

Cazenovia Central School District & Morrisville-Eaton Central School District

Reorganization Study

CAZENOVIA
CENTRAL SCHOOL DISTRICT

MORRISVILLE-EATON
CENTRAL SCHOOL DISTRICT

Completed by the
Schmitt Leadership Group, LLC

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Chapter 1: Acknowledgements

The Morrisville-Eaton Central School District and the Cazenovia Central School District have embarked on a significant collaborative effort to explore the potential centralization of the Morrisville-Eaton Central School District and the Cazenovia Central School District. This process has been guided by principles of transparency, inclusiveness, and objectivity, bringing together educational leaders, board members, business officials, administrators, consultants, and community stakeholders. Each group played an essential role in shaping the direction, analysis, and outcomes of the study.

At the heart of this collaborative effort are the superintendents of both districts, whose leadership and vision have been instrumental in initiating and guiding the feasibility study. Mr. Greg Molloy, Superintendent of Morrisville-Eaton Central School District, and Mr. Kevin Linck, Superintendent of Cazenovia Central School District demonstrated a steadfast commitment to serving their communities and ensure that every decision is grounded in the best interests of students and stakeholders, including staff, taxpayers, and residents. Their shared commitment to serving students, staff, and taxpayers established a foundation of professionalism and mutual respect. Through active participation in meetings, public forums, and focus groups, district leaders contributed valuable insight into operational realities, long-term goals, and community priorities. Their collaboration with the consulting team ensured that the study remained focused on educational quality, fiscal responsibility, and instructional stability.

The Boards of Education for both districts played a central role in the centralization feasibility study. As elected representatives of their communities, board members provided governance, oversight, and strategic direction throughout the process. Their responsibilities included reviewing study findings, deliberating potential impacts, and engaging stakeholders to gather input and address questions.

For the Morrisville-Eaton Central School District, the Board of Education is composed of five (5) dedicated members: President Megan Dooley, Vice-President Dustin Jones, Steve Broedel, Trevor Thieme, and Jennifer Dapson. Additionally, the district has student members who serve in an ex-officio capacity. Their leadership and commitment were essential to the study's progress,

ensuring that the voices of the Morrisville-Eaton community are represented and that the process remains transparent and inclusive.

For the Cazenovia Central School District, the Board of Education is composed of seven (7) members: President Judith Hight, Vice-President Travis Barr, board members Jan Woodworth, Ron Luteran, Jeff Dewan, Emily Weimers, and Leigh Baldwin. Additionally, the district has student members who serve in an ex-officio capacity. These individuals provided critical oversight and guidance, working collaboratively with district leadership and the consulting team to ensure that the interests of Cazenovia's students, staff, and community are at the forefront of the study.

District leaders and School Business Officials from both districts contributed essential operational and fiscal expertise. Their work supported the study's implementation, financial analysis, and long-range planning components. Staff from both districts provided leadership in areas such as budgeting, resource management, technology, communications, food service, transportation, operations, and data analysis.

These individuals worked closely with the consulting team to clarify the fiscal implications of centralization, including state aid, tax impacts, and long-term financial planning. Their stewardship of district resources and attention to detail enabled a comprehensive and accurate assessment of centralization scenarios.

Throughout the reorganization feasibility study, regional support agencies served as important partners, offering procedural guidance, regulatory interpretation, and assistance with community engagement. David Elliott and Maureen Daurio (NYSED), Matt Cook, Scott Budelmann, Lisa Decker, and Matt Williams (BOCES) helped ensure that the study aligned with New York State Education Department guidelines and Commissioner's Regulations. Their involvement strengthened the study's accuracy, compliance, and connection to statewide expectations for reorganization processes.

Stakeholder engagement was a central component of the centralization feasibility study. Representatives from both districts including administrators, teachers, support staff, students, families, and community members actively participated in public forums and focus groups. These sessions provided opportunities for stakeholders to share perspectives, ask questions, and

contribute directly to the study's analysis. Community input informed the examination of educational, cultural, and operational implications of reorganization. Key topics included program availability, instructional rigor, class sizes, transportation, facilities, staffing, tax impacts, and long-term financial considerations.

