

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, January 14, 2025, 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/87601130863>

- 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 12-10-24 and 12-19-24
- D. Committee Discussion:
 - 1. Policy: D6 Class Size
 - 2. Policy C30 School Residence
 - 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.

Addison Central School District

Class Size

File Code: D6

Warned: November 8, 2016

Adopted: November 21, 2016

Warned: November 18, 2022

Adopted: November 28, 2022

Warned: January 6, 2025

Adopted:

Policy

It is the intent of this policy to ensure the district maintains equitable access for all ACSD students to learning environments that are appropriate for academic success, social and emotional well-being, and are sufficient to support the district's educational programming. The board will comply with sections 15 and 16 of Act 153 of 2010 requiring superintendent to work with school boards to develop policy guidelines for minimum, maximum, and optimal class sizes in a regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings. A class shall be defined as a group of students composed of one or two grades of students unless otherwise authorized by the superintendent.¹

Implementation

1. The superintendent or his or her designee shall, in consultation with building principals, develop district wide class minimum, maximum, and optimum class size guidelines to take into account the instructional needs of specific elementary grade intervals, and required and elective courses at the secondary level.

Current ACSD guidelines are as follows:

K: A minimum of 10, maximum of 19

Grades 1-3: A minimum of 10, maximum of 20

Grades 4-5: A minimum of 10, maximum of 24

The optimal average class size taking across all grades is 15.

2. Class size guidelines in the district may vary as necessary to reflect differences among schools, such as school size and programmatic needs.

¹ Typically, these class size guidelines are followed with greater fidelity in grades K-8 than in technical educational settings or in grades 9-12, when a variety of factors may require smaller subsets of students.

3. The guidelines shall ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education, and multilingual 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 district.

Policy contingencies

1. If a class exceeds or is projected to exceed the upper limit of D6 guidelines, and the superintendent determines the integrity of the education educational program is jeopardized, the superintendent has the authority to divide that class into sections that meets policy guidelines.
2. If a class is projected to have a size that is below the minimum D6 guidelines, and the superintendent determines the integrity of the education educational program is jeopardized, the superintendent will invite families across ACSD to indicate if they prefer to have their student move to that school and class. Families who volunteer to send their students to the receiving ACSD school can also choose to send the sibling(s) of that student to the same new school, pending the superintendent's determination that all aspects of this policy continue to be met. The district will make every effort to ensure that volunteer families can be provided transportation to the new school under existing bus routes. Given the broad geographic spread of our district, however, under a certain conditions, transportation may not be guaranteed. Under this policy, it is anticipated that students who volunteer to move to the new school will be enrolled at that school for the duration of their elementary school education.
3. The superintendent will ensure that any movement of students across schools will take class size, school capacity, and equity considerations into account and ensure compliance with D6 and other policies across all ACSD schools and classrooms.
4. If indicated preferences do not adequately ensure class sizes that comply with D6, the superintendent can assign a cohort of students—the entire class—to another school in order to ensure the integrity of the educational program. In this case, ACSD will provide transportation for the students to and from their newly assigned school. These students can request to attend a different school than the one they are assigned by the superintendent in accordance with policy C30. In this case, ACSD may not be able to provide transportation for their student to and from school.

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.

MINUTES

**Addison Central School District
Policy Committee
Committee Meeting
Thursday, December 19, 2024, 4:15 pm - 5:15 pm
VIRTUAL ONLY**

ACSD District Vision and Mission

OUR VISION

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OUR MISSION

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A. Call to Order Upon Reaching a Quorum

Meeting called to order at 4:21pm

1. Introductions - Board Members, Administrators and Staff

Jamie McCallum, Ellen Wheeler-Wurst, Steve Orzech, Laura Harthan, Jason Chance were present

B. Public Comment - Agenda Items

Jason wanted to join and listen because going through policy discussions as a full board meeting is difficult, so he wanted to join to be able to answer questions or clarify his positions from the full board meeting in a more productive space.

C. Committee Discussion:

1. Policy: D6 Class Size

Jamie explained that an updated version of the draft revisions to D6 are in everyone's email inboxes for discussion, focusing on the suggestions that are highlighted as well as edits and suggestions that Mary Heather Noble shared with the committee members earlier this week.

Jamie noted that he and Wendy added in pieces to this revised draft based on VSBA guidance for how to uphold equity in policy decisions

Steve noted that revisions here don't speak to the strength of the objections some board members about transportation and equity. Ellen said she sees providing more choice as upholding equity as well. Steve asked if this policy would be explained and translated into multiple languages for non-english speakers. Wendy affirmed that yes, that would happen.

Steve has no objections to adding the revisions, but he will go with the will of the majority of

the board.

Wendy affirmed that it would be incumbent upon her to make sure that there are controlled choice circumstance, with priorities and procedures developed to make sure that there is equitable implementation of this or other policies.

Jamie disagrees with the characterization of this policy proposal as a backdoor for anything, and he doesn't see the committee advocating for anything like this.

Jamie explained that he made these revisions not as a direct response to everything raised in the board meeting, but because he felt like Wendy's responses and suggested revisions were useful.

Jamie is still in favor of this current version.

Ellen commented that it's hard to avoid discussions around this policy and revision becoming part of much bigger issues. If we were talking about a district wide school choice model that relied on people providing their own transportation, that scale would be a concern for equity that feels different from what we are discussing, which is the rare but real situation when class enrollments are too small and we need something to address those situations.

Wendy shared that she has reflected on the fact that there are inequities that are known and inequities that we anticipate or are concerned may become real. And right now, we know that there are students in a school who do not have equitable access to the required and necessary classroom size for best educational outcomes. And, she shares some of the concerns about potential for inequity, and the procedural implementation of this will be key to addressing those.

