

# VT, VERMONT

## AGENCY OF EDUCATION

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(p) 802-479-1030 | (f) 802-479-1835

## MEMORANDUM

TO: Superintendents, Board Chairs, Principals, Educators and School Staff  
FROM: Rebecca Holcombe, Secretary of Education   
SUBJECT: Educational Opportunities- H.361  
DATE: May 28, 2015

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I am writing to focus our collective attention on the educational opportunities component of H.361, the recently passed governance bill. Before everyone gets heavily involved in structuring and restructuring school governance, my hope is that we will place all that activity in its proper context: making sure that, however education is structured locally, it affords each and every child an education that is built around his or her needs and interests and which does not disadvantage any child by virtue of his or her community's relative wealth.

Over the last 20 years, many of our systems have seen pronounced declines in student enrollment, due to regional demographic trends that are much larger than any of our individual districts. In some regions, these gradual population declines are likely to continue for years. At the same time, as the baby boomers move out of the workforce, Vermont is left with a smaller cohort of working taxpayers to support school systems designed for a much larger population.

At the same time, on so many fronts, Vermont is on the cusp of a renaissance. We have terrific teachers who innovate and create to find better ways to engage and inspire our students. Our schools are finding new ways to use technology to push the limits on personalization and effective teaching. Our students consistently score among the highest performing in the country. Statewide, our schools are embracing opportunities to develop and support student voice, and ultimately, civic participation. With so many devoted community members and powerful educators, we have an incredible opportunity to make sure we are well organized to prepare all our students to thrive in their communities and the work force, and to make sure our resources are effectively targeted at our highest priorities.

H.361, which will soon be signed into law, provides our systems with a set of tools they can use to plan for a strong future for our schools and children. The Agency is reaching out to other stakeholders for advice on keeping governance in its proper context, and these stakeholders include:

- Vermont Principals' Association
- Vermont-NEA
- Vermont Superintendents Association
- Vermont School Boards Association
- Vermont Association of School Business Officers
- Vermont Council of Special Education Administrators
- Vermont School Boards Insurance Trust (VSBIT)

With representatives of these groups, we will think through guiding principles for implementation, in order to identify potential barriers to and "enablers" of successful implementation.

There are several significant phases we see for implementing this law. Under separate cover, I will be sending you some introductory materials for you to consider as you enter these phases. For the moment, however, I hope you will view us at the Agency as a resource to help us all make sure we implement this law sequentially and well.

We cannot stress enough how important it is to begin by engaging your teachers and other school employees, your community and your students in a discussion of your goals and purpose. Any change you make must be driven by your shared vision of what is best for students. Once you have clarity around goals, you can turn your efforts to finding a change in governance structure and developing a strategy that supports your goals.

Most of all, seize this as an opportunity, but be guided by your careful and painstaking interests in the well-being of ALL Vermont children. The civic and economic well-being of our state depends on making sure that every child has the support and opportunities she or he needs to learn and develop, regardless of her or his family circumstances.

Thank you for all you do. There is no more important investment in our future than that which we make in our children.



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## Act 46 of 2015: Fact Sheet

### Goals of Act 46 of 2015

Act 46 is designed to encourage and support local decisions and actions that:

- Provide substantial equity in the quality and variety of educational opportunities statewide;
- Lead schools to achieve or exceed the State's Education Quality Standards, adopted as rules by the State Board of Education at the direction of the General Assembly;
- Maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff;
- Promote transparency and accountability; and
- Are delivered at a cost that parents, voters, and taxpayers value.

The Legislature intends all school boards will attend to these goals, while acknowledging that the means to achieve these goals will vary, depending on the particular circumstances of different districts.

### Main components of Act 46 of 2015 (what this bill does):

- Provides tools boards can use to better align shared resources behind core goals.
- Provide some protection to small districts that currently are unable to control costs or shield themselves from fluctuations in ADM.
- Gives systems that need to make changes some tools to do so. If you are a small district, this is a great opportunity to partner with other small districts to achieve some scale.
- By moving some systems quickly, it gives Vermont a group of mergers we can study to determine what works, what doesn't, where savings and program improvements can be found. We can then share this knowledge with other systems that are thinking about partnering.
- This version leaves systems that are already working well alone.
- For districts that are unsure, they have more time to review their situation and review the better data we will make available through Education Quality Reviews before committing to a course of action.
- Gives the State Board of Education the tools to help very small districts that are not viable on their own and risk losing any local control, but can't find anyone with whom to partner.