Multiple public community forums and a Thought Exchange survey were held in early 2026, to ensure broad access and participation. Additional targeted meetings were conducted with stakeholders that expanded the scope of input and ensured that the study reflected diverse viewpoints. More than 1,800 stakeholder engagements were documented throughout the process. Regular public updates were provided at Board of Education meetings in both districts, and stakeholders were able to submit questions and comments directly to the consulting team via email and phone. Public records of meetings, FAQs, and related materials were maintained online to support transparency and accessibility.

The Morrisville-Eaton Central School District and Cazenovia Central School District Centralization Feasibility Study represent a collaborative effort among district leaders, board members, business officials, consultants, and community stakeholders. The process has been characterized by open communication, shared responsibility, and a commitment to serving the best interests of students and communities. By recognizing the contributions of all participants, the study reflects the power of partnership and collective decision making in public education.

Executive Summary Findings and Recommendations:

The Executive Summary presents the principal findings and recommendations of the Reorganization Study for the Cazenovia Central School District and the Morrisville-Eaton Central School District. The findings summarized in Tables Executive Summary (ES) 1.1-1.8 provide a framework to assist the respective Boards of Education, district leadership, and both communities in engaging in thoughtful, transparent, and informed discussions regarding future opportunities to strengthen educational programming, fiscal stewardship, and long-term organizational sustainability. The findings and recommendations are delineated by specific chapters contained in the study including summary (1.1), governance (1.2), enrollment (1.3), instruction and extra-curricular (1.4), facilities (1.5), staffing (1.6), transportation and food

service (1.7) and financial areas (1.8). Within the charts (1.1-1.8) each notation is hyperlinked to the body of the document for reference.

Throughout the study, significant similarities were identified in the educational philosophies, student-centered priorities, and community values shared by both districts. Stakeholder input also highlighted the distinct strengths and complementary programming that characterize each district. While differences in programs, operations, and community traditions exist, these variations were generally viewed as opportunities to enhance one another rather than obstacles to collaboration. The evidence gathered through interviews, public forums, surveys, and data analysis suggests that Cazenovia and Morrisville-Eaton possess complementary assets that, if pursued through reorganization, could expand opportunities for students while preserving the unique identity, traditions, and community pride that define each district. Achieving this vision will require a sustained commitment to public and open dialogue, mutual respect, and collaborative decision-making by all stakeholders.

Table ES 1.1: Feasibility Study Key Findings and Recommendations Executive Summary		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
1.1.1- Stakeholder engagement exceeded typical expectations with more than 1,800 documented interactions.	Should the district reorganize, the successor district should continue utilizing multiple communication platforms throughout implementation and maintain regular public reporting to preserve community confidence, transparency, and stakeholder engagement.	Chapter 1 AK Page 9
1.1.2- Enhanced educational opportunity, fiscal stability, and district sustainability emerged as the primary rationale for reorganization.	Should the district reorganize, the successor district should continue emphasizing expanded academic opportunities, enhanced student programming, and long-term educational sustainability as the principal objectives of reorganization.	Chapter 1 AK Pages 9-10
1.1.3- Evidence gathered throughout this reorganization study including stakeholder interviews, public forums, financial analyses, instructional program reviews, transportation assessments, and staffing evaluations provides a comprehensive basis for assessing the viability of a potential reorganization between the Cazenovia Central School District	The Cazenovia Central School District and the Morrisville-Eaton Central School District should publicly present the Reorganization Study to the community to gauge stakeholder interest in proceeding to the next step in the process as dictated by the New York State Education Department and statute.	Chapter 1 AK Page 19

Table ES 1.1: Feasibility Study Key Findings and Recommendations Executive Summary		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
and the Morrisville-Eaton Central School District.		

