

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, November 5, 2024, 4:30 pm - 5:30 pm
49 Charles Avenue
Middlebury VT
05753**

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/89422364048>

- 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 10-22-24
- D. Committee Discussion:
 - 1. Policy: C30 School Residence
 - 2. Policy: D6 Class Size
 - 3. Policy: D4 Title 1 Comparability
- 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, October 22, 2024, 4:30 pm - 5:30 pm
49 Charles Avenue
Middlebury VT
05753**

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A. Call to Order Upon Reaching a Quorum

Jamie called the meeting to order at 4:33 pm

1. Introductions - Board Members, Administrators and Staff

Jamie McCallum, Courtney Kram, Laura Harthan and Ellen Whelan-Wuest introduced themselves.

B. Public Comment - Agency Items

None

C. Recommendation to Approve Minutes of 9-24-24

Move: Laura Harthan Second: Jamie McCallum Status: Passed

D. Committee Discussion:

1. Policy: C30 School Residence

- Jamie noted that our task is to look at these policies and make recommendations or pass information along to the full board by a certain date, so that the board can take action by February. To make this work, Jamie suggested that:
 - 1) The policy committee discuss Wendy Baker's request for ways that the superintendent can move kids across schools in the event of an emergency
 - 2) The committee engage with changes to C30 more holistically, with members doing research or "homework" between today and our next meeting

eting.

- Wendy had requested specific guidance on how to address situations when classes go below our current class size policy.
- He pointed us to look at current language in C30:
 - “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;”
- Jamie suggested adding a situation under which the superintendent could move students under an emergency.
- The committee discussed what an emergency situation could mean. Some would be related to building or space- if the classroom or school could not remain open for the reason (i.e. a natural disaster), or an educational emergency (i.e. class size).
- Jamie said that the procedure may be the right place to define what “emergency” means.

Possible language: Under extraordinary circumstances of strain or duress, the superintendent has the authority to relocate students to continue their education in another school or classroom.
- Ellen asked if we should focus it more around outcomes, something like “if extraordinary circumstances are assessed by the superintendent to make it impossible or unlikely that students would be able to learn or meet educational goals/ outcomes without being moved.”
- Courtney pointed out that the class size procedure (D6) has language that has been interpreted different ways by different people looking at it.
 - There is language in D6 that may lead to things feeling open-ended.
- Jamie pointed out that if we were to make this into policy, how would the board know about this? There was value in the board knowing what was happening in the case of Ripton.
- Courtney said she hears us wrestling with two big questions. 1) Do we want to delegate the authority of making this decision to the superintendent? And 2)

Related to D6, how clear do we want that policy to be? The more vague the policy, the more clear the procedure has to be.

- Jamie pointed out that in the case of current situations under which the superintendent makes exceptions to C30 are related to individual cases which fall outside the purview of the board. But if another situation were to arise where a whole class of kids might move to another school, that seems like something that the board should weigh in on.
- Laura suggested that we focus on educational outcomes, including making sure that students have equal and consistent access to curriculum.
- Ellen suggested framing it around something like: if the superintendent determines or anticipates that students in a class will not be able to meet educational outcomes....
- What can we as a board live with to let the superintendent and building leadership determine how to make these decisions, while retaining some level of involvement?
- We don't want to get too prescriptive about the exact conditions that must exist in every class, Courtney warned against this.
- Courtney talked about the work central office leaders and building leaders have done to look at different data points to see where there might have been gaps filled or missed in how students perform.
- Ellen tried to summarize the options that we have on the table
 - 1) A shift in authority or delegation of authority to the superintendent to determine when and whether to move large percentages or numbers of students within a classroom
 - 2) The board retains some level of involvement in that decision, either a) by notification to the board or b) approval, with a tighter process around how that happens (i.e. specific information the board is provided, a specific procedure for the board to receive that information and then vote, the level of involvement and engagement that would be part of that process for stakeholders, etc.)
- Jamie prefers a more cautious or conservative approach, option 2- maintaining some board and administrative decision-making capacity in a decision like this.
- This dilemma as we laid it out might be what we present to the full board.
- Laura thinks it's possible to incorporate both of these options depending on what type of emergency it would be. We need to make it possible for the superintendent to make a fast decision when it's necessary.
- Ellen suggested that as part of our homework as a committee we all think more about this and Jamie offered to contact Wendy to ask her opinions about this.
- Jamie asked if members of the community would be willing to do research into the different options for redrafting C30 that the committee has discussed in the past:

- Redrawing district boundaries, pros and cons of that
- School choice in some format, with transportation solutions as part of that
- Identifying new criteria for school assignment that may include but goes beyond geography
- Jamie offered to look into school choice
- Ellen offered to look into a model that included a lot of criteria that would inform school assignment
 - Courtney pointed out that there are a lot of people who are passionate about multi-age classrooms and that might be something to consider.
- Jamie pointed out that we need someone to look into the prospect of redrawing district boundaries, and the other is transportation.
 - Laura will look into transportation considerations
 - Jamie will reach out to Steve and ask him to look into the option of redrawing district boundaries.

2. Policy: D6 Class Size

Not discussed

3. Policy: D4 Title 1 Comparability

Not discussed

E. Public Comment - Any Topic

None

F. Adjournment

Meeting adjourned 5:46 pm

Move: Ellen Whelan-Walsh Second: Laura Harthan Status: Passed

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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: 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.

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.