- The bill puts pressure on systems to control their growth in per pupil spending, without forcing automatic cuts of the kind that can damage schools and hurt kids.

Schools are encouraged to measure quality and equity in the realms of academic achievement, personalization, safe school climate, high quality staffing, fiscal efficiency, and other components of the Education Quality Standards rules of the State Board of Education.

**Act 46 of 2015 does NOT:**

- Encourage or require closure of schools –including small schools.
- Restrict or repeal authority of school districts to continue to pay tuition.
- Change the amount or manner in which a district pays tuition for students.



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## Act 46 of 2015 Governance Changes

Act 46 of 2015 lays out routes supervisory unions and supervisory districts can follow to create more equitable, more efficient, and higher quality educational opportunities for students across the state.

### The Goals (Act 46, Sec. 2)

- Provide substantive equity in the quality and variety of educational opportunities statewide
- Lead students to achieve or exceed the State's Education Quality Standards
- Maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with a goal of increasing the district-level ratio of students to full-time equivalent staff
- Promote transparency and accountability
- Delivered at a cost that parents, voters, and taxpayers value

### The Routes (Act 46, Sec. 6(a))

#### "Accelerated" Mergers

Accelerated mergers are designed to create incentives for existing supervisory unions to reorganize as a single supervisory district. A supervisory union can apply for an accelerated merger if:

- All member districts of a supervisory union merge into one unified union school district (could include the merger of districts of an existing supervisory union with a neighboring supervisory district)
- Favorable vote of all districts between July 1, 2015 and July 1, 2016
- Has a minimum average daily membership (ADM) of 900
- Operates according to one of the following preferred structures:
  - o PK-12
  - o PK-8
  - o PK-6
- Proposal meets the above goals
- Reports to AOE on progress in meeting the above goals (Act. 46, Sec. 6 (a))
- Becomes operational before July 1, 2017

#### "Conventional" Mergers (Act 46, Sec. 7(a))

Conventional mergers are designed to create incentives for existing supervisory unions and districts to meet the above goals through merging into single supervisory districts. Proposals will be adjudicated based on:

- Favorable vote of all districts after July 1, 2015
- Has a minimum average daily membership (ADM) of 900
- Operates according to one of the following preferred structures
  - PK-12
  - PK-8
  - PK-6
- Proposal meets the above goals
- Becomes operational after July 1, 2017 and before July 1, 2019

**Remaining Districts (Act 46, Sec. 9(a))**

For those school districts that do not have one of the preferred governance structures by July 1, 2019 must submit a proposal to the Secretary and the SBE that:

- Explains their planned long-term governance model
- How this model meets the educational goals outlined above
- Actions the district will take going forward to improve its performance toward these goals

**The Incentives (Act 46, Sec. 6(b); Sec. 7(b))**

- Tax incentives (decrease in homestead rate for 5 years for accelerated mergers and 4 years for conventional mergers)
- Transition Facilitation Grant
- Limit on tax increase
- Small school grant becomes merger support grant for qualifying schools

**SBE Evaluation (Act 46, Sec. 8)**

- Sustainable governance structure
- Future student population projections
- Board and Superintendent roles and capacity
- Mindful of other districts that may become geographically isolated with low fiscal capacity or high percentage of students from economically deprived backgrounds
- Meet the goals outlined above

# Act 46 Timeline

The Vermont Agency of Education, in cooperation with the Vermont State Board of Education, is dedicated to the implementation of Act 46 of 2015. The new legislation is an opportunity for school districts and supervisory unions to unify existing, disparate governance structures to preferred governance structures by 2020; while providing substantial equity in the quality and variety of educational opportunities statewide. This timeline visually represents actions needed by education entities.

