

Sec. 1. FINDINGS; INTENT; PLAN

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(b) Intent; plan.

(1) To ensure each student is provided substantially equal educational opportunities that will prepare them to thrive in a 21st-century world, it is the intent of the General Assembly to work strategically, intentionally, and thoughtfully to ensure that each incremental change made to Vermont's public education system provides strength and support to its only constitutionally required governmental service.

(2) It is further the intent of the General Assembly to:

(A) in the 2026 session:

(i) enact new, larger school district boundaries;

(ii) enact updates to career and technical education governance systems, both at the local and statewide levels, that are reflective of the larger public education governance transformation to new, larger school districts and that provide a coordinated and coherent statewide strategy for career and technical education that is responsive to the state's workforce needs and provides the opportunity for more integration between career and technical education and traditional high school coursework for students who wish to pursue personalized learning plans that incorporate both types of education;

(iii) enact student-centered updates to career and technical education funding within a foundation formula that does not create competition between general education schools and career and technical education programs for available funds; and

(iv) begin the process to create voting wards within each school district to ensure school board membership is apportioned in such a manner as to achieve

substantially equal weighting of the votes of all voters in the election of school board members;

(B) provide or enable the provision of the necessary staffing, resources, and support to the Agency of Education, the Secretary of State's Office, town clerks, and other integral parties to the election system to hold the first school board member elections within the newly created school districts in November 2028; and

(C) provide or enable the provision of the necessary staffing, resources, and support to the Agency of Education, State Board of Education, and other integral parties to ensure that the necessary guidance and funding is in place to allow for a smooth and successful transition between the operation of Vermont's current 119 school districts to the new, larger school districts, with new school districts assuming responsibility for the education of all resident students on July 1, 2029.

Sec. 2. 2024 Acts and Resolves No. 183, Sec. 1 is amended to read:

Sec. 1. THE COMMISSION ON THE FUTURE OF PUBLIC  
EDUCATION; REPORTS

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(j) School district boundary subcommittee. There is created a subcommittee of the Commission to be composed of the five nonvoting members of the Commission that shall determine the most efficient number of school districts and proposed boundary lines, based on educational research; Vermont's geographic and cultural landscape; historic attendance patterns; the provision of career and technical education; and a comprehensive analysis of school locations, conditions, and capacity.

(1) Duties of the district boundaries subcommittee.

1           (A) The subcommittee shall recommend not more than three school district  
2   boundary proposals to the General Assembly and may consult with the Vermont  
3   Association of Career and Technical Directors regarding how to incorporate career and  
4   technical education into the proposals. The proposed school district boundaries shall:

5           (i) increase equitable access to educational opportunity;

6           (ii) maximize opportunities for modern, regional middle and high schools,  
7   with the least disruption to students;

8           (iii) provide access to education for their resident students in grades  
9   kindergarten through 12;

10          (iv) provide access to career and technical education (CTE) for all eligible  
11   students;

12          (v) to the extent practical, not separate towns within school districts as those  
13   boundaries exist on July 1, 2025;

14          (vi) to the extent practical, consider the availability of regional services for  
15   students, such as designated agencies, and how those services would integrate into the  
16   new proposed school district boundaries;

17          (vii) to the extent practical, result in school districts with a minimum average  
18   daily membership of approximately 4,000 students; and

19          (viii) to the extent practical, consider historic attendance patterns in  
20   geographic areas that do not operate public schools at all grade levels from kindergarten  
21   through grade 12.

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