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* * * Legislative Intent * * *	
Sec. 1. LEGISLATIVE INTENT *[Effective on 7.1.26]*	Sec. 1. FINDINGS; LEGISLATIVE INTENT *[Effective on 7.1.26]* (a) Findings. The General Assembly finds that: (1) Implementation of school district consolidation under 2015 Acts and Resolves No. 46 (Act 46) resulted in the creation of larger supervisory unions, supervisory districts and unified union school districts, which have achieved measurable administrative efficiencies, including reductions in per-pupil central office costs and the elimination of duplicative governance structures, while maintaining or improving student opportunities in many regions. (2) Regional high schools serving broader geographic areas provide expanded and more equitable access to academic programming, career and technical education, co-curricular opportunities, and specialized staff, which are often not sustainable at smaller scales. (3) Research demonstrates that closing small elementary schools often yields limited or inconsistent cost savings once transportation, capital adjustments, and community impacts are considered, and may negatively affect student outcomes and family engagement, particularly in rural areas. (4) Nationally, the average public school district enrolls approximately 5,000 students, while the median district size is substantially smaller, commonly cited near 1,500 students, reflecting a wide distribution of district scale across the United States. (5) In rural states, school district design must account not only for enrollment but also for geographic size, as districts are often measured in square miles. Larger geographic areas can present barriers to equitable access to educational opportunity, requiring careful balancing

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	of efficiency, transportation time, community connection, and student access to high-quality programming. (6) Approximately 40 percent of Vermont high school graduates enroll in a two- or four-year degree program. This outcome does not reflect a lack of academic engagement but rather underscores the importance of ensuring that all students graduate with a clear and supported pathway, including high-quality career and technical education, workforce entry, or further education aligned with individual goals and regional economic needs. (b) Legislative Intent. (1) To ensure each student is provided substantially equal opportunities for an excellent education that will prepare the student 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.
(a) To ensure each student is provided substantially equal educational opportunities that will prepare the student 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. (b) The General Assembly recognizes that Vermont's schools anchor local economies and community identity, connecting young people to their homes while supporting workforce development and long-term stability, and that different regions of Vermont have different needs, challenges, and opportunities. Further, it is the intent of the General Assembly to ensure that local voice and community input retain an important role in Vermont's evolving education landscape.	(2) The General Assembly recognizes that Vermont's schools anchor local economies and community identity, connecting young people to their homes while supporting workforce development and long-term stability, and that different regions of Vermont have different needs, challenges, and opportunities. Further, it is the intent of the General Assembly to ensure that local voice and community input retain an important role in Vermont's evolving education landscape. (3) It is the intent of the General Assembly to create a statewide education system that encourages and supports local elementary schools, central middle schools, and comprehensive, regional high schools that provide each student with universal access to career technical education.

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* * * Cooperative Educational Service Areas * * *	
Sec. 2. 16 V.S.A. chapter 10 is amended to read: [7.1.26] CHAPTER 10. ~~BOARDS OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS	Sec. 2. 16 V.S.A. chapter 10 is amended to read: [7.1.26] CHAPTER 10. ~~BOARDS OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS
§ 601. POLICY It is the policy of the State to ~~allow and encourage supervisory unions to~~ create ~~boards of~~ cooperative ~~education services~~ educational service areas to provide shared programs and services on a regional and statewide level. ~~Formation of a board of cooperative education services shall be designed to build upon the geographically focused cooperative regions used by Vermont superintendents as of July 1, 2024;~~ It is the intent of the General Assembly that cooperative educational service areas are utilized by member supervisory unions to maximize the impact of available dollars through collaborative funding; reduce duplication of programs, personnel, and services; and contribute to ~~equalizing~~ the equalization of educational opportunities for all pupils.	§ 601. POLICY It is the policy of the State to ~~allow and encourage supervisory unions to~~ create ~~boards of~~ cooperative ~~education services~~ educational service areas to provide shared programs and services on a regional and statewide level. ~~Formation of a board of cooperative education services shall be designed to build upon the geographically focused cooperative regions used by Vermont superintendents as of July 1, 2024;~~ It is the intent of the General Assembly that cooperative educational service areas are utilized by member supervisory unions to maximize the impact of available dollars through collaborative funding; reduce duplication of programs, personnel, and services; ensure every middle and high school student has a genuine opportunity to participate fully in and to benefit from career technical education; and contribute to ~~equalizing~~ the equalization of educational opportunities for all pupils.
§ 602. DEFINITIONS *no difference*	§ 602. DEFINITIONS *no difference*
§ 603. CREATION OF ~~BOARD OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS; ORGANIZATION; SECRETARY APPROVAL (a) Establishment of ~~boards of~~ cooperative ~~education services~~ educational service areas. ~~When the boards of two or more supervisory unions vote to explore the advisability of entering into a written agreement to provide shared programs and services, the interested~~	§ 603. CREATION OF ~~BOARD OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS; ORGANIZATION; SECRETARY APPROVAL (a) Establishment of ~~boards of~~ cooperative ~~education services~~ educational service areas. ~~When the boards of two or more supervisory unions vote to explore the advisability of entering into a written agreement to provide shared programs and services, the interested~~

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~~boards shall meet and discuss the terms of any such agreement. At this meeting or a subsequent meeting, the participating boards may enter into a proposed agreement to form an association of supervisory unions to deliver shared programs and services to complement the educational programs of member supervisory unions in a cost-effective manner. An association formed pursuant to this chapter shall be known as a board of cooperative education services (BOCES) and shall be a body politic and corporate with the powers and duties afforded them under this chapter.~~ Supervisory unions are arranged into the following cooperative educational service areas:	~~boards shall meet and discuss the terms of any such agreement. At this meeting or a subsequent meeting, the participating boards may enter into a proposed agreement to form an association of supervisory unions to deliver shared programs and services to complement the educational programs of member supervisory unions in a cost-effective manner. An association formed pursuant to this chapter shall be known as a board of cooperative education services (BOCES) and shall be a body politic and corporate with the powers and duties afforded them under this chapter.~~ Supervisory unions are arranged into the following cooperative educational service areas:
(1) The Champlain Valley North CESA is formed of the member supervisory unions of:	(1) The Champlain Valley North CESA is formed of the member supervisory unions of:
(A) Franklin Northeast Supervisory Union, which is composed of the member school districts of the Enosburgh-Richford Unified Union School District and the Northern Mountain Valley Unified Union School District;	(A) Franklin Northeast Supervisory Union, which is composed of the member school districts of the Enosburgh-Richford Unified Union School District and the Northern Mountain Valley Unified Union School District;
(B) Franklin West Supervisory Union, which is composed of the member school districts of the Fairfax School District, the Fletcher School District, and the Georgia School District;	(B) Franklin West Supervisory Union, which is composed of the member school districts of the Fairfax School District, the Fletcher School District, and the Georgia School District;
(C) Maple Run Unified Union Supervisory District;	(C) Grand Isle Supervisory Union, which is composed of the member school districts of the Alburgh School District, the Champlain Islands Unified Union School District, and the South Hero School District;
(D) Milton Supervisory District; and	(D) Maple Run Unified Union Supervisory District; and
(E) Missisquoi Valley Supervisory District.	(E) Missisquoi Valley Supervisory District.
(2) The Chittenden Central CESA is formed of the member supervisory unions of:	(2) The Chittenden Central CESA is formed of the member supervisory unions of:
(A) Burlington Supervisory District;	(A) Burlington Supervisory District;
(B) Colchester Supervisory District;	(B) Colchester Supervisory District;
(C) Essex Westford Educational Community Unified Union Supervisory District;	(C) Essex Westford Educational Community Unified Union Supervisory District;

