rates.

United Federation of Teachers 2019 (New York Teachers)

Class-size limits

- Prekindergarten: 18 students with a teacher and a paraprofessional
- Kindergarten: 25 students
- Grades 1–6 in elementary schools: 32 students
- Junior high school/middle school (all grades 4–8 or 5–9, if located in a middle school, then middle school class size applies); 33 students in non-Title I schools; 30 in Title I schools.
- High school: 34 students; 50 in physical education/gym.

Addison Central School District

Policy: Class Size

File Code: D6

Warned: November 8, 2016

Adopted: November 21, 2016

Policy

It is the intent of the Board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes.

Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or designee shall develop district-wide class minimum, maximum, and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the school district may vary as necessary to reflect differences among schools due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education, and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the school district.