



## H.454 Concerns and Recommendations: School and Class Sizes

Item of Concern	Why it matters	Examples in Context	Recommendation
<p><b>Specific district and school-size minimums</b></p>	<ul style="list-style-type: none"> <li>Choosing arbitrary larger numbers for school and district size can lead to unintended adverse outcomes.</li> <li>Larger districts may hide inequities in the system.</li> <li>The current capacity and effectiveness of the AOE is unable to manage large-scale change.</li> <li>The extent of this system change will take significant time to implement.</li> </ul>	<ul style="list-style-type: none"> <li>Montpelier merged with Roxbury– a non-contiguous town of 42 square miles– to meet the 900-student expectations of Act 46.</li> <li>The merger resulted in the closure of the Roxbury Village School.</li> <li>Students are now on the bus for up to 2.5 hours per day.</li> </ul>	<p><b><i>Remove the district and school-size minimums from the bill.</i></b></p> <ul style="list-style-type: none"> <li>Any new governance configuration should be based on creating more efficiencies and improving student learning.</li> <li>Communities should have the right to vote on these significant changes, based on evidence showing it will save money and improve education.</li> <li>Policy should not penalize smaller schools that can demonstrate cost effectiveness and quality.</li> </ul>
<p><b>Specific class-size minimums</b></p>	<ul style="list-style-type: none"> <li>No other state requires class size minimums.</li> <li>No clear purpose is stated for the use of class size minimums.</li> <li>Class-size minimums are an inadequate metric to determine school viability.</li> <li>Cohorts in rural schools advance with little variability; thus, it is impractical to require minimums to increase by grade.</li> <li>Many secondary schools rely on having <i>some</i> smaller classes, to deliver a variety of course options.</li> <li>Flexibility and educational judgement are key to effective grade-level groupings and staffing.</li> </ul>	<ul style="list-style-type: none"> <li>Small class sizes exist in successful Vermont schools of all sizes, grade-configurations, and subjects taught.</li> <li>Fluctuations in class size are not uncommon and are already closely monitored by school and district leadership.</li> <li>Using minimum class sizes to determine school efficiency, quality, or drive staffing decisions, is not effective practice.</li> </ul>	<p><b><i>Remove the class-size minimums from the bill.</i></b></p> <ul style="list-style-type: none"> <li>A robust quality monitoring system should be created that is fair, transparent, and research-based.</li> <li>Schools should be rated on a variety of data points, including class sizes. This information should be publicly available.</li> <li>Class size minimums alone are an insufficient metric to determine school viability.</li> </ul>