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(D) Grand Isle Supervisory Union, which is composed of the member school districts of the Alburgh School District, the Champlain Islands Unified Union School District, and the South Hero School District;	(D) Milton Supervisory District;
(E) South Burlington Supervisory District; and	(E) South Burlington Supervisory District; and
(F) Winooski Supervisory District.	(F) Winooski Supervisory District.
(3) The Champlain Valley South CESA is formed of the member supervisory unions of:	(3) The Champlain Valley South CESA is formed of the member supervisory unions of:
(A) Addison Central Supervisory District;	(A) Addison Central Supervisory District;
(B) Addison Northwest Supervisory District;	(B) Addison Northwest Supervisory District;
(C) Champlain Valley Supervisory District;	(C) Champlain Valley Supervisory District;
(D) Lincoln Supervisory District;	(D) Lincoln Supervisory District;
(E) Mount Abraham Unified Supervisory District; and	(E) Mount Abraham Unified Supervisory District; and
(F) Mount Mansfield Unified Union Supervisory District.	(F) Mount Mansfield Unified Union Supervisory District.
(4) The Southwest CESA is formed of the member supervisory unions of:	(4) The Southwest CESA is formed of the member supervisory unions of:
(A) Bennington Rutland Supervisory Union, which is composed of the member school districts of the Mettawee School District, the Taconic and Green Regional School District, and the Winhall School District;	(A) Bennington Rutland Supervisory Union, which is composed of the member school districts of the Mettawee School District, the Taconic and Green Regional School District, and the Winhall School District;
(B) Greater Rutland County Supervisory Union, which is composed of the member school districts of the Ira School District, the Quarry Valley Unified Union School District, the Rutland Town School District, and the Wells Spring Unified Union School District;	(B) Greater Rutland County Supervisory Union, which is composed of the member school districts of the Ira School District, the Quarry Valley Unified Union School District, the Rutland Town School District, and the Wells Spring Unified Union School District;
(C) Mill River Unified Union Supervisory District;	(C) Mill River Unified Union Supervisory District;
(D) Rutland City Supervisory District;	(D) Rutland City Supervisory District;
(E) Rutland Northeast Supervisory Union, which is composed of the member school districts of the Barstow Unified Union School District and the Otter Valley Unified Union School District;	(E) Rutland Northeast Supervisory Union, which is composed of the member school districts of the Barstow Unified Union School District and the Otter Valley Unified Union School District;
(F) Slate Valley Unified Union Supervisory District; and	(F) Slate Valley Unified Union Supervisory District; and

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(G) Southwest Vermont Supervisory Union, which is composed of the member school districts of the Arlington School District, the Mount Anthony Union High School District #14, the North Bennington Graded School District, the Sandgate School District, and the Southwest Vermont Union Elementary School District.	(G) Southwest Vermont Supervisory Union, which is composed of the member school districts of the Arlington School District, the Mount Anthony Union High School District #14, the North Bennington Graded School District, the Sandgate School District, and the Southwest Vermont Union Elementary School District.
(5) The Vermont Learning Collaborative is formed of the member supervisory unions of:	(5) The Vermont Learning Collaborative is formed of the member supervisory unions of:
(A) Mountain View Supervisory Union, which is composed of the member school districts of the Pittsfield School District and the Mountain View School District;	(A) Mountain View Supervisory Union, which is composed of the member school districts of the Pittsfield School District and the Mountain View School District;
(B) Springfield Supervisory District;	(B) Springfield Supervisory District;
(C) Two Rivers Supervisory Union, which is composed of the member school districts of the Green Mountain Unified School District;	(C) Two Rivers Supervisory Union, which is composed of the member school districts of the Green Mountain Unified School District and the Ludlow-Mount Holly Unified Union School District;
(D) Windham Central Supervisory Union, which is composed of the member school districts of the Marlboro School District, the River Valleys Unified School District, the Stratton School District, the West River Modified Union Education District, and the Windham School District;	(D) Windham Central Supervisory Union, which is composed of the member school districts of the Marlboro School District, the River Valleys Unified School District, the Stratton School District, the West River Modified Union Education District, and the Windham School District;
(E) Windham Northeast Supervisory Union, which is composed of the member school districts of the Bellows Falls Union High School District, the Rockingham School District, the Athens Grafton School District, and the Westminster School District;	(E) Windham Northeast Supervisory Union, which is composed of the member school districts of the Bellows Falls Union High School District, the Rockingham School District, the Athens Grafton School District, and the Westminster School District;
(F) Windham Southeast Supervisory Union, which is composed of the member school districts of the Vernon Town School District and the Windham Southeast School District;	(F) Windham Southeast Supervisory Union, which is composed of the member school districts of the Vernon Town School District and the Windham Southeast School District;
(G) Windham Southwest Supervisory Union, which is composed of the member school districts of the Halifax School District, the Readsboro School District, the Searsburg School District, the Somerset School District, the Stamford School District, and the Twin Valley Unified School District; and	(G) Windham Southwest Supervisory Union, which is composed of the member school districts of the Halifax School District, the Readsboro School District, the Searsburg School District, the Somerset School District, the Stamford School District, and the Twin Valley Unified School District; and

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(H) Windsor Southeast Supervisory Union, which is composed of the member school districts of the Hartland School District, the Mount Ascutney School District, and the Weathersfield School District.	(H) Windsor Southeast Supervisory Union, which is composed of the member school districts of the Hartland School District, the Mount Ascutney School District, and the Weathersfield School District.
(6) The Northeast CESA is formed of the member supervisory unions of:	(6) The Northeast CESA is formed of the member supervisory unions of:
(A) Caledonia Central Supervisory Union, which is composed of the member school districts of the Cabot School District, the Caledonia Cooperative School District, the Danville School District, the Peacham School District, and the Twinfield Union School District;	(A) Caledonia Central Supervisory Union, which is composed of the member school districts of the Cabot School District, the Caledonia Cooperative School District, the Danville School District, the Peacham School District, and the Twinfield Union School District;
(B) Essex North Supervisory Union, which is composed of the member school districts of the Canaan School District, the Essex North Supervisory Union, and the NEK Choice School District;	(B) Essex North Supervisory Union, which is composed of the member school districts of the Canaan School District, the Essex North Supervisory Union, and the NEK Choice School District;
(C) Hartford Supervisory District;	(C) Hartford Supervisory District;
(D) Kingdom East Supervisory District;	(D) Kingdom East Supervisory District;
(E) North Country Supervisory Union, which is composed of the member school districts of the Brighton School District, the Charleston School District, the Coventry School District, the Derby School District, the Holland School District, the Jay School District, the Lowell School District, the Morgan School District, the Newport City School District, the Newport Town School District, the North Country Union High School District, the North Country Union Junior High School Board, the Troy School District, and the Westfield School District;	(E) North Country Supervisory Union, which is composed of the member school districts of the Brighton School District, the Charleston School District, the Coventry School District, the Derby School District, the Holland School District, the Jay School District, the Lowell School District, the Morgan School District, the Newport City School District, the Newport Town School District, the North Country Union High School District, the North Country Union Junior High School Board, the Troy School District, and the Westfield School District;
(F) Orange East Supervisory Union, which is composed of the member school districts of the Blue Mountain Union School District, the Oxbow Unified Union School District, the Thetford Town School District, and the Waits River Valley Union School District #36;	(F) Orange East Supervisory Union, which is composed of the member school districts of the Blue Mountain Union School District, the Oxbow Unified Union School District, the Thetford Town School District, and the Waits River Valley Union School District #36;
(G) Orleans Central Supervisory Union, which is formed of the member school districts of the Lake Region Union Elementary-Middle School District and the Lake Region Union High School District;	(G) Orleans Central Supervisory Union, which is formed of the member school districts of the Lake Region Union Elementary-Middle School District and the Lake Region Union High School District;

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(H) Rivendell Interstate Supervisory District; (I) SAU 70; and (J) St. Johnsbury Supervisory District. (7) The Winooski Valley CESA is formed of the member supervisory unions of: (A) Barre Unified Union Supervisory District; (B) Central Vermont Supervisory Union, which is composed of the member school districts of the Echo Valley Community School District and the Paine Mountain School District; (C) Harwood Unified Union Supervisory District; (D) Lamoille North Supervisory Union, which is composed of the member school districts of the Cambridge School District and the Lamoille North Modified Unified Union School District; (E) Lamoille South Supervisory Union, which is composed of the Member School Districts of the Elmore-Morristown Unified Union School District and the Stowe School District; (F) Montpelier Roxbury Supervisory District; (G) Orange Southwest Unified Union Supervisory District; (H) Orleans Southwest Supervisory Union, which is composed of the member school districts of the Craftsbury School District, the Hazen Union School District, the Mountain View Union Elementary School District, the Stannard Town School District, and the Wolcott School District; (I) Washington Central Unified Union Supervisory District; and (J) White River Valley Supervisory Union, which is composed of the member school districts of the First Branch Unified School District, the Granville-Hancock Unified District, the Rochester-Stockbridge Unified District, the Sharon School District, the Strafford School District, and the White River Unified District.	(H) Rivendell Interstate Supervisory District; (I) SAU 70; and (J) St. Johnsbury Supervisory District. (7) The Winooski Valley CESA is formed of the member supervisory unions of: (A) Barre Unified Union Supervisory District; (B) Central Vermont Supervisory Union, which is composed of the member school districts of the Echo Valley Community School District and the Paine Mountain School District; (C) Harwood Unified Union Supervisory District; (D) Lamoille North Supervisory Union, which is composed of the member school districts of the Cambridge School District and the Lamoille North Modified Unified Union School District; (E) Lamoille South Supervisory Union, which is composed of the Member School Districts of the Elmore-Morristown Unified Union School District and the Stowe School District; (F) Montpelier Roxbury Supervisory District; (G) Orange Southwest Unified Union Supervisory District; (H) Orleans Southwest Supervisory Union, which is composed of the member school districts of the Craftsbury School District, the Hazen Union School District, the Mountain View Union Elementary School District, the Stannard Town School District, and the Wolcott School District; (I) Washington Central Unified Union Supervisory District; and (J) White River Valley Supervisory Union, which is composed of the member school districts of the First Branch Unified School District, the Granville-Hancock Unified District, the Rochester-Stockbridge Unified District, the Sharon School District, the Strafford School District, and the White River Unified District.

