

AGENDA



**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**

Please click the link below to join the webinar:

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

Or One tap mobile :

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

Or Telephone:

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

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
- B. Introductions: Board Members, Administrators and Staff
- C. Approve the Agenda
- D. Public Comment
- E. Recommendation to Approve the Minutes or January 19, 2022
- F. Review and Finalize Edits:
 - 1. Policy A1 - Governance Commitment
 - 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
 - 2. Policy B2 - Volunteers/Work Study Students
 - 3. Policy B3 - Alcohol and Drug Free Workplace
 - 4. Policy B4 - Drug and Alcohol Testing of Transportation Employees
 - 5. Policy B5 - Prevention of Employee Harassment
 - 6. Policy B7 - Tobacco Prohibition
 - 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

MINUTES



Addison Central School District Policy and Governance Committee Committee Meeting

**Wednesday, January 19, 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/98481651704>

Or One tap mobile :

US: 13126266799,,98481651704# or 16465588656,,98481651704#

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

US: 1 312 626 6799 or 1 646

558 8656 or 1 301 715 8592 or 1 346 248 7799 or 1 669 900 9128 or 1 253 215 8782

Webinar ID: 984 8165 1704

International numbers available: <https://zoom.us/u/adu7OWuzhI>

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 4:10 PM by Mary Gill.

B. Introductions: Board Members, Administrators and Staff

Administrators: Caitlin Steele, Assistant Superintendent of Teaching and Learning

C. Approve the Agenda

Motion to approve with a suggestion.

Move: Mary Gill Second: Lindsey Hescock Status: Passed

D. Public Comment

None

E. Recommendation to Approve the Minutes of December 15, 2021

Motion to approve.

Move: Lindsey Hescock Second: Mary Gill Status: Passed

F. Review and Finalize Edits:

Went over the latest update on the policy inventory. No date means that we do not have a policy on it and many are just recommended. Adoption dates are quite old. Can't fly through them to get them up-to-date. Need to set a realistic number that we can move through. We are going to aim to work on policies that are over five years of age out and are required first, then we will move to those that are out of compliance in mandated, etc.

Assign to each other to verify how close the current one is to the updated policy. Lindsey

Hescock will review. Mary Gill will review B1, B2, B3, B4, B5 and B7.- Suzanne Buck and Lindsey Hescock have C1, C4, C5, C6 and C8.

1. Policy A1 - Governance Commitment
2. Policy A2-Key Responsibilities of Board Members
3. Assign the following Policies:
 - a. A3 - Relationship to Roles of the Board and the Superintendent
 - b. A4 - Policy Development
 - c. A5 - Code of Conduct
 - d. A6 - Board Members Conflict of Interest
4. Current Policies Under Review:
 - a. E1 - Title I, Part A Parent and Family Engagement
Title 1 Parents and caregivers schools - Bridport, Mary Hogan, and Shoreham
 - b. D6 - Class Size

Guidelines: Found historical data that the guidelines would be written by the administration. 2019 the guidance was updated. Peter Burrows, Nicole Carter and Caitlin Steele looked at the document and removed the 6th grade, as well as mixed-grade constraints. It is a pretty general policy about how class sizes are determined. Kindergarten max of 15? 2015 - max kindergarten was 19, as was in 2019 - 19. What are the best practices for Pre-K vs. K? Decisions are made locally and with the best interest of the students in mind. Do we need to have minimum or maximum numbers? Gives the administration ways to work things out in their best judgment and what is best for the school.

This gives us something to work from. Each should check out the AOE guidelines and reflect the sentiment of what the district needs.

Secondary levels - only give limits on ELL classes of 6 - 12. 2015 the document was specific for minimum and maximums by each grade level, but in 2019 there was a more generalized approach to numbers. D6 is our current policy.

D6 was adopted in 2016 and VSBA last adopted in 2019. Bring back for next meeting with any suggestions.

- c. Update on Selecting Library Materials
Update on selecting library materials. VSBA is not ready to share its recommended policy yet. Will be meeting with them later and we should wait until we see the VSBA Policy and hopefully will have something around February 10th. This one is connected to the selection of class materials and policies on disputing instructional materials. Vermont School Librarians' Association is working with VSBA on the policy.

G. Other Business

Section "A" policies will be put on hold. The A policies were the ones that were the least out of alignment. D3 was 11/2016. 11/21 was discussed at a board meeting - needed to be updated. Mary Gill will check back in with Will Hatch. C10 on hold. Prioritize the reviewed policies moving forward.

H. Next Committee Meeting: February 16, 2022, 4:00-5:30 PM

I. Adjournment

Motion to adjourn the meeting at 5:33 PM.