Table ES 1.2: Feasibility Study Key Findings and Recommendations Governance		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
1.2.1- Stakeholders emphasized student learning and preserving community identity as important considerations for the Board of Education and Community to consider for future decision-making processes for the district.	Should the district reorganize, the successor district should adopt implementation principles that prioritize educational continuity, minimize disruption to students, and preserve community traditions whenever practical.	Ch. 2 BOE Stakeholder Input Page 32
1.2.2- Both districts possess stable leadership capable of managing organizational transition.	Should the district reorganize, the successor district should establish joint transition teams comprised of board members, administrators, staff, and community representatives to oversee implementation.	Ch. 2 Bkgd. Page 33
1.2.3- Governance philosophies are highly compatible and emphasize fiscal stewardship and transparency while focusing on teaching and learning as bedrock principles in each system.	Should the district reorganize, the successor district should develop a unified governance framework that incorporates governance best practices currently demonstrated by both Boards of Education.	Ch. 2 Governance Similarities Page 31
1.2.4- A successor Board of Education will be required under NYS Education Law.	Should the district reorganize, the successor district should establish a seven-member Board of Education elected at-large with staggered terms, continue ex-officio student representation, and organize standing committees for Finance and Audit, Policy, Curriculum and Student Achievement, Facilities and Operations, Strategic Planning and Community Engagement.	Ch. 2 Consultant Conclusions Page 37

Table ES 1.2: Feasibility Study Key Findings and Recommendations Governance		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
1.2.5- No governance barriers were identified.	Should the district reorganize, the successor district should develop governance transition procedures, board operating protocols, committee assignments, ethics expectations, policy integration, and board development opportunities prior to implementation.	Ch. 2 Consultant Conclusions Page 38
1.2.6- Community engagement post reorganization study presents an opportunity to expand stakeholder input in determining the direction of the Cazenovia and Morrisville-Eaton communities	Should the district reorganize, the respective boards of education must jointly determine if a petition process or a straw poll vote will occur to meet Commissioner requirements to assess public support for reorganization.	Conclusion Page 160
1.2.7- Community identity and equitable representation remain a priority.	Should the district reorganize, the successor district should adopt governance principles that visibly promote fairness, transparency, equitable representation, and preservation of each community's identity throughout the transition.	Ch. 2 BOE Stakeholder Input Page 34

Table ES1.3: Feasibility Study Key Findings and Recommendations Enrollment		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
1.3.1- Both districts continue to experience enrollment decline.	Should the district reorganize, the successor district should utilize combined enrollment projections to guide long-term staffing, facility utilization, transportation planning, and capital investment decisions.	Ch 4 Demographic Synthesis Page 55
1.3.2- Existing facilities possess adequate capacity.	Should the district reorganize, the successor district should maximize utilization of existing educational facilities before considering significant grade or building reconfigurations.	Ch 4 Enrollment Data Page 52

Table ES1.3: Feasibility Study Key Findings and Recommendations Enrollment		
Key Findings	**Recommendations**	**Ch/Sec/Pg**
1.3.3- Previous studies found limited benefits from grade reconfiguration.	Should the district reorganize, the successor district should maintain existing grade configurations during the initial transition period unless future enrollment patterns demonstrate a clear educational or operational benefit from modification.	Ch 3 Demographic Synthesis Page 55
1.3.4- Combined enrollment would improve program stability.	Should the district reorganize, the successor district should leverage the larger combined enrollment to stabilize instructional programs, electives, extracurricular activities, and specialized student services.	Ch 4 Enrollment Predictions Page 52
1.3.5- Enrollment trends support proactive planning.	Should the district reorganize, the successor district should update demographic and enrollment projections and district special education plan annually to support long-range strategic planning.	Ch 4 Demographic Synthesis Page 54 Page 77

Table ES 1.4: Feasibility Study Key Findings and Recommendations Instructional and Extracurricular Programs		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.4.1- Both districts maintain high-quality, complementary instructional programs.	Should the district reorganize, the successor district should preserve the instructional strengths of both districts while expanding equitable student access to specialized academic opportunities.	Ch 4 Analysis of Inst & Co-Curr Page 80
1.4.2- Both districts utilize available out of district placements, at OCM and MO BOCES as well as other agencies for mandated special education programs to meet	Should the districts reorganize, the successor district should convene a special education advisory committee of stakeholders to explore opportunities to provide additional in-district programming for students with disabilities.	Ch 4 Special Education Implications of Reorganization