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(b) ~~Articles of agreement~~ Bylaws. ~~Agreements to form a BOCES pursuant to this chapter shall take the form of articles of agreement and shall serve as the operating agreement for a BOCES. Agreements shall include a cost-benefit analysis outlining the projected financial savings or enhanced outcomes, or both, that the parties expect to realize through shared services or programs. No agreement or subsequent amendments shall take effect unless approved by the member supervisory union boards and the Secretary of Education. The Secretary shall approve articles of agreement if the Secretary finds that the formation of the proposed BOCES is in the best interests of the State, the students, and the member supervisory unions and aligns with the policy set forth in section 601 of this title, subject to the limitations of subsection (d) of this section.~~ Each CESA shall establish bylaws to serve as the operating agreement of the CESA. At a minimum, the ~~articles of agreement~~ bylaws shall state:	(b) ~~Articles of agreement~~ Bylaws. ~~Agreements to form a BOCES pursuant to this chapter shall take the form of articles of agreement and shall serve as the operating agreement for a BOCES. Agreements shall include a cost-benefit analysis outlining the projected financial savings or enhanced outcomes, or both, that the parties expect to realize through shared services or programs. No agreement or subsequent amendments shall take effect unless approved by the member supervisory union boards and the Secretary of Education. The Secretary shall approve articles of agreement if the Secretary finds that the formation of the proposed BOCES is in the best interests of the State, the students, and the member supervisory unions and aligns with the policy set forth in section 601 of this title, subject to the limitations of subsection (d) of this section.~~ Each CESA shall establish bylaws to serve as the operating agreement of the CESA. At a minimum, the ~~articles of agreement~~ bylaws shall state:
(1) the names of the participating supervisory unions;	(1) the names of the participating supervisory unions;
(2) the mission, purpose, and focus of the ~~BOCES~~ CESA;	(2) the mission, purpose, and focus of the ~~BOCES~~ CESA;
(3) the programs or services to be offered by the ~~BOCES~~ CESA;	(3) the programs or services to be offered by the ~~BOCES~~ CESA;
(4) the financial terms and conditions of membership of the ~~BOCES~~ CESA, including any applicable membership fee;	(4) the financial terms and conditions of membership of the ~~BOCES~~ CESA, including any applicable membership fee, which shall be allocated according to the amount of services actually provided to each member supervisory union;
(5) the service fees for member supervisory unions and the service fees for nonmember supervisory unions, as applicable;	(5) the service fees for member supervisory unions and the service fees for nonmember supervisory unions, as applicable;
(6) the detailed procedure for the preparation and adoption of an annual budget with carryforward provisions;	(6) the detailed procedure for the preparation and adoption of an annual budget with carryforward provisions;
(7) ~~the method of termination of the BOCES and the withdrawal of member supervisory unions, which shall include the apportionment of assets and liabilities;~~ [Repealed.]	(7) ~~the method of termination of the BOCES and the withdrawal of member supervisory unions, which shall include the apportionment of assets and liabilities;~~ [Repealed.]
(8) the procedure for ~~admitting new members and for~~ amending the ~~articles of agreement~~ bylaws;	(8) the procedure for ~~admitting new members and for~~ amending the ~~articles of agreement~~ bylaws;

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(9) the powers and duties of the board of directors of the ~~BOCES~~ CESA to operate and manage the association, including: (A) board meeting attendance requirements; (B) consequences for failure to attend a board meeting; (C) a conflict-of-interest policy; and (D) a policy regarding board member salaries or stipends; and (10) any other matter not incompatible with law that the member supervisory unions consider necessary ~~to the formation of the BOCES~~. * * *	(9) the powers and duties of the board of directors of the ~~BOCES~~ CESA to operate and manage the association, including: (A) board meeting attendance requirements; (B) consequences for failure to attend a board meeting; (C) a conflict-of-interest policy; and (D) a policy regarding board member salaries or stipends; and (10) any other matter not incompatible with law that the member supervisory unions consider necessary ~~to the formation of the BOCES~~. * * *
§ 604. POWERS OF ~~BOARDS OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS (a) In addition to any other powers granted by law, a ~~BOCES~~ CESA shall have the power to provide educational programs, services, facilities, and professional and other staff that, in its discretion, best serve the needs of its members, including professional development, curriculum coordination and development, and transportation. A ~~BOCES~~ CESA shall follow all applicable State and federal laws in its provision of services, including Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400–1482. At a minimum, a CESA shall offer services in the following areas to its members: (1) special education, including implementation and maintenance of tiered systems of support and the provision of low-incidence, high-cost services; (2) business and administrative services; and (3) union school district creation consultation and facilitation. * * *	§ 604. POWERS OF ~~BOARDS OF~~ COOPERATIVE ~~EDUCATION SERVICES~~ EDUCATIONAL SERVICE AREAS (a) In addition to any other powers granted by law, a ~~BOCES~~ CESA shall have the power to provide educational programs, services, facilities, and professional and other staff that, in its discretion, best serve the needs of its members, including professional development, curriculum coordination and development, and transportation. A ~~BOCES~~ CESA shall follow all applicable State and federal laws in its provision of services, including Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400–1482. At a minimum, a CESA shall offer services in the following areas to its members, when requested: (1) special education, including implementation and maintenance of tiered systems of support and the provision of low-incidence, high-cost services; (2) business and administrative services; and (3) union school district creation consultation and facilitation. * * *
§ 605. FINANCING, BUDGETING, AND ACCOUNTING *no difference*	§ 605. FINANCING, BUDGETING, AND ACCOUNTING *no difference*

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§ 606. ANNUAL REPORT; PUBLIC INFORMATION *no difference*	§ 606. ANNUAL REPORT; PUBLIC INFORMATION *no difference*
§ 607. EMPLOYMENT *no difference*	§ 607. EMPLOYMENT *no difference*
No similar provision	§ 608. CESA MEMBERSHIP ADJUSTMENT PROPOSALS (a) The board of a member supervisory union may propose to the General Assembly to adjust the membership of the CESA it belongs to in accordance with the following procedure: (1) The board of a supervisory union may vote to propose withdrawal from its current CESA in order to become a member of a different CESA. (2) If a majority of the supervisory union board members vote in favor of withdrawing from one CESA in order to join a different CESA, the supervisory union board shall transmit the results of the membership adjustment proposal vote to the boards of both applicable CESAs. (3) The board of a supervisory union's current CESA and the board of the CESA the supervisory union has voted to join shall hold separate advisory votes to approve the membership adjustment proposal within 45 days after the results of the supervisory union board vote held pursuant to subdivision (2) of this subsection. (4) The supervisory union board requesting the membership adjustment shall submit the results of the advisory CESA board votes to the Secretary of Education with the following information: (A) the minutes recorded by the supervisory union board that detail the origins and intent of the CESA membership adjustment proposal; (B) copies of the warnings and published notices for any public hearings held to discuss the membership adjustment proposal;

