

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, December 3, 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/89309825473>

- 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 from 11-5-24 and 11-12-24
- 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, November 5, 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 4:31 pm

1. Introductions - Board Members, Administrators and Staff

Jamie McCallum, Ellen Whelan-Wuest, Laura Harthan, Steve Orzech, Wendy Baker

B. Public Comment - Agenda Items

No public Comment

C. Recommendation to Approve Minutes of 10-22-24

Minutes approved

Steve abstains.

Move: Ellen Whelan-Wuest Second: Jamie McCallum Status: Passed

D. Committee Discussion:

Jamie moved to amend the agenda to include a discussion of policy E20. Ellen seconded.

Policy: E20 Community Use of School Facilities

Jamie explained that he realized after the board approved E20 that there was a last provision in the policy language related to options for how use of the facilities will or won't allow for different uses of firearms or dangerous or deadly weapons.

Steve pointed out that this is tricky because there are certain academic programs that require the use of scalpels or tools that could be considered deadly or dangerous. Ellen noted that this policy

speaks to community use of facilities rather than normal educational purposes.

Committee members discussed the options and determined that the ideal version is the one that applies a straight ban on firearms or dangerous or deadly weapons within school facilities, because it will allow some discretion to the superintendent in interpreting what a “dangerous or deadly weapon” is, and also because it does not open the door to exceptions like gun shows or gun safety courses.

1. Policy: C30 School Residence

Jamie explained that based on the last policy committee meeting, he took the step of drafting some changes to C30, largely adopting elements from the CVU school choice policy. Under one scenario, our district would allow for universal school choice across all schools. Under a second scenario, Middlebury residents have school choice to choose any other elementary school. Under a third scenario, Middlebury residents may choose between Ripton, Middlebury or Weybridge. Under all of these scenarios the underlying assumption would be that everyone attends their town schools, but under the latter two scenarios Middlebury residents would have some degree of school choice.

Ellen pointed out that this would not necessarily solve for the unpredictability in our class sizes across the district. Jamie explained that the rationale around these proposals is to provide a toe in the water or a slow introduction towards creating more movement and flexibility.

Wendy shared that next year projections look like Ripton 28, Weybridge holding around 42, Bridport without Pre-K will be 41, Salisbury and Shornham will be around 65, Cornwall will be steady (90-100) and MHS steady. So if the idea is to repopulate the smallest schools, we would want to consider Bridport too.

Jamie shared his next proposal/idea that would combine school campuses to serve different ages. All seven elementary schools would remain open, but the Ripton school might become the K-2 campus for students from Ripton and Salisbury, while the Salisbury school would become the 3-5 campus for the same towns.

Steve said he likes this option because it addresses the multi-age classroom issue/challenge.

Wendy noted that if you are solving for educational outcomes, this is a much better option. If you are solving for financial feasibility, the cost per pupil is still very high and it doesn't solve for that.

Ellen read off some possible class size numbers based on these configurations, based on current enrollment numbers. The class sizes would hover much closer to 15 or so kids per class.

Wendy said that this plan combined with Middlebury school choice may create the class size stability we're looking for. Most Middlebury families would prefer to stay at Mary Hogan, but some may want to go to other schools.

Steve asked how this might affect other instructional staff outside classroom teachers, as far as numbers. Wendy said that would be its own process to determine who goes where.

Laura said she likes this idea, it creates stability and may be a path forward.

Wendy pointed out that this may not satisfy what the state is considering around mandatory school sizes of 100 students. Ellen wondered if we could think of this as having 4 schools, but with 7 campuses.

Courtney pointed out this may create some order to the specials. For example, we could change board policy to having Spanish for grades 3-5 instead of 2-5.

Wendy said another nice thing is that it could allow for a lot of creative development among teachers if they can work within cohorts in specific environments.

There was discussion about possibly changing the configuration so that Title 1 schools are combined with non Title 1 schools as well.

Ellen offered research she did on intra-school choice in which every family offers three

choices of a school they would like to attend, and ultimately the administration chooses where everyone goes based on certain criteria. This is highly complicated. Wendy said that going from the multi-campus model first might allow for eventually moving to an intra-school choice as a model to develop into, but to do it first would be very difficult and complex.

Steve asked if there are other Vermont districts that do something like this, and Wendy listed some districts that do.

Ellen asked if, hypothetically, the board were to adopt something like this for next year, would implementing next year be too disruptive for students or academically? Wendy and Courtney both said no, it would be fine academically.

Courtney pointed out that we should be really thoughtful about making sure the space is ready for students as well, though in this configuration the buildings should be able to accommodate well.

Ellen pointed out that we have to, as a board, engage directly with the assumption by a lot of people that costs would be reduced simply by closing schools, who are convinced that is the financial solution. Wendy suggested we work on presenting an FY25 budget now vs. FY25 budget with this in place when we bring the proposal to the full board.

The committee will bring this proposal to the board for the November 25th meeting.

Wendy suggested also offering families at any school the option for school choice, and Ellen said politically this would feel more equitable for all the towns.

Ellen will work on a new ppt version for the committee to weigh in on.

Jamie asked if there is additional research about class size and academic outcomes.