Table ES 1.4: Feasibility Study Key Findings and Recommendations Instructional and Extracurricular Programs		
Key finding	**Recommendations**	**Ch/Sec/Pg**
the needs of students with disabilities.		Pages 77
1.4.3- Cazenovia offers extensive AP, dual enrollment, and electives.	Should the district reorganize, the successor district should extend access to Cazenovia's Advanced Placement, dual-enrollment, fine arts, and elective programming to all students.	Ch 4 Caz Instr Profile Page 56
1.4.4- Morrisville-Eaton offers exceptional agricultural and CTE programming.	Should the district reorganize, the successor district should preserve and expand Morrisville-Eaton's agricultural education, Career and Technical Education, and experiential learning partnerships as signature districtwide programs.	Ch 4 MECS Instr Profile Pages 62
1.4.5- Instructional philosophies are compatible.	Should the district reorganize, the successor district should develop a unified curriculum framework with substantial stakeholder input that builds upon existing instructional strengths while allowing for a purposeful integration of programs and practices.	Conclusion Page 159
1.4.6- Combined enrollment enhances the sustainability of specialized programming.	Should the district reorganize, the successor district should utilize the larger student population to sustain specialized academic courses and extracurricular programs that may become increasingly difficult to maintain independently.	Ch 4 Analysis Pages 80
1.4.7- Cazenovia CSD is a component district of the Onondaga-Cortland-Madison BOCES and Morrisville-Eaton CSD is a component district of the Madison-Oneida BOCES.	If the schools reorganize, the Commissioner of Education holds the sole responsibility to determine the BOCES designation for the merged district, as the two original districts are currently located in different BOCES regions. This decision will be based on how to best serve the educational interests of the students in the proposed successor district, as well as how to promote the most effective and efficient delivery of cooperative educational services on a regional basis.	Ch 4 BOCES Designation Page 79

Table ES 1.5: Feasibility Study Key Findings and Recommendations Facilities		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.5.1- Existing facilities adequately support programming.	Should the district reorganize, the successor district should continue utilizing existing school facilities during the initial implementation period while evaluating long-term utilization needs.	Conclusion Page 159
1.5.2- Facility capacity exceeds projected enrollment.	Should the district reorganize, the successor district should prioritize modernization and strategic use of existing facilities before considering future building consolidation.	Ch 5 Facility Implication Pages 87
1.5.3- Capital needs remain in both districts.	Should the district reorganize, the successor district should develop a long-range capital improvement plan leveraging enhanced state Building Aid.	Ch 5 Facility Implication Pages 88
1.5.4- The schools within the Cazenovia and Morrisville-Eaton are deeply connected to the community's identity.	Should the district reorganize, the successor district should preserve each community's connection to its schools while investing strategically in facilities that support educational excellence, community access and future opportunities for program design and development.	Conclusion Page 159
1.5.5- Reorganization supports coordinated capital planning.	Should the district reorganize, the successor district should establish districtwide standards for facility maintenance, security, accessibility, sustainability, and energy efficiency.	Ch 5 Facilities Page 81

Table ES 1.6: Feasibility Study Key Findings and Recommendations Staffing and Labor Agreements		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.6.1- There are multiple collective bargaining associations with unique, individualized contractual language as well as individual employment agreements.	Should the district reorganize, the successor district should establish joint transition teams comprised of leadership and staff to collectively bargain employment agreements.	Ch 6 Staffing Pages 107

Table ES 1.6: Feasibility Study Key Findings and Recommendations Staffing and Labor Agreements		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.6.2- Both districts have publicly committed to a "no-layoff" policy for all current employees.	Should the districts reorganize, the successor administration should assign staff as necessary to meet instructional, program, operational and administrative duties with stakeholder input as required in collective bargaining agreements and manage any potential workforce reductions through attrition.	Ch 6 Staffing Page 89
1.6.3- Neither district has a dedicated Communication Specialist to promote community engagement, identify key branding elements and cultural expectations of a newly reorganized district.	Should the districts reorganize, the successor Board of Education and administrative leadership team should consider hiring or contracting with a communications and community engagement specialist to develop and implement a comprehensive communications strategy. This role should support strategic planning, stakeholder engagement, transparent and timely communication, public information efforts, and community outreach to foster trust, strengthen relationships, and ensure consistent messaging throughout the transition and implementation of the reorganized district.	Chapter 6 Recommendation Pages 110