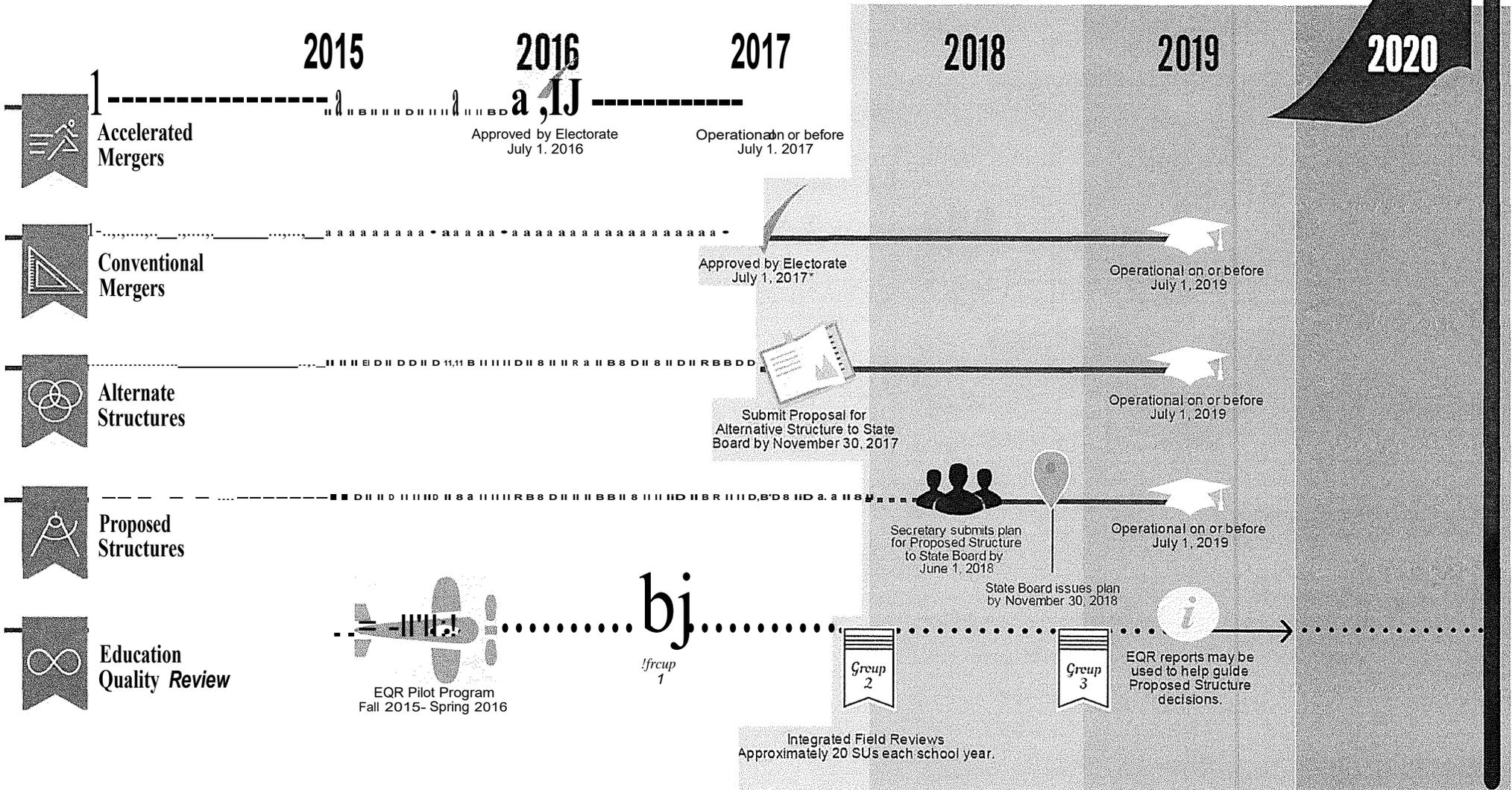
## Legend

Local Education Agency Action 

State Board of Education Action 

Agency of Education Action 

\*This deadline applies only to Act 1531156 mergers



## Summary of Study Grants Related to Unification Activities

### Study Grants

Revenue Code 3714, Act 156 Joint Services Facilitation Reimbursement. This \$5,000 grant reimbursing legal and consulting services is the broadest grant. It can be used to study any joint activity implemented by at least two districts or supervisory unions. It is not limited to the study of merger activities. Recipients can apply for one of the other grants following the completions of the grant.

