

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

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.

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 it 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 curricular delivery as an important thing to solve for. The public does not understand how important this issue is.

Courtney: also the unpredictability of students effects 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-Wuest Status: Passed

*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.