Table ES 1.7: Feasibility Study Key Findings and Recommendations Transportation and Food Services		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.7.1- The reorganization of transportation systems offers immediate efficiency opportunities.	Should the district reorganize, the successor district should consolidate specialized and out-of-district transportation services where it is practical to improve efficiency and reduce duplication.	Ch7 Transportation and Food Services Page 117
1.7.2- Utilization of a dedicated maintenance and transportation facility would improve operational efficiency and	Should the district reorganize, the successor district should transition transportation mechanics into dedicated maintenance positions to improve fleet reliability and preventative maintenance.	Ch7 Transportation and Food Services Page 119

Table ES 1.7: Feasibility Study Key Findings and Recommendations Transportation and Food Services		
Key finding	**Recommendations**	**Ch/Sec/Pg**
likely mitigate duplicative costs.		
1.7.3- A potential reorganization of transportation services via a centralized dispatch would improve operations.	Should the district reorganize, the successor district should establish centralized dispatching, routing, and fleet management systems to improve operational efficiency and emergency responsiveness.	Ch7 Transportation and Food Services Page 118
1.7.4- The Cazenovia and Morrisville-Eaton School Districts have sought a state waiver for the electrification mandates and future electrification efforts favor a coordinated investment.	Should the district reorganize, the successor district should develop a phased electric bus implementation strategy supported by coordinated charging infrastructure and long-term fleet replacement planning.	Ch7 Transportation and Food Services Page 119
1.7.5- Stakeholders expressed universal concern for student transportation route times in a reorganized and larger district.	Should the district reorganize, the successor district should establish maximum student ride-time expectations and conduct periodic ridership and route utilization audits.	Ch 7 Transportation and Food Services Page 119
1.7.6- Both districts operate compliant food service programs.	Should the district reorganize, the successor district should maintain existing meal quality and student access while integrating food service administration and operations over a period of time.	Ch 7 Transportation and Food Services Page 129
1.7.7- Operational differences are minimal.	Should the district reorganize, the successor district should standardize purchasing, inventory management, menu development, and regulatory reporting to improve operational efficiency.	Ch 7 Transportation and Food Services Page 129
1.7.8- Combined purchasing creates economies of scale.	Should the district reorganize, the successor district should leverage increased purchasing volume	Ch 7

Table ES 1.7: Feasibility Study Key Findings and Recommendations Transportation and Food Services		
Key finding	**Recommendations**	**Ch/Sec/Pg**
	through cooperative procurement to maximize economies of scale and reduce operating costs.	Transportation and Food Services Page 130
1.7.9- MECS serves a larger economically disadvantaged population.	Should the district reorganize, the successor district should continue prioritizing equitable student access to nutrition services while maximizing available federal and state reimbursement opportunities.	Ch7 Transportation and Food Services Page 129
1.7.10- Food service is not a barrier to reorganization.	Should the district reorganize, the successor district should implement a phased integration plan that preserves uninterrupted meal service while achieving long-term administrative and operational efficiencies.	Ch 7 Transportation and Food Services Page 130

Table ES 1.8: Feasibility Study Key Findings and Recommendations Financial and Tax Impact of Reorganization		
Key finding	**Recommendations**	**Ch/Sec/Pg**
1.8.1- Reorganization Incentive Aid offers significant strategic opportunities.	Should the district reorganize, the successor district should develop and communicate a comprehensive multi-year financial plan directing Reorganization Incentive Aid toward instructional programming, facilities, technology, transportation, and long-term organizational sustainability.	Ch 8 Financial and Tax Impact of Reorganization Page 159
1.8.2- Both districts face long-term fiscal pressures.	Should the district reorganize, the successor district should prepare a unified five- to ten-year financial forecast with stakeholder input incorporating enrollment trends, staffing, contractual obligations, and anticipated operational costs.	Ch 8 Financial and Tax Impact of Reorganization Page 35

