

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, September 24, 2024, 4:30 pm - 5:30 pm
ACSD District Office
49 Charles Avenue**

ACSD District Vision and Mission

OUR VISION

Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.

OUR MISSION

Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/87289488319>

- A. Call to Order Upon Reaching a Quorum
 - 1. Introductions - Board Members, Administrators and Staff
- B. Public Comment - Agenda Items
- C. Recommendation to Approve Minutes of 9-10-2024
- D. Committee Discussion:
 - 1. Policy C30: School Residence
 - 2. Policy D4: Title I Comparability
 - 3. Policy D6: Class Size
- E. Public Comment - Any Topic
- F. Adjournment

***Public Comment Guidelines:**

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

MINUTES



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, September 10, 2024, 4:30 pm - 5:30 pm
ACSD District Office
49 Charles Ave**

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Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.

A. Call to Order Upon Reaching a Quorum

Jamie called the meeting to order at 4:34 pm

Steve moved to amend the agenda to include a discussion of D4 and D6. Ellen seconded. Unanimous consent.

1. Introductions - Board Members, Administrators and Staff

B. Public Comment - Agenda Items

No public comment

C. Recommendation to Approve Minutes of 8-21-24

Minutes approved

Move: Jamie McCallum Second: Laura Harthan Status: Passed

D. Committee Discussion:

Jamie asked everyone to share where they currently stand or what we think about C30.

Steve noted that we have short term and long term issues to take up, and we may want to focus more on the pieces of C30 that allows for addressing the short term issues such as how the superintendent can or can't determine when students attend a school outside of the town of their residence.

Ellen said she thinks we should, as a committee, engage in what levels of complexity and overhaul we think is possible and best for C30 to really consider big new ideas versus

Wendy reminded the committee of key points that were part of Courtney's presentation to the Board in June. There are real challenges that exist right now- there are students who do not get all years of math, science, IB right now. Wendy listed the four key elements of a High Quality

Classroom:

Every student needs a guaranteed and viable curriculum

Every student needs access to a viable class size

Every student should have an opportunity to have a new teacher every 3rd year

Every student should have access to a highly trained teacher.

Wendy noted that she doesn't have relief for the challenges that we're facing around providing this across our district under our current school configuration.

Ellen asked if there is a way to achieve more stability if we reconsider how kids are assigned and attend schools, beyond residency

Wendy said there is potential for more stability in thinking about how schools are attended if we look at other models.

Steve brought up that if we focus on choice then we will face inequities around transportation.

Jamie brought up the policy on comparability and analysis that the central office staff did that showed two highly comparable schools were Weybridge and MHS because both schools have fairly consistent grade configurations, even though those schools are otherwise thought of very differently.

Jamie asked what Wendy thinks would have to happen to help us reach these objectives? She said it would require fewer choices, or schools where kids can go. We would need fewer schools and a larger boundary for who attends schools.

Courtney emphasized the inconsistency in what we experience across the schools now with the fluctuations in kids and then staff turnover or other unforeseen circumstances.

Ellen asked if in this model we would still rely on geography as the boundaries that determine school attendance? Wendy said yes, largely because geography is important.

Steve pointed out that organizing around town boundaries is arbitrary, so do we just reorganize around other arbitrary boundaries? Will that require reorganizing every year?

Wendy said possibly. Heat mapping might help. We're relatively stable as a district now but it's spread out and fluid across all the towns.

Ellen pointed out that we are talking about a longer conversation on a short timeline, i.e. school closures or consolidation for next year. Wendy said that we could be talking about transferring students for next year, which could happen at any time for a variety of reasons.

Jamie said that we're talking about changing C30 to allow Wendy to transfer students, but the reconfiguration of where students attend school is a different discussion. Does Wendy agree? Yes.

Steve pointed out that there may be more space in some school buildings than we are currently using.

The committee and Wendy confirmed that in this meeting and our work ahead is focused on whether and how to modify C30 to provide the administration with the option and ability to transfer students to address immediate needs around meeting the four elements of High Quality Classrooms that we are not achieving, and then we need to consider whether to pursue a new district configuration that allows for stability and predictability around high quality classrooms. Courtney pointed out that language and arts access across small schools is also challenging, with many of the teachers spending a lot of time driving.

Ellen asked whether the space currently exists in school buildings is to move whole school populations into other schools. Wendy said there is space for this. She noted that Ripton could be moved into Salisbury, Shoreham could be moved into Bridport.

Wendy said we need to consider how to allow for transfers where it's necessary in the immediate term.

Ellen confirmed that the request from administration is to revise C30 to provide more ability for the superintendent to make transfers of students, with clarity and explanation about the process by which those transfers would be made and also the criteria and considerations that would guide those transfers, with a focus on equity and the high quality classroom elements/goals.