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	(C) the minutes recorded by the supervisory union board that detail any public hearings held to discuss the membership adjustment proposal, including minutes from the meeting at which the board voted in favor of the CESA membership adjustment proposal; and (D) the results of the advisory CESA board votes made pursuant to subdivision (3) of this subsection (a). (b) The Secretary of Education shall deliver copies of the information required pursuant to subsection (a) of this section to the Clerk of the House, the Secretary of the Senate, and the chairs of the committees concerned with CESA membership of both houses of the General Assembly. (c) The membership adjustment proposal shall become effective upon affirmative enactment of the proposal, either as proposed or as amended by the General Assembly.
No similar provision	Sec. 2a. 16 V.S.A. § 604(a) is amended to read: [7.1.27] (a) In addition to any other powers granted by law, a CESA shall have the power to provide educational programs, services, facilities, and professional and other staff that, in its discretion, best serve the needs of its members~~, including professional development, curriculum coordination and development, and transportation~~. A CESA shall follow all applicable State and federal laws in its provision of services, including Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, and the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400–1482. At a minimum, a CESA shall offer services in the following areas to its members, when requested: (1) special education, including implementation and maintenance of tiered systems of support and the provision of low-incidence, high-cost services; (2) business and administrative services; ~~and~~ (3) union school district creation consultation and facilitation;

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	(4) professional development; (5) curriculum coordination and development; (6) transportation; and (7) facilities master planning.
Sec. 3. REPEAL [7.1.26] *no difference*	Sec. 3. REPEAL[7.1.26] *no difference*
Sec. 4. 2024 Acts and Resolves No. 168, Sec. 4, as amended by 2025 Acts and Resolves No. 72, Sec. 7, is further amended to read: [7.1.26] *no difference*	Sec. 4. 2024 Acts and Resolves No. 168, Sec. 4, as amended by 2025 Acts and Resolves No. 72, Sec. 7, is further amended to read: [7.1.26] *no difference*
Sec. 5. 16 V.S.A. § 261a is amended to read: [7.1.26] *no difference*	Sec. 5. 16 V.S.A. § 261a is amended to read: [7.1.26] *no difference*
Sec. 6. 16 V.S.A. § 1691a is amended to read: [7.1.26] *no difference*	Sec. 6. 16 V.S.A. § 1691a is amended to read: [7.1.26] *no difference*
Sec. 7. 16 V.S.A. § 1931(20) is amended to read: [7.1.26] *no difference*	Sec. 7. 16 V.S.A. § 1931(20) is amended to read: [7.1.26] *no difference*
Sec. 8. 24 V.S.A. § 5051(10) is amended to read: [7.1.26] *no difference*	Sec. 8. 24 V.S.A. § 5051(10) is amended to read: [7.1.26] *no difference*
Sec. 9. 16 V.S.A. § 1981 is amended to read: [7.1.26] *no difference*	Sec. 9. 16 V.S.A. § 1981 is amended to read: [7.1.26] *no difference*

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Sec. 10. 21 V.S.A. § 1722 is amended to read: [7.1.26] *no difference*	Sec. 10. 21 V.S.A. § 1722 is amended to read: [7.1.26] *no difference*
Sec. 11. 16 V.S.A. § 2101 is amended to read: [7.1.26] *no difference*	Sec. 11. 16 V.S.A. § 2101 is amended to read: [7.1.26] *no difference*
Sec. 12. CESA TRANSITION [7.1.26] *no difference*	Sec. 12. CESA TRANSITION [7.1.26] *no difference*
* * * Union School District Exploration and Formation * * *	
Sec. 13. UNION SCHOOL DISTRICT CREATION CONSULTATION AND FACILITATION [7.1.26] (a) Facilitator. On or before October 1, 2026, the Vermont Learning Collaborative (VTLC), a CESA formed pursuant to 16 V.S.A. chapter 10, shall employ or contract for the services of seven union school district formation facilitators (facilitators) who shall be responsible for organizing and facilitating study committees to study the advisability of forming a unified union school district. The VTLC shall also hire one lead facilitator who, in addition to facilitating study committees as necessary, shall oversee the work of the seven facilitators. A facilitator shall have knowledge of and experience working in Vermont's public education system. The VTLC shall assign one facilitator to each CESA membership region created pursuant to 16 V.S.A. § 603(a)(1)–(7). (b) Study committees. (1) On or before December 1, 2026: (A) Each facilitator shall group school districts within the facilitator's assigned CESA region's member supervisory unions	Sec. 13. UNION SCHOOL DISTRICT CREATION CONSULTATION AND FACILITATION [7.1.26] (a) Facilitator. On or before October 1, 2026, the Vermont Learning Collaborative (VTLC), a CESA formed pursuant to 16 V.S.A. chapter 10, shall employ or contract for the services of seven union school district formation facilitators (facilitators) who shall be responsible for organizing and facilitating study committees to study the advisability of forming a unified union school district. The VTLC shall also hire one lead facilitator who, in addition to facilitating study committees as necessary, shall oversee the work of the seven facilitators. A facilitator shall have knowledge of and experience working in Vermont's public education system. The VTLC shall assign one facilitator to each CESA membership region created pursuant to 16 V.S.A. § 603(a)(1)–(7). (b) Study committees. (1) On or before December 1, 2026: (A) Each facilitator shall group school districts within the facilitator's assigned CESA region's member supervisory unions

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together to form study committees to study the advisability of forming a unified union school district. The facilitator shall consult with school district boards prior to finalizing study committee membership. Using the suggested school district groupings contained in Sec. 14 as guidance, and taking into consideration grand list values, accounting for the homestead exemption and current education spending, the facilitator shall group school districts together according to the following criteria: (i) total average daily membership of school districts forming a study committee shall be a minimum of 2,000 students, as practical; (ii) school districts shall be contiguous; and (iii) school districts on the same study committee may be members of different supervisory unions. (B) Each study committee shall hold its first meeting. (2) Notwithstanding any provision of law to the contrary, a school district shall participate in the study committee it is assigned to by the facilitator. (3) A study committee formed pursuant to this section shall adhere to the processes and requirements of 16 V.S.A. chapter 11, subchapter 2. (A) A study committee formed pursuant to this section may identify necessary or advisable school districts, as those terms are used in 16 V.S.A. § 708(b)(1) and (2), that are not members of the study committee or are not members of the CESA, or both, and shall work with the applicable facilitator or facilitators to adjust study committee membership as necessary. (B) Notwithstanding 16 V.S.A. § 706(b) as it applies to study committee budgets and 16 V.S.A. § 707(a) and (b), a study committee formed pursuant to this section shall be funded through appropriations made by the General Assembly for this purpose; provided, however, that if a study committee's needs exceed the appropriations provided, it	together to form study committees to study the advisability of forming a unified union school district. The facilitator shall consult with school district boards prior to finalizing study committee membership. Using the suggested school district groupings contained in Sec. 14 as guidance, and taking into consideration grand list values, accounting for the homestead exemption and current education spending, the facilitator shall group school districts together according to the following criteria: (i) total average daily membership of school districts forming a study committee shall be a minimum of 1,500 students, as practical; and (ii) school districts on the same study committee may be members of different supervisory unions. (B) Each study committee shall hold its first meeting. (2) Notwithstanding any provision of law to the contrary, a school district shall participate in good faith in the study committee it is assigned to by the facilitator. (3) A study committee formed pursuant to this section shall adhere to the processes and requirements of 16 V.S.A. chapter 11, subchapter 2. (A) If a study committee identifies a school district as necessary that is not a member of the study committee or that is not a member of the CESA, or both, the study committee shall work with the applicable facilitator or facilitators to adjust study committee membership as necessary. (B) Notwithstanding 16 V.S.A. § 706(b) as it applies to study committee budgets and 16 V.S.A. § 707(a) and (b), a study committee formed pursuant to this section shall be funded through appropriations made by the General Assembly for this purpose; provided, however, that if a study committee's needs exceed the appropriations provided, it