1.8.3- Stakeholders favored long-term investment over short-term tax relief.	Should the district reorganize, the successor district should prioritize long-term educational investments over short-term tax reduction strategies when allocating reorganization incentive resources.	Ch 8 Financial and Tax Impact of Reorganization Page 35
1.8.4- Aid ratios provide planning opportunities.	Should the district reorganize, the successor district should maximize available Building Aid, Transportation Aid, and BOCES Aid through coordinated capital and operational planning.	Ch 8 Financial and Tax Impact of Reorganization Page 156
1.8.5- Financial integration of the Cazenovia and Morrisville-Eaton districts requires careful planning and community input.	Should the district reorganize, the successor district should implement a comprehensive fiscal transition plan aligning budgeting, accounting, purchasing, payroll, and financial reporting systems prior to implementation.	Ch 8 Financial and Tax Impact of Reorganization Page 160

Next Steps

Following submission of the Feasibility Study to the New York State Education Department and the Commissioner of Education, both Boards of Education should convene a joint public meeting to present the study's findings and recommendations to their respective communities. The joint session should provide an opportunity to review the results, answer stakeholder questions, and discuss potential next steps in the reorganization process. At that time, the Boards should determine whether to pursue additional community engagement through a non-binding straw poll, petition process, or other appropriate mechanism to assess public interest. The Boards should also identify future governance actions, establish a preliminary implementation timeline, if warranted, and maintain transparent, consistent communication with students, staff, families, and community stakeholders throughout the decision-making process.

Chapter 2: Background

Public school districts across New York State are navigating a complex and rapidly evolving educational landscape. Communities expect robust academic opportunities for students as the State implements Portrait of a Graduate for graduation and college and career-readiness. Students are now offered multiple pathways to demonstrate and develop a broader and deeper set of skills to be successful in postsecondary education, the workforce, or both. As a result, districts face mounting pressure to ensure that more students not only remain engaged in school but also successfully offer a multitude of pathways for students.

At the same time, the number of students attending New York State public schools is steadily declining. With the exception of a few isolated regions, most districts have experienced decreases in enrollment in recent years, and projections indicate that this trend will continue. Declining enrollment creates significant operational challenges: schools are expected to deliver more rigorous and comprehensive programming while serving fewer students and managing increased student instructional needs.

Compounding these pressures are persistent financial constraints. Although districts recently benefited from substantial federal relief funding (American Recovery Act and COVID-19) to address pandemic-related needs, these resources are gone and districts face increasing costs married with declining revenues. The underlying fiscal challenges of maintaining high-quality educational programs, supporting student needs, and sustaining operations without placing unsustainable burdens on local taxpayers, remain unresolved. Many communities are already grappling with difficult economic conditions, making it increasingly challenging for districts to raise additional revenue.

Together, these factors underscore the need for courageous and forward-thinking leadership. Districts must begin exploring new ways of doing business, including innovative partnerships, shared services, and structural changes that can strengthen educational opportunities while ensuring long-term financial sustainability.

As outlined in Table 2.1, the Morrisville-Eaton Central School District is situated in a uniquely interconnected region of Central New York, bordered by several contiguous school districts that

help define its educational, economic, and cultural landscape. MECS shares boundaries with Cazenovia, Canastota, Stockbridge Valley, Madison, Hamilton, Sherburne-Earlville, Georgetown–South Otselic (Otselic Valley), and the Oneida City School District. This cluster of neighboring districts forms a diverse regional network, ranging from small rural systems to larger suburban and city environments, and contributes to the district's identity as a rural hub with access to a broad set of external resources and partnerships.

Table 2.1: Morrisville-Eaton School District Contiguous School Districts

Adjacent District Name	District Type	County	Adjacency Notes
Cazenovia Central School District	Centralized	Madison	West, along entire western boarder
Canastota Central School District	Centralized	Madison	North
Stockbridge Valley Central School District	Centralized	Oneida	East and Southeast
Hamilton Central School District	Centralized	Madison	Southeast
Onieda City School District	Small City	Madison	North, Minimal Contiguous Boarder
Madison Central School District	Centralized	Madison	East
Sherburne Earlville Central School District	Centralized	Chenango	South along a minimal contiguous boarder
South Otselic Central School District	Centralized	Chenango	South along a minimal contiguous boarder

Figure 1 identifies a geographic map of the Cazenovia Central School and Morrisville-Eaton Central School District and neighboring contiguous districts.

