<center>**PreK-16 Education Systems**
**(02.06.24)**</center>

## I. Criteria / Process

1. Overall role of General Assembly in development of criteria – will it develop
   a. broad conceptual guidance
   b. precise details for most/many aspects of what is required
   c. a combination of a and b

2. Some areas for consideration
   a. minimum number of students
   b. maximum geographic area / travel distance
   c. what grades
   d.  minimum number of schools (*e.g.*, each System has two high schools)
   e. special education
   f. school board
   g. administration – of district and of each school
   h. community involvement
   i. transportation
   j. technical education
   k.  students in nonoperating districts
   l. independent schools
      i. the "academies"
      ii. other approved independent schools that now receive public tuition

3. When districts have the opportunity to create their own PreK-12 Ed Systems, must they conform to the criteria (that was developed by the General Assembly / the Design Team / some other entity)

## II.  "Design Team"

1. Creation / Membership
    a.  How many members
    b.  Who selects the members
    c.  Who selects the chair
    d.  Will General Assembly identify certain constituencies to be represented

2. Purpose / Duties – *e.g.*:
    a.  Develop criteria for the PreK-12 Ed Systems
        i.  How much responsibility for details will it have
        ii.  Will districts that want to form their own Systems
    b.  Review districts' plans to create a System to ensure compliance with criteria before the plan is presented to the voters
    c.  Create process for transition of remaining districts when the districts' opportunity to create their own Systems has expired
    d.  Assign "orphan districts" / create new Systems after the districts' opportunity to create their own Systems has expired
    e.  Draw boundaries – and, if so, at what point in the process
        i.  Early in the process
            1.  part of the criteria that the districts must follow when creating their own System
            2.  suggested boundaries for districts to consider when creating their own System
        ii.  After the districts have had an opportunity to create a System, then final boundaries to be used when the Team or some other entity assigns / creates new Systems for the "orphans"
    f.  Present suggested legislation to the General Assembly needed to transition to PreK-12 Ed Systems

    *And* if the Team doesn't perform one or more of these duties, then who does

3. Authority
    a.  Does the Team need to obtain approval before implementing any of the decisions identified in "Duties" above –- and, if so, then
        i.  approval needed for which duties
        ii.  approval from whom
    b.  Is some entity responsible for oversight of the Team's work – and what would "oversight" mean in this context

*Note* that there are many smaller decisions to be made at a later date, *e.g.*, who will provide administrative or other support; to whom will the Team report and how often; etc.

### III. Timeline

Draft 2.1 of the Initial Concepts document suggested the following timeline:

January 1, 2015: Design Team establishes minimum criteria for PreK-12 Systems

March 2017: Deadline for districts to vote to create a System of their own design to do so, the districts must

- develop plan
- obtain pre-approval that meet criteria from some entity
- get voter approval

April 2017–June 2018: Design Team (or some other entity) assigns all remaining districts to creates new Systems

(March 2019: New Systems-to-be vote on budget for first school year)

July 1, 2019: All SUs and current districts cease to exist and are replaced by PreK-12 Systems