Courtney said there is minimal research on this and Wendy explained that class size doesn't matter as much as the quality of the teacher and the guaranteed and universal curriculum, which we do not have now.

This option also avoids needing many more multi-grade classrooms that we are facing for next year.

Next committee meeting will be Tuesday, November 12th.

2. Policy: D6 Class Size

Not discussed

3. Policy: D4 Title 1 Comparability

Not discussed

E. Public Comment - Any Topic

No public comment

F. Adjournment

Meeting adjourned at 5:55 pm.

Move: Jamie McCallum Second: Laura Harthan Status: Passed

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MINUTES

**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, November 12, 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 4:31 pm

1. Introductions - Board Members, Administrators and Staff

B. Public Comment - Agenda Items

Carolyn Weir of Weybridge.

- Here as the parent of a 2nd grader at Weybridge school, to encourage the committee to slow down and engage with this issue as a very big idea. Hopes that we're not working too quickly to giving the Superintendent and the administration authority to change the structure to shifting rural schools to K-2 and 3-5 campuses. While many people may believe that the current school structures need to change, it's not clear if this is the best idea.
- This seems to be a solution developed in response to a discreet problem, class-sizes in rural schools. This is a big idea that creates implications for families and staff and this could lower engagement that is key to allowing schools to thrive.
- There are two process considerations that mean the most to Carolyn. Looking to administrators and teachers for input and for problem-solving.
- Need to go deeper on what this idea as implemented across six schools for Fall 2026 would mean for families with the most reasons to trust schools.
- If the board gives Central Office this idea to implement before due diligence has been done the implementation will be flawed. So hope that the decision-making around this idea stay with the Board until the proposal is really well analyzed.
- No one has a crystal ball around how state policy shakes out, other than knowing there will be state policy that puts pressure on smaller schools.
- Concerned that this idea implemented too quickly will prompt a restructuring that may face a need to restructure in the future, which would create more harm.

C. Committee Discussion:

Jamie pointed out that we should pick up the conversation from where we left off.

Ellen began walking us through the slide deck that she made.

We discussed coming to the Board with the general work we've been up to. Organized us around our goals as we have planned them and what to do to in both immanent situations and long term.

Providing Wendy and central office with some guidance about how to deal with the k-3 situation in Ripton was important. But ultimately our discussion was this specific yet. Ellen offered a powerpoint of slides that deals with a proposal for a year-long study of a variety of the options.

Amend immediate policy (D6) but not maybe for a long-term solution

1. Intradistrict school choice
2. Town of residence school choice
3. D6 changes
4. Reconfigured campuses

Jamie is curious how many people might take advantage of intradistrict school choice. Wendy thinks that only about 20 students might take advantage of intradistrict school choice.

Wendy: if we don't have ten kids per class, then the superintendent needs to remedy that. Policy parameters in D6 must be followed, and we should say this in C30

Ellen raises two questions: 1. How do we immediately address policy for Ripton? 2.

What do we recommend to the Board—her proposal is to recommend a long term process, but not a single or particular idea.

Ellen stresses the predictability of curriculum delivery as an important thing to solve for.

The public does not understand how important this is.

Courtney: also the unpredictability of students affects teachers instability

Steve: talked about the data Courtney showed data on how kids in some places kids are missing curriculum. Connects missing units to varied achievement / outcomes.

Ellen: wants "structured engagement" for a committee recommendation to the Board

Wendy: Sooner we get board guidance on several ideas, sooner we can start getting people on board to look into finding data on the particular problems

Ellen: lets bring certain ideas to the board to see if they endorse a formal process to look into our ideas.

Ellen: not just include board and operations, but also include community members or keyholdersers

Steve: believes the last public engagement process about school closure was transparent but people didn't think so.

Ellen: Thinks the public engagement conversation about that was performative

Wendy: now we're focusing on educational outcomes which is different than it was before. When you solve for educational outcomes, there are other losses that have to happen

Ellen: we can't arrive at a predetermined outcome.

Jamie: what about changing town boundaries?

Steve: Is less interested in that idea

Wendy: let's bring the ideas we have and see which of the ideas are interesting to the Board?

Jamie: let's look at redrawing district boundaries too. Steve said he's okay with it.

Steve: doesn't like the chart that ellen made with nos and yeses and maybes. Suggests a re-draw of it.

Courtney: healthy sign that people engaged with us reflected in the comments we got over email

Ellen: will work on ppt

Jamie: Suggests polling families will help us navigate a path forward

Committee raised a curiosity about engaging teacher insights about how teachers are supported NOW, and to what extent are we training teachers or preparing them to be in the future district we want to see

1. Policy: C30 School Residence
2. Policy: D6 Class Size
3. Policy: D4 Title 1 Comparability

D. Public Comment - Any Topic

Carolyn offered gratitude for clarification of the “why” for this work and these ideas, and relieved to know that the pace and process the committee had slowed

How do you solve for problems like this in light of unknown state policies?

Would polling families on their preferences be helpful?

Curious about how teachers are supported now around differentiated competencies and is that a priority in professional development?

E. Adjournment

Adjourned at 6:04 pm

Move: Steve Orzech Second: Ellen Whelan-Wueschler 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.