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may elect to increase its budget according to the processes and procedures established in 16 V.S.A. chapter 11.	may elect to increase its budget according to the processes and procedures established in 16 V.S.A. chapter 11.
(C) In addition to the requirements of 16 V.S.A. chapter 11, subchapter 2, a study committee shall also explore the advisability and feasibility of a contemplated new unified union school district operating a regional middle or high school, or both. A regional middle or high school contemplated pursuant to this section shall offer resident students increased educational opportunities and access to career technical education.	(C) In addition to the requirements of 16 V.S.A. chapter 11, subchapter 2, a study committee shall also explore the advisability and feasibility of a contemplated new unified union school district providing for the education of its resident students through local elementary schools, central middle schools, and comprehensive, regional high schools that provide each student with universal access to career technical education.
(D) If a study committee formed pursuant to this section determines that it is advisable to propose formation of a new unified union school district, in addition to the report requirements in 16 V.S.A. § 708(c), the final report of the study committee shall include an analysis of the following:	(D) A study committee formed pursuant to this section shall prepare a report with its final recommendations as to whether it is advisable or inadvisable to form a new unified union school district. In addition to the report requirements in 16 V.S.A. § 708(c), the final report of each study committee formed pursuant to this section shall include the following:
(i) the educational advantages and disadvantages likely to result from the formation of the proposed unified union school district;	(i) the names of the school districts participating in the study committee;
(ii) the financial advantages and disadvantages likely to result from the formation of the proposed unified union school district;	(ii) an analysis of the strengths and challenges of the current structures of all "necessary" and "advisable" school districts;
(iii) the likely operational and financial viability and sustainability of the proposed new unified union school district; and	(iii) the study committee's final recommendation as to whether it is advisable or inadvisable to propose the formation of a new unified union school district;
(iv) any other advantages or disadvantages of formation of the proposed unified union school district, including any advantages or disadvantages to the students and taxpayers of the region and the State.	(iv) an analysis of how the final recommendation will enable the study committee member school districts to, under the foundation formula, maximize operational efficiencies, promote transparency and accountability, and encourage and support local decisions and actions that provide equal opportunities for an excellent education, all at a cost that parents, voters, and taxpayers value; and
(E)(i) If a study committee formed pursuant to this section determines that it is inadvisable to propose formation of a new unified union school district, before the study committee members vote to	(v) if the decision of the study committee was not unanimous, an analysis of the minority view of the committee.

dissolve the study committee pursuant to 16 V.S.A. § 708(d), the study committee shall prepare a report with the following details: (I) the names of the school districts participating in the study committee and whether the participation was formal or informal; (II) an analysis of the strengths and challenges of the current structures of all "necessary" and "advisable" school districts; (III) the reasons why formation of a new unified union school district would be inadvisable, with specific references to any State law or rule the study committee found to be an impediment to the formation of a unified union school district, with a specific analysis of why such rule or law was an impediment; and (IV) if the decision of the study committee was not unanimous, an analysis of the minority view of the committee outlining the ways in which a unified union school district promotes the State policy set forth in section 701 of this chapter. (ii) The study committee shall transmit its report to the school board of each school district that participated in the study committee, the Secretary, the State Board of Education, and the facilitator or facilitators assisting the study committee. (iii) Members of a study committee that determines it is inadvisable to propose formation of a new unified union school district may form a new study committee or committees and may pursue any union school district formation option available under 16 V.S.A. chapter 11 after the study committee members vote to dissolve the study committee formed pursuant to this section.	(E) Members of a study committee that determines it is inadvisable to propose the formation of a new unified union school district may form a new study committee or committees and may pursue any union school district formation option available under 16 V.S.A. chapter 11 after the study committee members vote to dissolve the study committee formed pursuant to this section. (F) Each study committee formed pursuant to this section shall consult with area career technical education (CTE) directors and shall document such consultation and any recommendations made by a CTE director in the study committee's final report issued pursuant to subdivision (D) of this subdivision (b)(3).

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(4) On or before December 1, 2027, each study committee shall complete its final report and transmit it, along with proposed articles of agreement, as applicable, to the school board of each school district that the report identifies as either "necessary" or "advisable" if the study committee determined it was advisable to form a new unified union school district, or to the school board of each school district participating on the study committee if the study committee determined it was inadvisable to form a new unified union school district.	(4) On or before December 1, 2027, each study committee shall complete its final report and transmit it, along with proposed articles of agreement, as applicable, to the school board of each school district that the report identifies as either "necessary" or "advisable" if the study committee determined it was advisable to form a new unified union school district, or to the school board of each school district participating on the study committee if the study committee determined it was inadvisable to form a new unified union school district.
(5) On or before February 1, 2028, a school board shall complete its review and provide comments to the study committee pursuant to 16 V.S.A. § 709(a) regarding the study committee's report and proposed articles of agreement.	(5) On or before February 1, 2028, a school board shall complete its review and provide comments to the study committee pursuant to 16 V.S.A. § 709(a) regarding the study committee's report and proposed articles of agreement.
(6) Facilitators shall monitor the work of the General Assembly related to education transformation and share the most up-to-date fiscal modeling with the study committees.	(6) Facilitators shall monitor the work of the General Assembly related to education transformation and share the most up-to-date fiscal modeling with the study committees.
(c) Secretary review. If a study committee determines that it is advisable to propose formation of a new unified union school district, the study committee is required to transmit the required report and proposed articles of agreement to the Secretary pursuant to 16 V.S.A. § 709(b). If the Secretary fails to submit the report and proposed articles of agreement, with the Secretary's recommendations, to the State Board within 60 days following receipt of the report and proposed articles of agreement or on or before April 1, 2028, whichever date shall occur first, the study committee shall transmit the report and proposed articles of agreement directly to the State Board, which shall then take action pursuant to 16 V.S.A. § 709(c) regardless of whether the Secretary submits a recommendation regarding the proposed unified union school district.	(c) Secretary review. If a study committee determines that it is advisable to propose formation of a new unified union school district, the study committee is required to transmit the required report and proposed articles of agreement to the Secretary pursuant to 16 V.S.A. § 709(b). If the Secretary fails to submit the report and proposed articles of agreement, with the Secretary's recommendations, to the State Board within 60 days following receipt of the report and proposed articles of agreement or on or before April 1, 2028, whichever date shall occur first, the study committee shall transmit the report and proposed articles of agreement directly to the State Board, which shall then take action pursuant to 16 V.S.A. § 709(c) regardless of whether the Secretary submits a recommendation regarding the proposed unified union school district.
(d) State Board findings. The State Board shall issue the findings required pursuant to 16 V.S.A. § 709(c)(2) on or before June 1, 2028.	(d) State Board findings. The State Board shall issue the findings required pursuant to 16 V.S.A. § 709(c)(2) on or before June 1, 2028.

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(e) Vote to form a unified union school district. If a study committee formed pursuant to this section determines that it is advisable to propose formation of a new unified union school district, the voters of each school district that is identified as "necessary" or "advisable" shall vote whether to form the proposed union school district, in accordance with 16 V.S.A. § 710, on or before November 7, 2028. (f) Study committee status report. On or before February 1, 2027, the Agency of Education, in consultation with the facilitators, shall submit a written report to the House Committees on Education and on Ways and Means and the Senate Committees on Education and on Finance with information regarding the membership and status of each study committee formed pursuant to this section.	(e) Vote to form a unified union school district. If a study committee formed pursuant to this section determines that it is advisable to propose formation of a new unified union school district, the voters of each school district that is identified as "necessary" or "advisable" shall vote whether to form the proposed union school district, in accordance with 16 V.S.A. § 710, on or before November 7, 2028. (f) Study committee status report. On or before February 1, 2027, the Agency of Education, in consultation with the facilitators, shall submit a written report to the House Committees on Education and on Ways and Means and the Senate Committees on Education and on Finance with information regarding the membership and status of each study committee formed pursuant to this section.
Sec. 14. GUIDANCE FOR STUDY COMMITTEE GROUPINGS [7.1.26] Facilitators shall use the school district groupings contained in subdivisions (1)–(21) of this section as guidance when forming study committees pursuant to Sec. 13 of this act. Facilitators may form study committees that differ from the guidance contained in this section; provided, however, that a facilitator shall transmit the facilitator's rationale for such choices to the lead facilitator for inclusion in the report required pursuant to Sec. 15 of this act. (1) Group one: Addison Central School District, Addison Northwest School District, Lincoln School District, and Mount Abraham Unified School District. (2) Group two: Barstow Unified School District, Ira School District, Otter Valley Unified Union School District, Quarry Valley Unified Union School District, Rutland City School District, Rutland Town School District, Slate Valley Unified Union School District, and Wells Spring Unified Union School District.	Sec. 14. GUIDANCE FOR STUDY COMMITTEE GROUPINGS [7.1.26] Facilitators shall use the school district groupings contained in subdivisions (1)–(18) of this section as guidance when forming study committees pursuant to Sec. 13 of this act. Facilitators may form study committees that differ from the guidance contained in this section; provided, however, that a facilitator shall transmit the facilitator's rationale for such choices to the lead facilitator for inclusion in the report required pursuant to Sec. 15 of this act. (1) Group one: Arlington School District, Mount Anthony Union High School District #14, North Bennington Graded School District, Sandgate School District, Searsburg School District, and Southwest Vermont Union Elementary School District. (2) Group two: Halifax School District, Marlboro School District, Readsboro School District, Stamford School District, Twin Valley Unified School District, Vernon Town School District, West River Modified Union Education District, and Windham Southeast School District.