Respectfully submitted,
Suzanne Buck, Clerk

Move: Lindsey Hescock Second: Suzanne Buck Status: Passed

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	10/17/2019		11/21/21, 12/15, 21, 1/19/22		1/2022 awaiting comm final approval to full board			
A2		Roles and Responsibilities	10/17/2019		11/21, 12/15, 1/19/22	need a process to educating new board members	1/2022 awaiting comm final approval to full board			
A3		Agenda Development	10/17/2019		review/revise 11/21					
A4		Policy Development	10/17/2019		review/revise 11/21					
A5		Code of Conduct	10/17/2019		review/revise 11/21					
A6	M	Conflict of Interest	10/17/2019		review/revise 11/21					
A7		Governing Style	10/17/2019		review/revise 11/21					
A8		Agenda Development	10/17/2019		review/revise 11/21					
A9		Chair's Role	10/17/2019		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					
A31	new request	BOARD MEMBER EDUCATION			VSBA 1/17/22 Peter req 2017					
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	11/19/2019	Handbook and application on website (Human resources) needs update and review; clarify terms	VSBA 2019: minor changes		Mary: ready for committee review	minor changes draft 2202-2-16		
B2	M	Volunteers and Work Study Students	11/21/2019	Procedure* website ? where			Mary: ready for committee review	no changes		
B3	M	Alcohol and Drug Free Workplace	11/21/2019				Mary			
B4	M	Drug and Alcohol Testing-Transportation Employee	11/21/2019				Suzanne			
B5	M	Prevention of Employee Harassment	11/21/2019	Website	VSBA update 10/20		Suzanne			
B6	VSBA REMOVE	Health Insurance Portability HIPPA	11/21/2019				Suzanne			
B7	M	Tobacco Prohibition	11/21/2019		VSBA update 11/19		Suzanne			
B8	M	Electronic Communication Between Employees and Students	10/12/2020							
B20	R	Personnel Recruitment , Selection, Appointment and Background	05/24/21							
B21	R	Professional Development			VSBA update 3/2020					
B22	R	Complaints about Personnel and Instructional Material			VSBA update 3/2020, Peter req 2017					
Students										

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
E1	M	Title I Part A Parental Involvement	4/1/2019							
E20		Community Use of School Facilities	6/19/2017	Procedure* ACSD Website		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		
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						

REVISION DRAFT 12/21 Edits are in Gold

Addison Central School District

Policy: Governance Commitment

File Code: A1

Warned: September 4, 2018

Adopted: September 17, 2018

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 through the *Communications and Engagement Committee* in its consideration of its Vision in a variety of settings and contexts to ensure participation that is representative of the community. *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.

CODE B1

(REQUIRED based on VSBA Model adopted 10/19)

SUBSTITUTE TEACHERS

Policy

It is the policy of the Addison Central School District to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school.

Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the Superintendent or his or her designee for all schools in the District. The Superintendent or his or her designee will conduct an orientation session for substitute teachers each year, including information on the prevention, identification, and reporting of child

sexual abuse, as required by 16 V.S.A. § 563a. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

VSBA Review: October 11, 2019

Date Warned:

Date Adopted:

Legal Reference(s): Vt. Standards Board for Professional Educators Rules §§ 5381 et seq.

16 V.S.A. § 563a (Prevention, Identification and Reporting of Child Sexual Abuse)

16 V.S.A. § 558 (Employment of School Board Members)

16 V.S.A. § 251 et seq. (Access to Criminal Records)

Cross Reference: Personnel: Recruitment, Selection, Appointment and Criminal Records

Checks

VOLUNTEERS AND WORK STUDY STUDENTS

The Addison Central School District recognizes the valuable contributions made to the schools by volunteers and work study students. Appropriate supervision of volunteers and work study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions

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

1. Volunteer means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
2. Work Study Student means a post secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a student teacher at a district school is not a work study student.

Policy

The superintendent shall develop administrative rules and procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district, and that only volunteers and work study students who have been screened and approved by the superintendent have unsupervised contact with students. The screening process utilized by the school district shall minimally include a name and birth date check with the Vermont Internet Sex Offender Registry for any person being considered for service as a work study student. A person who

is on the Vermont Internet Sex Offender Registry shall not be eligible to be a work study student.

VSBA Version: October 11, 2019

Date Warned:

Date Adopted:

Legal Reference(s): 16 V.S.A. § 260

Cross Reference

CODE B3
(Required)
1

ALCOHOL AND DRUG-FREE WORKPLACE²

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 narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.

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.

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.

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.

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.

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.

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).

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 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.

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.

*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 (Bruhwyler & 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.**