Ellen asked that as we continue the conversation we also talk about the higher end of what viable class sizes means, and how big is too big. And also, as we're considering transfers and

reconfigurations, how are we ensuring that we keep the necessary adults and teachers with students who are moved into another building. Wendy agreed that we need to focus on what is best for students and student outcomes because cost savings will not be large even if schools “tuck in” to each other.

Wendy suggests that we model out long term implications of anything we discuss in this work and an exercise to guide how policies may change and what those changes would mean in different schools and classrooms.

Steve pointed out the importance of creating a policy that gives the superintendent uniform guidance on how to handle student transfers.

Ellen said we have two conversations happening at the same time. One is about modifying C30 to allow for student transfers, and the other is around how we reconfigure where students are assigned to attend elementary school.

Laura asked if we need to have a transfer and class size policy in place, when do we need to have a policy in place for Wendy to make things work for next year? Wendy said no later than February.

Steve asked if these elements of a high quality classroom can be written up and shared because they’re so important for all of us to be working towards.

Courtney will work to pull together information and a written version of these and Wendy suggested convening a teacher group to talk through parts of this as well.

Wendy suggested that next meeting we focus on current situations as if we were principals in the building and we work through reactive situations and decision-making. What are the rules we have now and what do we want to do based on those rules? Play them out and then we can try to work towards proactive thinking and planning.

Jamie asked when and how we engage with community engagement and communication, and Ellen suggested we make that a priority conversation during the next policy meeting given time constraints today.

Laura is concerned we won’t have enough time to work this through the policy committee, but we will try. Ellen confirmed that the policy committee would need to finish our work to hand over options and ideas to the full board well before February to make that deadline for the administration’s request and proposals.

1. Policy A9 Chair’s Role
2. Policy A35 - Students on the School Board
3. Policy A7 - Governing Style
4. Policy C9 Wellness Policy
5. Policy C30 School Residence

E. Public Comment - Any Topic

No members of the public were in attendance.

F. Adjournment

Meeting adjourned at 5:56pm

Respectfully submitted by Ellen Whelan-Wuest

Move: Ellen Whelan-Wuest Second: Steve Orzech Status: Passed

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DRAFT

Addison Central School District

Policy: School Residence
File Code: C30
Warned: June 8, 2017
Adopted: June 19, 2017

Policy

PK-12 students are assigned to schools based on the attendance area in which their parent(s) and/or legal guardian reside(s). The attendance areas are established with the premise that the assigned schools provide equal educational opportunities for students in the communities they serve. Attendance areas for Addison Central School District are town borders, and correspond to town elementary schools:

Town of Bridport: Bridport Central School
Town of Cornwall: Bingham Memorial Elementary School
Town of Middlebury: Mary Hogan Elementary School
Town of Ripton: Ripton Elementary School
Town of Salisbury: Salisbury Community School
Town of Shoreham: Shoreham Elementary School
Town of Weybridge: Weybridge Elementary School

Students who live in towns whose elementary school has a pre-Kindergarten program have first priority to enroll in their school of residence pre-Kindergarten program. If space allows, pre-Kindergarten slots will be opened annually at ACSD schools with pre-Kindergarten programs for students in Addison Central School District from towns in which their local schools do not provide a pre-Kindergarten program.

Students whose residence changes within the District boundaries after January 15 may continue in the school serving the former residence until the end of the school year. The parent/guardian will be responsible for providing transportation for his/her student changing attendance areas for reasons other than those provided by law.

The Board acknowledges that circumstances may arise that result in a need to transfer a student to a school outside of his/her designated attendance area. All intra-district transfers shall be evaluated based upon documented circumstances which may include the following:

1. The student is a victim of a violent criminal offense in or on the resident school grounds;
2. Continuing enrollment in the student's current school for the remainder of the school year, given a change of the parent/guardian official residence;
3. Significant family and/or student circumstances of an educational, medical, financial, or personal nature which would be relieved by a change in attendance status;
4. A request is made to enroll a student in a school prior to the parent/guardian moving into that school's attendance area with documentation showing the move will occur within two months of the start of the school year or the date of the transfer submission, whichever is later;

Decisions regarding a student transfer shall be made by the Superintendent or designee, in consultation with the student's parent(s)/guardian, and relevant education and social service professionals. The decision by the Superintendent is final and not subject to appeal.

Procedure outlines application and enrollment criteria.

Addison Central School District

Policy: Title I Comparability

File Code: D4

Warned: January 6, 2017

Adopted: January 17, 2017

If a school in the *Addison Central School District* becomes eligible to receive Title I funds, the school shall provide comparable services, staffing levels, curriculum materials, and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

Addison Central School District

Policy: **Class Size**
File Code: **D6**
Warned: **November 8, 2016**
Adopted: **November 21, 2016**
Warned: **November 18, 2022**
Amended: **November 28, 2022**

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 his or her designee shall, in consultation with building principals, develop supervisory union 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 supervisory union may vary as necessary to reflect differences among school districts 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 supervisory union.
5. This policy shall be posted on the Addison Central School District website and forwarded to the Secretary of Education.