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(3) Group three: Mettawee School District, Mill River Unified Union School District, Taconic and Green Regional School District, and Winhall School District.	(3) Group three: Mettawee School District, River Valleys Unified School District, Stratton School District, Taconic and Green Regional School District, Wells Spring Unified Union School District, and Winhall School District.
(4) Group four: Arlington School District, Mount Anthony Union High School District #14, North Bennington Graded School District, Sandgate School District, and Southwest Vermont Union Elementary School District.	(4) Group four: Athens Grafton School District, Bellows Falls Union High School District, Green Mountain Unified School District, Ludlow-Mount Holly Unified Union School District, Rockingham School District, Springfield School District, Westminster School District, and Windham School District.
(5) Group five: Halifax School District, Readsboro School District, Searsburg School District, Somerset School District, Stamford School District, Twin Valley Unified School District, Vernon Town School District, and Windham Southeast School District.	(5) Group five: Hartford School District, Hartland School District, Mount Ascutney School District, Mountain Views School District, Pittsfield School District, and Weathersfield School District.
(6) Group six: Athens Grafton School District, Bellows Falls Union High School District, Marlboro School District, River Valleys Unified School District, Rockingham School District, Stratton School District, West River Modified Union Education District, Westminster School District, and Windham School District.	(6) Group six: Barstow Unified School District, Ira School District, Mill River Unified Union School District, Otter Valley Unified Union School District, Quarry Valley Unified Union School District, Rutland City School District, Rutland Town School District, and Slate Valley Unified Union School District.
(7) Group seven: Green Mountain Unified School District, Ludlow-Mount Holly Unified Union School District, and Springfield School District.	(7) Group seven: First Branch Unified School District, Granville-Hancock Unified District, Orange Southwest Unified Union School District, Rochester-Stockbridge Unified District, Sharon School District, Strafford School District, and White River Unified District.
(8) Group eight: Hartford School District, Hartland School District, Mount Ascutney School District, Mountain Views School District, Pittsfield School District, and Weathersfield School District.	(8) Group eight: Blue Mountain Union School District, Cabot School District, Danville School District, Echo Valley Community School District, Oxbow Unified Union School District, Paine Mountain School District, Peacham School District, Thetford School District, and Waits River Valley Union School District #36.
(9) Group nine: Echo Valley Community School District, First Branch Unified School District, Granville-Hancock Unified District, Orange Southwest Unified Union School District, Paine Mountain	(9) Group nine: Caledonia Cooperative School District, Kingdom East Unified Union School District, and St. Johnsbury School District.

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School District, Rochester-Stockbridge Unified District, Sharon School District, Stafford School District, and White River Unified District.	
(10) Group 10: Blue Mountain Union School District, Cabot School District, Caledonia Cooperative School District, Danville School District, Peacham School District, Oxbow Unified Union School District, Thetford Town School District, Twinfield Unified School District, and Waits River Valley Union School District #36.	(10) Group 10: Cambridge School District, Craftsbury School District, Elmore Morristown Unified Union School District, Hazen Union High School District, Lamoille North Modified Unified Union School District, Mountain View Union Elementary School District, Stannard Town School District, Stowe School District, and Wolcott School District.
(11) Group 11: Canaan School District, Essex North Supervisory Union, Kingdom East Unified Union School District, NEK Choice School District, and St. Johnsbury School District.	(11) Group 11: Brighton School District, Canaan School District, Charleston School District, Coventry School District, Derby School District, Essex North Supervisory Union, Holland School District, Jay School District, Lake Region Union Elementary-Middle School District, Lake Region Union High School District, Lowell School District, Morgan School District, NEK Choice School District, Newport City School District, Newport Town School District, North Country Union Junior High School Board, North Country Union High School District, Troy School District, and Westfield School District.
(12) Group 12: Brighton School District, Charleston School District, Coventry School District, Derby School District, Holland School District, Jay School District, Lake Region Union Elementary-Middle School District, Lake Region Union High School District, Lowell School District, Morgan School District, Newport City School District, Newport Town School District, North Country Union High School District, North Country Union Junior High School Board, Troy School District, and Westfield School District.	(12) Group 12: Alburgh School District, Champlain Islands Unified Union School District, Enosburgh-Richford Unified Union School District, Fairfax School District, Fletcher School District, Georgia School District, Maple Run Unified School District, Missisquoi Valley School District, Northern Mountain Valley Unified Union School District, and South Hero School District.
(13) Group 13: Mount Mansfield Unified Union School District.	(13) Group 13: Colchester School District, Essex Westford Educational Community Unified Union School District, and Milton School District.
(14) Group 14: Champlain Valley School District.	(14) Group 14: Burlington School District, South Burlington School District, and Winooski School District.

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(15) Group 15: Essex Westford Educational Community Unified Union School District. (16) Group 16: Cambridge School District, Craftsbury School District, Elmore-Morristown Unified Union School District, Hazen Union School District, Lamoille North Modified Unified Union School District, Mountain View Union Elementary School District, Stannard Town School District, Stowe School District, and Wolcott School District. (17) Group 17: Enosburgh-Richford Unified Union School District, Northern Mountain Valley Unified Union School District, and Missisquoi Valley School District. (18) Group 18: Fairfax School District, Fletcher School District, Georgia School District, and Maple Run Unified School District. (19) Group 19: Burlington School District, South Burlington School District, and Winooski ID. (20) Group 20: Alburgh School District, Champlain Islands Unified Union School District, Colchester School District, Milton Town School District, and South Hero School District. (21) Group 21: Barre Unified Union School District, Harwood Unified Union School District, Montpelier Roxbury School District, and Washington Central Unified Union School District.	(15) Group 15: Champlain Valley School District. (16) Group 16: Mount Mansfield Unified Union School District. (17) Group 17: Addison Central School District, Addison Northwest School District, Lincoln School District, and Mount Abraham Unified School District. (18) Group 18: Barre Unified Union School District, Harwood Unified Union School District, Montpelier Roxbury School District, Twinfield Unified School District, and Washington Central Unified Union School District.
No similar provision	Sec. 14a. INTERIM STUDY COMMITTEE REPORTS [7.1.26] (a) On or before January 1, 2028, the lead facilitator employed or contracted by the Vermont Learning Collaborative (VTLC) shall submit a written report to the House and Senate Committees on Education with an update on the status of each study committee formed pursuant to Sec. 13 of this act, including membership and the final recommendations of each study committee. (b) On or before January 1, 2028, the Agency of Education, in consultation with the study committees formed pursuant to this act and

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	the State Board of Education, shall submit a written interim report to the House and Senate Committees on Education with preliminary recommendations for supervisory union boundary adjustments and CESA boundary adjustments that take into account the final recommendations of the study committees formed pursuant to Sec. 13 of this act.
Sec. 15. STUDY COMMITTEE RESULTS AND ANALYSIS; FACILITATOR REPORT [7.1.26] On or before January 1, 2029, the lead facilitator employed or contracted by the Vermont Learning Collaborative (VTLC) shall submit a written report to the House and Senate Committees on Education with the results of each study committee overseen by each facilitator employed or contracted by the VTLC and information regarding whether, and if so, how, the following issues impacted or influenced the final outcome for each study committee overseen by the facilitator, along with recommendations for legislative action needed to remove identified barriers to the formation of new union school districts: (1) differences in staffing costs and the costs associated with moving from several different collectively bargained agreements to one collectively bargained agreement for applicable staff in the new union school district; (2) differences in operating structures; (3) geographic and topographic barriers; (4) enrollment patterns and projections; and	Sec. 15. STUDY COMMITTEE RESULTS AND ANALYSIS; FACILITATOR REPORT [7.1.26] On or before January 1, 2029, the lead facilitator employed or contracted by the Vermont Learning Collaborative (VTLC) shall submit a written report to the House and Senate Committees on Education with the following: (1) a determination and identification of any school district that is a bad faith participant in the study committee process created pursuant to Sec. 13 of this act; (2) the results of each study committee overseen by each facilitator employed or contracted by the VTLC; and (3) information regarding whether, and if so, how, the following issues impacted or influenced the final outcome for each study committee overseen by the facilitator, along with recommendations for legislative action needed to remove identified barriers to the formation of new union school districts: (A) differences in staffing costs and the costs associated with moving from several different collectively bargained agreements to one collectively bargained agreement for applicable staff in the new union school district; (B) differences in operating structures; (C) geographic and topographic barriers; (D) enrollment patterns and projections; and