Revenue Code 3715, Act 156 Joint Services Analysis and Implementation. This grant reimburses legal and consulting services up to a total of \$10,000 paid to all Supervisory Unions and School Districts participating in the study for the legal and consulting services required to analyze whether the provision of joint services would provide a measurable improvement in student opportunities and a decrease in costs, or to reimburse Supervisory Unions or School Districts for the transitional costs associated with the implementation of joint service agreements, or both. Note that this is the only study grant that can be applied to costs of transition. This grant is not appropriate for the study of district or SU mergers. It is appropriate for the study of the advisability of forming a joint school.

Revenue Code 3716, Act 156 SU Merger and Petition. The grant reimburses up to \$20,000, paid to Supervisory Unions for the legal and consulting services necessary to analyze whether a supervisory union merger or consolidation is advisable and for the preparation of a petition to the State Board of Education requesting adjustment of SU boundaries. The \$20,000 grant is the total available to all supervisory unions involved with the study. Supervisory unions receiving reimbursement under this grant shall have the amount received netted from any funds provided under Section 6 of Act 156. Note that Act 46 of 2015 limits the \$150,000 transition grant for merging supervisory unions to those completing the specific requirements for eligibility on or before December 31, 2015.

Revenue Code 3718, Union School Analysis. The grant reimburses up to \$20,000 paid to reimburse districts participating in a merger study committee, as defined in 16 V.S.A. 706b, for the legal and consulting fees necessary to produce the analysis and report required under 16 V.S.A. 706b concerning the advisability of creating a Union or Unified Union School District. Should a study funded with this grant result in a transition facilitation grant, the grant will be reduced by the amount of this study grant. Note that Act 46 of 2015 limits the transition facilitation grant of the lesser of \$150,000 or five percent of the base education amount multiplied by the combined enrollment for the successful merger of two or more districts other than a RED to those completing the specific requirements for eligibility on or before December 31, 2015.

Supervisory unions that have already received a Union School Analysis Grant are asked to evaluate the extent to which the information already collected can be of use by the new study committee. The analysis may lower the amount of money needed in the new grant. Since, in the event of a successful vote, study grant money is deducted from the transition facilitation grant, frugality with the study grant translates directly into increased resources during the transition.

Eligibility for study grants depend on a number of factors. Contact Vaughn Altemus at [vaughn.altemus@state.vt.us](mailto:vaughn.altemus@state.vt.us) or (802) 479-1744 for additional information.



The Act 46 Implementation Project:  
initiative of the VSBIT, VSBA &

The Vermont School Boards Insurance Trust (VSBIT), Vermont School Boards Association (VSBA) and the Vermont Superintendents Association (VSA) are pleased to announce an exciting partnership to support Act 46 implementation. **The Act 46 Project** is an initiative designed to ensure that Vermont's public school communities have access to a range of high quality supports and services in order to achieve effective implementation of Act 46.

**Act 46 of 2015** was enacted to encourage and support local decisions and actions to ensure all communities are part of a **sustainable structure of education governance on or before July 1, 2019**. Districts are encouraged to organize in a manner consistent with a preferred educational governance structure outlined in the Act or an approved alternate structure. In order to realize the opportunities provided in this law, school districts need to engage their communities and neighboring districts in important discussions in a timely manner.

Work to implement new governance structures is already underway. School district leaders and communities recognize the conditions that led to the passage of Act 46 and want to engage in a process that will allow the goals of the Act to be realized. In order to effectively implement structural changes, **school leaders may need access to a range of supports and technical assistance, including communications and group facilitation, education systems design, legal analysis, financial modeling, risk management and project management**. All of these services need to be provided by people who not only bring the appropriate expertise and experience, are familiar with Act 46 and Vermont education law, but who can work together as an integrated team.

The Act 46 Project will develop a cohesive and well-coordinated process that **will include resources, tools and templates to support community engagement processes, financial modeling, education systems design, and risk management**. This approach will ensure all districts have access to high quality support in a cost-effective manner. We are currently in the process of convening individuals with expertise to develop these resources and expect to have a team of consultants trained and resourced by the end of August.

