

## PreK-12 Education Systems (3/12/14)

1. 2014 General Assembly declares that on [July 1, 2019]:
  - a. SUs will cease to exist
  - b. All districts (except interstate) are realigned into expanded PreK–12 Districts
  
2. 2014 General Assembly identifies “Essential Components” of Districts:
  - a. recognize historic relationships among communities, existing connections between districts, and potential obstacles of geography, etc.
  - b. provide for educational opportunities of resident PreK-12 students
  - c. operate or have agreement with at least one CTE center
  - d. 1,250 ADM or result from realignment of 4 districts (waiver – see #6 below)
  - e. one elected board
  - f. one district-wide budget
  - g. district wide employment / collective bargaining
  - h. be designed to meet criteria related to fiscal efficiency, accountability, etc. (Agency develops criteria / indicators to measure performance under viii)
  - i. school-based community councils designed to build partnerships among families, staff, and community; each district develops details of membership, selection process, duties (*e.g.*, liaison to local board member)
  
3. 2014 General Assembly directs a Legal/Fiscal Work Group [*membership TBD*] to inform decision-making by analyzing and developing lawful options [by January 2015] intended to address: *Brigham* issues; school choice (how to realign but respect districts’ current decisions to tuition or operate); tax rate implications, incl. CLA and grand lists; voting / representation issues; uniform data & financial accounting / reporting; etc.
  
4. 2014 General Assembly authorizes voluntary realignment of districts
  - a. Districts create plan (articles of agreement) that meets Essential Components **AND**:
    - i. operate PreK-12 for all resident students **OR**
    - ii. provide education through one of 4 historic “academies” and operate school(s) for all resident students in other grades **OR**
    - iii. receive a waiver to vary from (a) or (b) (see #6 below)
  - b. Follow union school district formation process (also RED process) **PLUS**:
    - i. preliminary application – all districts considering voluntary realignment submit; SBE reviews on own merits and in conjunction with others
    - ii. final application – only if submitted preliminary
    - iii. SBE will not approve a plan that leaves a current district stranded in a way that would make it difficult to move ahead with a statewide plan
  - c. Electorate must approve articles of agreement Annual Meeting [2017]
  - d. During first four years of operation, tax rates don’t increase / decrease by more than 5% in one year

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5. 2014 General Assembly creates a Design Team (“DT”) [exists July 2014 – ??]:
  - a. 9 members, geographically representative, broad range of knowledge /experience in VT education system and VT communities; represent diverse views; .....
  - b. Selected 3 each by Speaker, CoC and Governor – *but* they work collectively to identify potential members to ensure diversity of knowledge, experience, and opinions
  - c. Duties:
    - i. conduct activities to engage the public in order to inform the design process, including targeted outreach to school boards and officials
    - ii. monitor progress of voluntary realignment
    - iii. develop Statewide Plan for districts that didn’t voluntarily realign to be assigned to districts effective [2019] statewide
    - iv. Submit the Plan to the SBE for approval through the formal rulemaking process, including public comment – submit by [August 2017]; adopted by [April 1, 2018]
  - d. Statewide Plan
    - i. guided by Essential Components
    - ii. includes articles of agreement governing actions of new districts (other than those that voluntarily realigned)
    - iii. establish transition procedures
  - e. Administrative and technical support from AOE
  - f. Per Diem / Expenses / costs of public engagement process / etc/ \_\_\_\_\_
6. Waivers: SBE develops criteria and process to grant waivers to districts under #2d and #4a