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(5) any other factor the facilitator found to have influenced the final decision of a study committee.	(E) any other factor the facilitator found to have influenced the final decision of a study committee.
Sec. 16. SUPERVISORY UNION AND CESA BOUNDARIES; AGENCY OF EDUCATION REPORT [7.1.26] *no difference*	Sec. 16. SUPERVISORY UNION AND CESA BOUNDARIES; AGENCY OF EDUCATION REPORT [7.1.26] *no difference*
Sec. 17. STUDY COMMITTEE REIMBURSEMENT GRANTS; CESA EXECUTIVE DIRECTOR GRANTS; REPORTS; FUNDING [7.1.26] *no difference*	Sec. 17. STUDY COMMITTEE REIMBURSEMENT GRANTS; CESA EXECUTIVE DIRECTOR GRANTS; REPORTS; FUNDING [7.1.26] *no difference*
* * * 2025 Acts and Resolves No. 73 * * *	
Sec. 18. 2025 Acts and Resolves No. 73, Sec. 70 is amended to read: [passage] *no difference*	Sec. 18. 2025 Acts and Resolves No. 73, Sec. 70 is amended to read: [passage] *no difference*
Sec. 18a. INTERACTIVE EDUCATION FUNDING CALCULATOR; DEPARTMENT OF TAXES [7.1.26] On or before October 1, 2027, the Department of Taxes shall publish on its website an interactive education funding calculator (interactive calculator) that enables a school district or a union school district study committee to calculate an estimate of the total education funding from the State it received under Vermont's current education finance system in fiscal year 2027 and the estimated total education funding it would have received from the State under the new financing formula had it been in effect in fiscal year 2027. The interactive calculator shall reflect all education finance policy choices represented in the total appropriated State funds each school district receives under Vermont's existing	Sec. 18a. [Deleted.]

education funding formula enacted through July 1, 2027, that would have an impact on funding levels. In developing the interactive calculator, the Department of Taxes shall consult with the Joint Fiscal Office, the Agency of Education, and the Department of Finance and Management. On or before August 1, 2027, the Department of Taxes shall submit a preliminary plan for the interactive calculator to the Joint Fiscal Office and the Agency of Education for feedback. The Department of Taxes shall submit a preliminary version of the interactive calculator to the Joint Fiscal Committee in September 2027.	
* * * Prekindergarten Education * * *	
Sec. 19. PREKINDERGARTEN EDUCATION; FINDINGS [7.1.26] *no difference*	Sec. 19. PREKINDERGARTEN EDUCATION; FINDINGS [7.1.26] *no difference*
Sec. 20. LEGISLATIVE INTENT [7.1.26] *no difference*	Sec. 20. LEGISLATIVE INTENT [7.1.26] *no difference*
Sec. 21. PREKINDERGARTEN EDUCATION FUNDING; REPORTS; APPROPRIATION [7.1.26] *no difference*	Sec. 21. PREKINDERGARTEN EDUCATION FUNDING; REPORTS; APPROPRIATION [7.1.26] *no difference*
Sec. 21a. 16 V.S.A. § 829 is amended to read: [7.1.26] *no difference*	Sec. 21a. 16 V.S.A. § 829 is amended to read: [7.1.26] *no difference*
* * * Data Collection * * *	
Sec. 22. 16 V.S.A. § 4010(c) is amended to read: [7.1.26] *no difference*	Sec. 22. 16 V.S.A. § 4010(c) is amended to read: [7.1.26] *no difference*

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* * * Special Education Funding * * *	
Sec. 23. SPECIAL EDUCATION FUNDING SAFEGUARDS; LEGISLATIVE INTENT [7.1.26] *no difference*	Sec. 23. SPECIAL EDUCATION FUNDING SAFEGUARDS; LEGISLATIVE INTENT [7.1.26] *no difference*
* * * Tuition * * *	
Sec. 24. 16 V.S.A. § 828 is amended to read: [7.1.26] § 828. TUITION TO APPROVED SCHOOLS; AGE; APPEAL * * * (e)(1) A school eligible to receive tuition pursuant to this section shall be prohibited from requiring tuition or fees of any kind from a student attending the school, according to the provisions of this chapter, above the amount of tuition paid by a sending school district pursuant to section 823 of this chapter. (2) A public school located in Vermont that receives tuition pursuant to section 823 of this chapter shall be prohibited from charging any student attending the school a fee of any kind above the amount of tuition paid by a sending school district pursuant to section 823 of this chapter, regardless of whether the student is a resident student or a student attending the school on tuition.	Sec. 24. TUITION IN EXCESS OF FOUNDATION FORMULA; LEGISLATIVE INTENT [7.1.26] It is the intent of the General Assembly that, under the foundation formula, no receiving school may charge individual families tuition in excess of the amount of tuition paid by a sending school district pursuant to 16 V.S.A. § 823.
Sec. 24a. PROHIBITION ON CHARGING FEES BEYOND TUITION; LEGISLATIVE INTENT [7.1.26] It is the intent of the General Assembly that the prohibition created in Sec. 24 of this act, which prohibits a receiving school from requiring tuition or fees of any kind from a student attending the school on public	Sec. 24a. [Deleted.] [7.1.26]

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tuition, above the amount of tuition paid by a sending school district, shall take effect at the same time the foundation formula and other tax changes envisioned in this act shall take effect, provided that any applicable contingency has been met.	
* * * Union School District Study Committee Budgets * * *	
Sec. 25. 16 V.S.A. § 707 is amended to read: [7.1.26] *no difference*	Sec. 25. 16 V.S.A. § 707 is amended to read: [7.1.26] *no difference*
* * * Rulemaking, Forms, and Reports * * *	
Sec. 26. SMALL AND SPARSE SCHOOLS; STATE BOARD OF EDUCATION; EDUCATION QUALITY STANDARDS; RULEMAKING [7.1.26] *no difference*	Sec. 26. SMALL AND SPARSE SCHOOLS; STATE BOARD OF EDUCATION; EDUCATION QUALITY STANDARDS; RULEMAKING [7.1.26] *no difference*
Sec. 27. INTRADISTRICT BUDGETING; AGENCY OF EDUCATION; DISTRICT QUALITY STANDARDS; RULEMAKING [7.1.26] The Agency of Education shall, unless extended by the Legislative Committee on Administrative Rules, adopt updates to the district quality standards contained in Agency of Education, District Quality Standards (CVR 22-000-039) to establish criteria for intradistrict budgeting, pursuant to 3 V.S.A. § 843 on or before March 31, 2027. The criteria shall provide guidelines for intradistrict budgeting that ensure resources are allocated across schools within each district in a way that supports the State's goal that "all Vermont children will be afforded educational opportunities that are substantially equal in quality" and enable them to	Sec. 27. INTRADISTRICT BUDGETING; AGENCY OF EDUCATION; DISTRICT QUALITY STANDARDS; RULEMAKING [7.1.26] The Agency of Education shall, unless extended by the Legislative Committee on Administrative Rules, adopt updates to the district quality standards contained in Agency of Education, District Quality Standards (CVR 22-000-039) to establish criteria for intradistrict budgeting under the foundation formula, pursuant to 3 V.S.A. § 843 on or before December 31, 2028. The criteria shall provide guidelines for intradistrict budgeting that ensure resources are allocated across schools within each district in a way that supports the State's goal that all Vermont children will be afforded opportunities and excellent education

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achieve or exceed the education quality standards approved by the State Board of Education.	that are substantially equal in quality and enable them to achieve or exceed the education quality standards approved by the State Board of Education.
Sec. 27a. 2024 Acts and Resolves No. 183, Sec. 7 is amended to read: [passage] *no difference*	Sec. 27a. 2024 Acts and Resolves No. 183, Sec. 7 is amended to read: [passage] *no difference*
Sec. 27b. SCHOOL TRANSPORTATION GRANTS; REPORT [7.1.26] *no difference*	Sec. 27b. SCHOOL TRANSPORTATION GRANTS; REPORT [7.1.26] *no difference*
Sec. 27c. STUDENT PROFILE FORM [passage] *no difference*	Sec. 27c. STUDENT PROFILE FORM [passage] *no difference*
Sec. 27d. LENGTH OF SCHOOL DAY; RULEMAKING [7.1.26] *no difference*	Sec. 27d. LENGTH OF SCHOOL DAY; RULEMAKING [7.1.26] *no difference*
* * * Small and Sparse Schools * * *	
Sec. 28. REPEAL [7.1.26] *no difference*	Sec. 28. REPEAL [7.1.26] *no difference*
Sec. 29. 16 V.S.A. § 4019 is added to read: *[contingently effective 7.1.2030, with FF]* § 4019. SMALL SCHOOLS; SPARSE SCHOOLS; SUPPORT GRANTS (a) Definitions. As used in this section:	Sec. 29. 16 V.S.A. § 4019 is added to read: *[contingently effective 7.1.2030, with FF]* § 4019. SMALL SCHOOLS; SPARSE SCHOOLS; SUPPORT GRANTS (a) Definitions. As used in this section: (1) "Average grade size" means the quotient resulting from dividing a school's two-year average enrollment by the number of