Fees for these services will be negotiated based on the scope of the work. Please direct inquiries about the Project to Nicole Mace (VSBA) [nmace@vtvsba.org](mailto:nmace@vtvsba.org), Laura Soares (VSBIT) [laura@vsbit.org](mailto:laura@vsbit.org), or Jeff Francis (VSA) [jfrancis@vtvsa.org](mailto:jfrancis@vtvsa.org). We look forward to working with you to implement Act 46 in a manner that ensures a strong and sustainable public education system that provides educational excellence for all students in Vermont.

This notification has been sent to Superintendent's and Business Officials.

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Please fill in the following fields. If you are able to complete this page and still be eligible for an accelerated merger, please proceed to Page 2.

Criteria	SU description of evidence
Do you have an average daily membership (ADM) of at least 900 in your new proposed system? <i>Sec 6(a)(5)</i>	If no, you are not eligible for the accelerated merger. Look at other options. If yes, check here <b>D</b> , record the ADM <u>    </u> , and continue.
Are all member districts in your SU part of the proposed merger? <i>Sec 6(a)(1)</i>	If no, <u>    </u> are not <u>    </u> for the accelerated merger. Look at other options. If yes, check here <b>O</b> and continue.
Is your SU proposing to merge with a neighboring Supervisory District? <i>Sec 6(a)(1)</i>	If no, check here <b>O</b> and continue. If yes, check here <b>O</b> and continue.
Are you able to bring this proposal to voters in every participating district prior to July 1, 2016? <i>Sec 6(a)(2)</i>	If no, you are not eligible for the accelerated merger. Look at other <u>    </u> options. If yes, check here <b>O</b> and continue.
Which of the preferred structures listed on the right will your proposed district have? CHOOSE ONE. <i>Sec 6(a)(6)</i>	<p><b>D</b> District that operates a school or schools for all resident students in <u>    </u> prekindergarten or kindergarten through <u>    </u> grade 12;</p> <p><b>D</b> District that operates a school or schools for all resident students in prekindergarten or kindergarten through grade 8 and pays tuition for all resident students in grade 9 through grade 12;</p> <p><b>D</b> District that operates a school or schools for all resident students in prekindergarten or kindergarten through grade 6 and pays tuition for resident students in grade 7 through grade 12.</p> <p><b>D</b> If none of the above, check here. You are not eligible for <u>    </u> acn'lrotcecl <u>    </u> merger. Look at other <u>    </u> options</p>

Please fill in the following fields. Please note that the fields require thorough yet concise statements of the *progress made to date* and the intended future steps. The report you will submit to the State Board of Education needs to comply with the provisions of 16 V.S.A. § 706, and these pages capture critical components required by Act 46 to be completed before a report can be submitted.

Criteria	SU Description of Evidence
<p>Education quality: Demonstrating the intent of the new district to meet the goals in Act 46, Section 2:  <i>Include a mission statement that clearly articulates learning goals and opportunities to learn that your system will provide to all students, as well sample indicators to track progress in the unified system. Please consider both the impact on educational quality and equity.</i></p>	
<p>Communication strategy  <i>Describe your communication strategy. How have your citizens and stakeholders been engaged:</i></p> <ul style="list-style-type: none"> <li>• <i>Petition or vote to authorize a study?</i></li> <li>• <i>Planning committees?</i></li> <li>• <i>Articulation of goals/mission?</i></li> <li>• <i>Public input on options?</i></li> <li>• <i>Public mailings and/or informational meetings?</i></li> </ul>	
<p>Governance structure  <i>Describe the governance structure of your new entity. Also, what are the roles of the Board, the Superintendent, the Building Principals, and local school councils/advisory bodies?</i></p>	

