

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, January 28, 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/89472083191>

- 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 1-15-25
- D. Committee Discussion:
 - 1. Policy: D6 Class Size
 - 2. Policy C30 School Residence
 - 3. Policy A7 - Governing Style
 - 4. 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, January 14, 2025, 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, Steve Orzech, Wendy Baker, Courtney Krahn, Laura Harthan.

B. Public Comment - Agenda Items

No public comment

C. Recommendation to Approve Minutes of 12-10-24 and 12-19-24

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

D. Committee Discussion:

1. Policy: D6 Class Size

Jamie asked Wendy to speak about public concerns and comments the Board has received related to impacts of enforcement of D6 class size policy requirements, specifically from Bridport teachers.

Wendy provided background about where these concerns are coming from, related to prior decisions to not make enforcement of D6 as high a priority.

Last year there was more attention paid to class sizes due to very small class sizes, and concerns related to academic impacts, and due to greater awareness of financial feasibility for our district to continue carrying such small class sizes.

As Wendy transitioned into ACSD, class configurations and class sizes were more of a discussion. Heading into budget building this year, that focus continued around the class size policy to help inform the staffing model that would achieve comparability, per policy D4. So, principals and building leaders were asked to use D6 class sizes in assessing how they would configure and staff their classrooms. In the case of some rural schools, including Bridport, meeting this means combining classes or grades, and we know that when this happens there are concerns. Wendy affirmed that the letter from the Bridport teachers did a great job outlining the challenges.

Wendy feels like instructional specialists will be an important factor in this, because the specialist can be working directly to help support teachers in bridging across multiple grades. But the letter nicely outlined how curricular gaps develop in trying to combine requirements for multiple grades in a single classroom, with one teacher.

The letter is an excellent depiction of the challenges that we are going to have to support our teachers through.

Steve offered that 8 years ago we were not in a supervisor district, so each school had to deal with this separately. There couldn't be a class size policy because it fluctuated so much.

Courtney also emphasized that there is a heightened focus on achievement that is somewhat new as well. Wendy pointed out that educators are happy to be challenged if they feel like it's still manageable.

But in these multi contextual delivery models, they are questioning if its doable. In the spending plan for FY25 and in the proposed budget, there are a lot more professional development resources designed to help teachers in this way, to focus on co-planning, co-instructing, and provide more direct help through PD.

2. Policy C30 School Residence

Wendy had to leave and the committee shifted to discussing how to bring our work and ideas and process proposal on C30. Ellen walked back through the latest version of our presentation and ideas that we had developed,

Steve proposed that at the February 10th meeting, we walk people through what the C30 policy is now. We need to reopen it. Ellen asked if we can or should offer some of the ideas we discussed. Jamie pointed out that there are ramifications of even putting ideas out there because they sound more official.

Ellen asked if we should be asking the Board to charge administration with taking some time (6-8 weeks) and return to the Board in the spring with ideas worthy of consideration. Laura pointed out that we should probably provide the administration with options to start from. Ellen revisited the list of C30 revisions that we considered as a committee. Ellen said she thinks Laura's suggestion is right, but it's possible that the full Board will reopen the discussion about possible options to investigate to the point where it may come to a halt again.

Jamie said he agrees with Laura but that we should use the February 10th meeting to cover the second reading of D6, and review C30 with the board and explain that we will come back at the 2nd meeting in February to present more specific road map ideas to direct administration consideration and analysis.

3. Policy: D4 Title 1 Comparability

E. Public Comment - Any Topic

No public comment

F. Adjournment

Meeting adjourned at 5:32pm

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

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DRAFT

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.