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(1) "Enrollment" means the number of students who are enrolled in a school operated by the school district on October 1. A student shall be counted as one whether the student is enrolled as a full-time or part-time student.	grades above prekindergarten operated by the school, rounded downward.
	(2) "Enrollment" means the number of students in kindergarten through grade 12 who are enrolled in a school operated by the school district on October 1. A student shall be counted as one whether the student is enrolled as a full-time or part-time student.
(2) "Small school" means a public school that:	(3) "Small school" means a public school that:
(A) has fewer than 100 pupils in two-year average enrollment; and	(A) has an average grade size of fewer than 12 students; and
(B) has been determined by the Agency of Education, on an annual basis, to be "small by necessity" under standards consistent with State Board of Education rule.	(B) has been determined by the Agency of Education, on an annual basis, to be "small by necessity" under standards consistent with State Board of Education rule.
(3) "Sparse area" means a city, town, or incorporated village where the number of persons per square mile residing within the land area of the geographic boundaries of the city, town, or incorporated village as of July 1 of the year of determination is fewer than 55 persons.	(4) "Sparse area" means a city, town, or incorporated village where the number of persons per square mile residing within the land area of the geographic boundaries of the city, town, or incorporated village as of July 1 of the year of determination is fewer than 55 persons.
(4) "Sparse school" means a public school that:	(5) "Sparse school" means a public school that:
(A) is within a sparse area; and	(A) is within a sparse area; and
(B) has been determined by the Agency of Education, on an annual basis, to be "sparse by necessity" under standards consistent with State Board of Education rule.	(B) has been determined by the Agency of Education, on an annual basis, to be "sparse by necessity" under standards consistent with State Board of Education rule.
(5) "Two-year average enrollment" means the average enrollment of the two most recently completed school years.	(6) "Two-year average enrollment" means the average enrollment of the two most recently completed school years.
(b) Small schools support grant. Annually, the Secretary shall pay a small schools support grant to each school district for each small school operated by the school district in an amount determined by multiplying the two-year average enrollment in the small school by $3,157.00.	(b) Small schools support grant. Annually, the Secretary shall pay a small schools support grant to each school district for each small school operated by the school district in an amount determined by multiplying the two-year average enrollment in the small school by $3,157.00.
(c) Sparse schools support grant. Annually, the Secretary shall pay a sparse schools support grant to each school district for each sparse school operated by the school district in an amount determined by	(c) Sparse schools support grant. Annually, the Secretary shall pay a sparse schools support grant to each school district for each sparse school operated by the school district in an amount determined by

multiplying the two-year average enrollment in the sparse school by $1,954.00. (d) Inflationary adjustment. Each dollar amount under subsections (b) and (c) of this section shall be adjusted for inflation annually on or before November 15 by the Secretary. As used in this subsection, "adjusted for inflation" means adjusting the dollar amount by the National Income and Product Accounts (NIPA) implicit price deflator for state and local government consumption expenditures and gross investment published by the U.S. Department of Commerce, Bureau of Economic Analysis, from fiscal year 2025 through the fiscal year for which the amount is being determined, and rounding upward to the nearest whole dollar amount.	multiplying the two-year average enrollment in the sparse school by $1,954.00. (d) Inflationary adjustment. Each dollar amount under subsections (b) and (c) of this section shall be adjusted for inflation annually on or before November 15 by the Secretary. As used in this subsection, "adjusted for inflation" means adjusting the dollar amount by the National Income and Product Accounts (NIPA) implicit price deflator for state and local government consumption expenditures and gross investment published by the U.S. Department of Commerce, Bureau of Economic Analysis, from fiscal year 2025 through the fiscal year for which the amount is being determined, and rounding upward to the nearest whole dollar amount.
* * * Definitions * * *	
Sec. 29a. 16 V.S.A. § 11 is amended to read: [7.1.26] § 11. CLASSIFICATIONS AND DEFINITIONS (a) As used in this title, unless the context otherwise clearly requires: * * * (36) "Average class size" means the total number of students enrolled across all classes included in a grade band or content area, as applicable, divided by the total number of individual classes contained in a grade band or content area, as applicable, calculated separately for each school and each grade band or content area, as specified in subdivision 165(a)(9) of this title. (37) "Class" means a group of students, taught by a single teacher or team of teachers, organized for instruction in specific subjects or grade levels, for a defined period during the regular school day. Each course section shall be counted as a separate class. A class with more than one teacher of record shall be counted as a single class.	**No similar provision**

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(38) "Content area" means a grouping of courses aligned to a single educator endorsement area as defined by the Vermont Standards Board for Professional Educators. (39) "Full-time equivalent class" means the proportion of instructional time relative to a full school year. (40) "School" means a public or independent educational institution with assigned staff, including teachers and administrators, that serves students within a dedicated building and that is identified by a unique state school identification number assigned by the National Center for Education Statistics. (41) "School day" means the hours between the latest time at which a student may arrive at school and not be considered late and the time a student is dismissed from school, on a student attendance day. (42) "Student" means a pupil enrolled in and assigned to a school as of October 1. (43) "Teacher of record" means the educator primarily responsible for delivering instruction, assessing student learning, and assigning grades for a class, as designated in a school district's student information system. * * *	
	* * * Class Size Minimums * * *
No similar provision **similar provision in H.931 (misc ed) APBH*	Sec. 29a. 2025 Acts and Resolves No. 73, Sec. 7 is amended to read: Sec. 7. FAILURE TO COMPLY WITH EDUCATION QUALITY STANDARDS; STATE BOARD ACTION [7.1.26] (a) Notwithstanding 16 V.S.A. § 165(b)(4) and (5) and any other provision of law to the contrary, the State Board shall be prohibited from ordering school district consolidation or school consolidation if a school fails to comply with class size minimum education quality

	standards and the resulting consolidation would result in school construction costs in excess of the applicable district's capital reserve account until the General Assembly establishes new school district boundaries and takes further action regarding the consequences for failure to meet education quality standards. (b)(1) Notwithstanding 16 V.S.A. § 165(a)(9)(C) and (b), a public school's failure to comply with the class size minimum requirements contained in 16 V.S.A. § 165(a)(9) shall not count towards the three consecutive school years of noncompliance that enables the Secretary to recommend action to the State Board until the foundation formula is in effect and all contingencies, to the extent that there are any contingencies, contained in Sec. 70(f) of this act, as amended, that are required for the foundation formula to become effective have been met. (2) The State Board of Education is required, pursuant to Sec. 8(a)(2) of this act, to update the rules governing approval of independent schools to create a process for review by the State Board for failure to meet the class size minimum requirements and the corresponding actions the Board may take for such noncompliance. The Board is required to provide an approved independent school a substantially similar opportunity to come into compliance with class size minimums that it would provide to a public school. Failure of an approved independent school that is eligible to receive public tuition pursuant to 16 V.S.A. § 828 to comply with the minimum class size requirements contained in 16 V.S.A. § 165(a)(9)(A) shall not count towards any period of noncompliance, as determined by State Board rule, that may allow the State Board to take action against the school until the foundation formula is in effect and all contingencies, to the extent that there are any contingencies, contained in Sec. 70(f) of this act, as amended, that are required for the foundation formula to become effective have been met. An approved independent school that fails to comply with class size minimums shall remain eligible to receive public

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	tuition prior to the foundation formula taking effect if it continues to meet all other requirements contained in 16 V.S.A. § 828.
No similar provision	Sec. 29b. 16 V.S.A. § 828 is amended to read: [7.1.26] § 828. TUITION TO APPROVED SCHOOLS; AGE; APPEAL (a) A school district shall not pay the tuition of a student except to: (1) a public school located in Vermont; (2) an approved independent school that: * * * (E) complies with the minimum class size requirements contained in subdivision ~~165(a)(9)~~ 165(a)(9)(A) of this title and State Board rule; provided, however, that if a school is unable to comply with the class size minimum standards due to geographic isolation or a school has developed an implementation plan to meet the class size minimum requirements, the school may ask the State Board to grant it a waiver from this subdivision (E), which decision shall be final; * * *