<p><b>Impact on neighbors</b>  <i>What is the impact of the merger on the merging districts? What is the impact of the merger on neighboring districts?</i></p>	
<p><b>Central office: unification and staffing</b>  <i>What is the planned structure and staffing of the new central office?</i></p>	
<p><b>Transition board structure</b>  <i>Describe the structure and operation of the Transition Board.</i></p>	
<p><b>Tax consequences</b>  <i>What are the current tax rates in the merging districts? What tax impact will the merger incentives have?</i></p>	
<p><b>Education Plan:</b> Have you completed a district education plan and relevant performance indicators?</p> <p>If yes, check here <b>D</b> and continue.</p> <p><b>Education Plan:</b> In your plan, were you able to describe any improvements or an expansion of opportunities to learn that you can achieve in a unified system?</p> <p>If yes, check here <b>D</b> and continue.</p>	
<p><b>Articles of Agreement:</b> Have you completed articles of agreement in which you outline how your new unified district will be governed?</p> <p>If yes, check here <b>D</b> and continue.</p>	

Act 46 Criteria: Alternative Structure  
Eligibility Worksheet

If you are not pursuing a merger, please fill in the following fields. Note that your proposal for an alternative structure must be submitted to the Secretary of Education and/or the State Board of Education by November 30, 2017. <sup>1</sup>

Criteria	SU description of evidence
Briefly describe why creating a Supervisory District is not a viable option and why you are instead pursuing an alternative structure.	
Are you proposing to retain your current structure?	If yes, check here D.
Are you proposing to form a different structure with other districts?	If yes, check here D. Please be sure to clearly and fully describe the proposed structure in the report.
Are you proposing to work with other districts other than creating a new district (e.g., contracts)?	If yes, check here D.
How many students will be in your proposed system? <sup>2</sup>	Record the number
Which districts are part of your proposed system?	List of districts:
Are you able to bring this proposal to voters, and by what date do you expect to do this? ____ - ____ - _____	If yes, check here D and record the date _____ - _____

<sup>1</sup> Act 46 § 5 (C)(3): "...The supervisory union has the smallest number of member school districts practicable, achieved wherever possible by the merger of districts with similar operating and tuitioning patterns."

<sup>2</sup> Act 46 § 5 (C)(4): The combined ADM should be no less than 1,100.

Please fill in the following fields. Please note that the fields require thorough yet concise statements of the *progress made to date* and the intended future steps. The report you will submit to the State Board of Education needs to comply with the provisions of 16 V.S.A. § 706, and these pages capture critical components required by Act 46 to be completed before a report can be submitted.

Criteria	SU Description of Evidence
<p><b>Education quality: Demonstrating the intent of the new district to meet the goals in Act 46, Section 2:</b>  <i>Include a mission statement that clearly articulates learning goals and opportunities to learn that your system will provide to all students, as well sample indicators to track progress in the alternative structure. Please consider the impact on both educational quality and equity.</i></p>	
<p><b>Communication strategy</b>  <i>Describe your communication strategy. How have your citizens and stakeholders been engaged:</i></p> <ul style="list-style-type: none"> <li>• <i>Petition or vote to authorize a study?</i></li> <li>• <i>Planning committees?</i></li> <li>• <i>Articulation of goals/mission?</i></li> <li>• <i>Public input on options?</i></li> <li>• <i>Public mailings and/or informational meetings?</i></li> </ul>	
<p><b>Governance structure</b>  <i>Describe the governance structure of your alternative structure. Also, what are the roles of the Board, Superintendent, Building Principals, and local school councils/advisory bodies?</i></p>	

<p><b>Impact on neighbors</b>  <i>What is the impact of the alternative structure on the districts involved? What is the impact on neighboring districts?</i></p>	
<p><b>Central office: unification and staffing</b>  <i>What is the planned structure and staffing of the new central office?</i></p>	
<p><b>Transition board structure</b>  <i>Describe the structure and operation of the Transition Board.</i></p>	
<p><b>Tax consequences</b>  <i>What are the current tax rates in the current districts? How will the alternative structure impact tax rates?</i></p>	
<p><b>Education Plan:</b> Have you completed a district education plan and relevant performance indicators?  If yes, check here <input type="radio"/> and continue.</p> <p><b>Education Plan:</b> In your plan, were you able to describe any improvements or an expansion of opportunities to learn that you can achieve in a unified system?  If yes, check here <input type="radio"/> and continue.</p>	
<p><b>Articles of Agreement:</b> Have you completed articles of agreement in which you outline how your new unified district will be governed?  If yes, check here <input type="radio"/> and continue.</p>	

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Please fill in the following fields. **If** you are able to complete this page and still be eligible for a merger, please proceed to Page 2. **If** you are unable to complete this page, please reconsider the proposed merger.

