

1 Sec. 1. FINDINGS; INTENT; PLAN

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3 (b) Intent; plan.

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

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

10 (A) in the 2026 session:

11 (i) enact new, larger school district boundaries;

12 (ii) enact updates to career and technical education governance systems, both
13 at the local and statewide levels, that are reflective of the larger public education
14 governance transformation to new, larger school districts;

15 (iii) create a coordinated and coherent statewide strategy for career and
16 technical education that is responsive to students and the state's workforce needs and that
17 provides opportunities for more integration between career and technical education and
18 traditional high school work;

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

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

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

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

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

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

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

16 * * *

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

23 (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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