Laura offered that she is concerned about transportation access being equitable, but also recognizes that we need something on this right now and we need to move forward.

Jason asked if we can commit to providing transportation regardless, and providing transportation to after school care if that is what is needed, and having sufficient access to nursing/medical care.

Wendy said it sounds like Jason is saying that a family who may want to take advantage of this may have requirements for more access to nursing care than 1 day/week. She said we would do this anyway- we plan nursing care based on where the highest needs are. We would make sure that health needs are taken into staffing considerations anyway.

The after school piece, there is an after school program in Ripton now and anyone would have access to that.

Wendy also explained that there are existing routes for transportation in and out of Middlebury from Ripton, so accessing that would fairly straight forward.

Jamie asked if the way this would play out is that a family reaches out and says they would be interested in volunteering and then what would happen? Wendy explained that it would probably be a process of the initial application asks if a family is interested, and then ask for them to outline what they would be looking for in attending that school. From there procedure would work to assess family requirements and once students are enrolled, the needs of the school- including those other students- would be part of planning for staffing, logistics, etc.

Ellen and Laura agreed with Steve's earlier comment that they agree with moving these revisions forward to the full Board for a first read. Jamie also agrees.

Jason affirmed that he hopes we can get in front of anything that feels like barriers that might restrict access of this option. Jamie suggested we could delete the sentence that says “under certain circumstances we might not be able to provide transportation?”

Wendy said she thinks what will make the difference with families will be communication from Central office with families to help them to know about this opportunity, explaining that the District is prepared to make accommodations as needed to ensure its available to families who want to explore it, and if you are interested in exploring it then there are accessible and multiple ways of doing so (electronically, in person). For example, not relying on something like “Just let your principal know.” Working with Emily, Wendy is confident they can design the right outreach and approach to this so that it is something that families can equitably access.

Jamie will update the revised version to reflect the new warning date and will send it to Darcie to make sure it’s part of the January 6th package for the full Board meeting.

2. Policy: C30 School Residence

D. Public Comment - Any Topic

No public comment

E. Adjournment

Meeting adjourned at 5:20

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

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MINUTES

**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, December 10, 2024, 4:30 pm - 5:30 pm
49 Charles Avenue
Middlebury VT
05753**

ACSD District Vision and Mission

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OUR MISSION

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A. Call to Order Upon Reaching a Quorum

Jamie called to order at 4:33 pm

1. Introductions - Board Members, Administrators and Staff

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

B. Public Comment - Agenda Items

No public comment

C. Recommendation to Approve Minutes of 12-3-2024

Move: Laura Harthan Second: Jamie McCallum Status: Passed

D. Committee Discussion:

1. Policy: C30 School Residence

2. Policy: D6 Class Size

Laura suggested that we finalize the text of the D6 based on feedback from last night's discussion at the full board meeting.

Steve asked if we have concrete guidance or suggestions. Wendy pointed out that there are a couple of issues that were raised last night that we may want to discuss, including how to address what might happen if a family with siblings has a child in one class that is moved to another school, but not both.

Wendy shared that based on her discussion with Ripton families is that it would be very

important for anyone in that situation to have the option to move both of their kids to the same school.

The second issue was if kids are moved to a new school based on the proposed D6 contingencies, would they remain at that new school for the duration of their elementary experience?

Ripton families also asked that the board and administration determine whether or not parents in Ripton want to stay in the Ripton school next year based on current conditions or immediate plans for the school.

Ellen and Wendy pointed out that asking families if they would want to stay in a class that does not have a viable size, without knowledge of whether or not there are enough interested families throughout the district who might want to send their children to that class, which could make it viable.

Committee agreed that families can request that siblings stay together, meaning that if a class of students are relocated to a new school then families can request that their sibling join them. Similarly, if families volunteer to send their children to a new school to help make a class size viable, they can request that siblings also relocate to that school. The superintendent will grant these requests so long as capacity allows and they do not trigger other D6 problems.

The committee talked about ensuring that relocated families are guaranteed transportation to new schools, but volunteer families may access transportation only as it exists or is available on current bus routes. This is an equity concern that makes this something that works in D6 but not C30.

Wendy raised that we should consider how people may try to take advantage of this policy, such as finding ways to volunteer as a group to send their kids to a particular school together. The committee agreed that this may be possible, but is unlikely, which Wendy confirmed.

Steve asked if there is any research to show that combined age groups are academically positive. Wendy said that she can't support that research says one model is better than the other.

With these revisions and clarifications, the Committee supports sending this draft to Wendy to take it through legal review. If that review finds material concerns or need to revise, it will come back to the Committee. If the review does not find material revisions that are necessary, it could move to the Board for consideration.

Jamie asked when we would need this procedure and policy in place for determining classes in Ripton next year. Wendy said if there is not reason to delay it would be nice to move forward, so that the administration can develop the procedure and begin to put it in place.

Jamie will edit the policy with red line revisions, send it to Pietro and Wendy, and aim for a first read before the Board on December 16th.

Ellen posed that this Committee should also consider how we bring our ideas for possible models of reconfiguring our district or assigning people to schools, and propose a way that a process is designed and carried out to engage with these and any other viable models so that there is a report to the Board and recommendations or options for Board consideration in the Fall of 2025.

Wendy suggested that the Board can either direct a specific process, or more efficiently can direct district administration to design and carry out a process for researching these ideas and bring that and all findings and recommendations to the Board.

Ellen asked that if this is the direction we go, that there be Board involvement of some kind- some members be involved to help bridge the gap between the Board and a committee engaging in these ideas and the Board at large. All agreed that Board members should be involved but not deciding over or designing the process.

3. Policy: D4 Title 1 Comparability

E. Public Comment - Any Topic

No public comment

F. Adjournment

Meeting adjourned

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DRAFT