Criteria	SU description of evidence
Do you have an average daily membership (ADM) of at least 900 students in your new proposed system?	<p>If no, you are not yet eligible for a merger</p> <p>If yes, check here <b>D</b>, record the ADM _____, and continue.</p>
Which districts are part of your proposed merger? <i>Note: districts do not need to be in the same SU or contiguous.</i>	List of districts:  _____
Are you able to bring this proposal to voters, and by what date do you expect to do this?	<p>If no, you are not yet eligible for a merger</p> <p>If yes, check here <b>D</b>, record the date _____, and continue.</p>
Which of the preferred structures listed on the right will your proposed district have?	<p><b>D</b> District that operates a school or schools for all resident students in _____prekindergarten or kindergarten through _____rade 12;</p> <p><b>D</b> District that operates a school or schools for all resident students in prekindergarten or kindergarten through grade 8 and pays tuition for all resident students in _____</p> <p><b>D</b> District that operates a school or schools for all resident students in prekindergarten or kindergarten through grade 6 and pays tuition for resident students in grade 7 through grade 12.</p> <p><b>D</b> If none of the above, check here. You are not yet eligible for a merger. Please reconsider your merger plans or describe the alternative in a scenario form.</p>

Please fill in the following fields. Please note that the fields require thorough yet concise statements of the *progress made to date* and the intended future steps. The report you will submit to the State Board of Education needs to comply with the provisions of 16 V.S.A. § 706, and these pages capture critical components required by Act 46 to be completed before a report can be submitted.

Criteria	SU Description of Evidence
<p><b>Education quality: Demonstrating the intent of the new district to meet the goals in A. 46, Section 2:</b>  <i>Include a mission statement that clearly articulates learning goals and opportunities to learn that your system will provide to all students, as well sample indicators to track progress in the unified system. Please consider both the impact on educational quality and e_quity.</i></p>	
<p><b>Communication strategy</b>  <i>Describe your communication strategy. How have your citizens and stakeholders been engaged:</i></p> <ul style="list-style-type: none"> <li>• <i>Petition or vote to authorize a study?</i></li> <li>• <i>Planning committees?</i></li> <li>• <i>Articulation of goals/mission?</i></li> <li>• <i>Public input on options?</i></li> <li>• <i>Public mailings and/or informational meetings?</i></li> </ul>	
<p><b>Governance structure</b>  <i>Describe the governance structure of your new entity. Also, what are the roles of the Board, the Superintendent, the Building Principals, and local school councils/advisory bodies?</i></p>	

<p><b>Impact on neighbors</b>  <i>What is the impact of the merger on the merging districts? What is the impact of the merger on neighboring districts?</i></p>	
<p><b>Central office: unification and staffing</b>  <i>What is the planned structure and staffing of the new central office?</i></p>	
<p><b>Transition board structure</b>  <i>Describe the structure and operation of the Transition Board.</i></p>	
<p><b>Tax consequences</b>  <i>What are the current tax rates in the merging districts? What tax impact will the merger incentives have?</i></p>	

**Education Plan:** Have you completed a district education plan and relevant performance indicators?

If yes, check here **D** and continue.

**Education Plan:** In your plan, were you able to describe any improvements or an expansion of opportunities to learn that you can achieve in a unified system?

If yes, check here **D** and continue.

**Articles of Agreement:** Have you completed articles of agreement in which you outline how your new unified district will be governed?

If yes, check here **D** and continue.



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Accelerated Mergers: Guidance for Forming a Study Committee

NOTE: This study committee does not bind districts to a course of action. A vote of the electorate is necessary to commit a district to a course of action.

Step 1: Two or more boards believe a study committee should be established

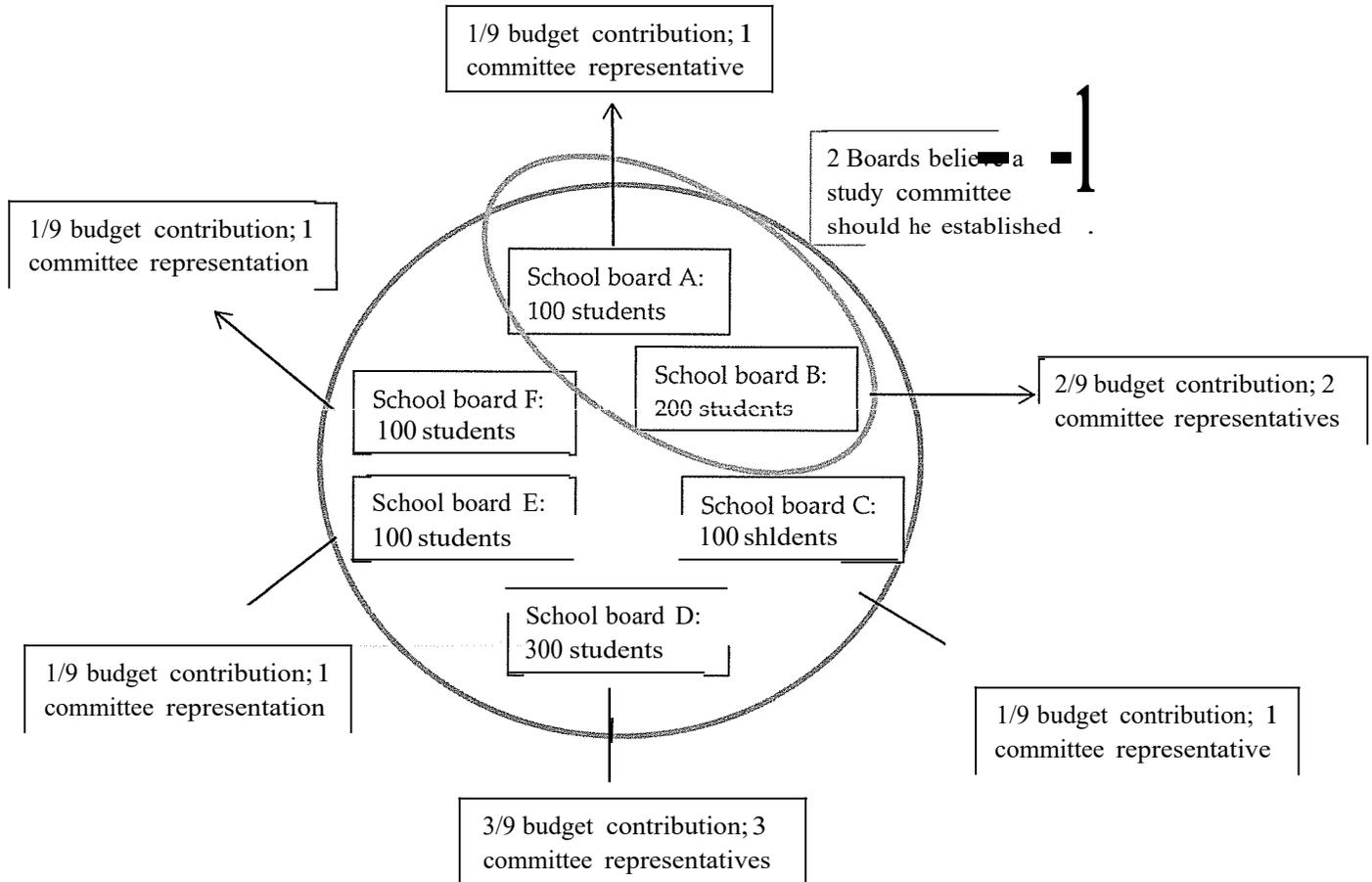
OR

5% of the voters petition a Board to establish a study committee

Step 2: Boards meet with Superintendent to:

- a. Set budget
• Each School Board contributes an amount proportional to their equalized student count.
b. Name committee members
• Each School Board has representation proportional to their equalized student count.

SU Z is composed of seven School Boards, A-F, and has a total of 900 students.



Please complete the following to show that you have all associated districts/local boards represented.

School Districts in the Study	Number of representatives on the study committee, based on equalized pupil count	Name of Study Committee Representatives
Belvidere Central School		
Cambridge Elementary School		
Eden Central School		
Hyde Park Elementary School		
Johnson Elementary School		
Waterville Elementary School		
LUSD #18		