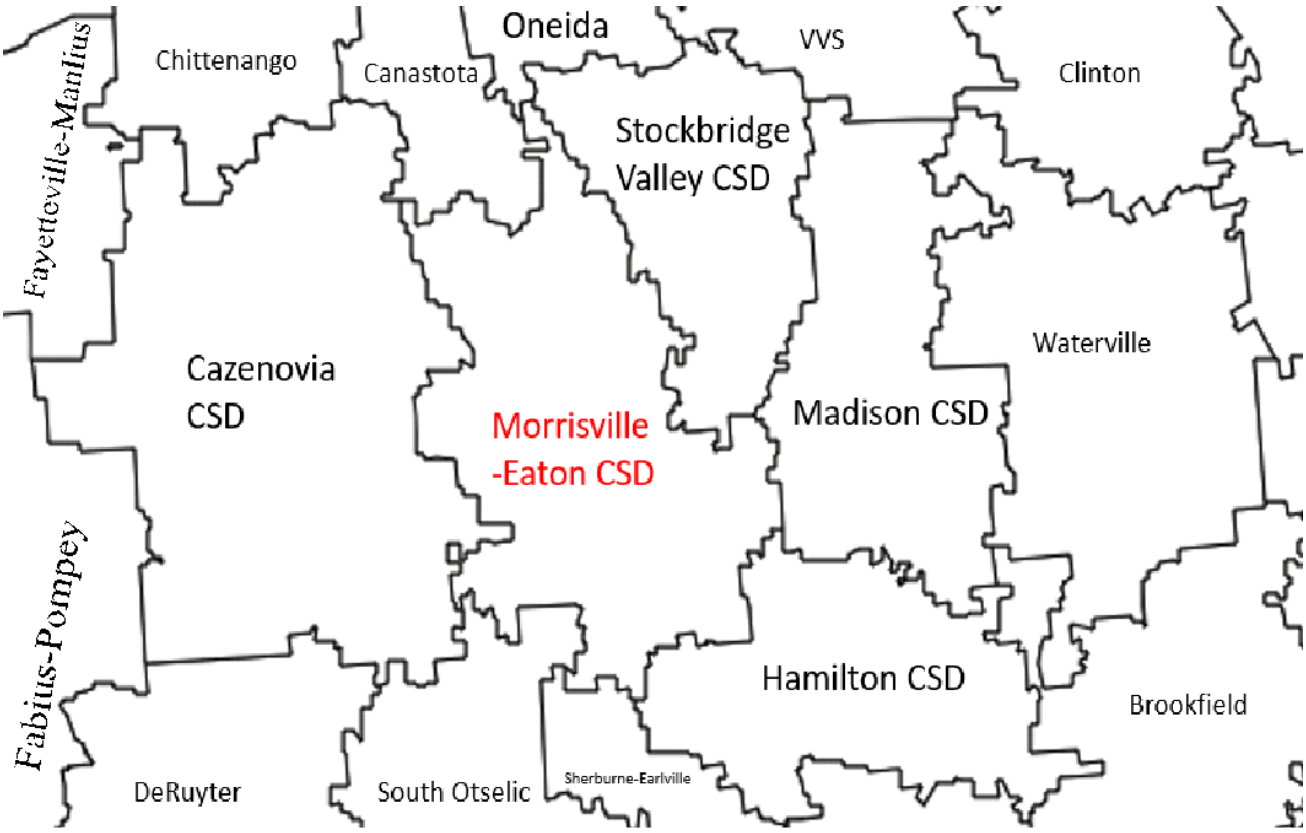


Figure 1: Contiguous Districts- Cazenovia CSD and Morrisville-Eaton CSD

Morrisville-Eaton Central School District's two instructional campuses; Edward R. Andrews Elementary school (PK3 to 5th grade) and Morrisville-Eaton Middle/High school (6th grade to 12th grade) sit just minutes apart and are closely tied to the neighboring villages that define the district's rural character. The Morrisville-Eaton Elementary School, located in the Village of Morrisville, sits within the community's residential core, easily accessible to families living in and around the village. A short drive north brings students to the Middle/High School, positioned just outside the Village of Eaton and serving as a geographic bridge between the two communities. Together, these locations place both schools squarely within the district's central population corridor, reinforcing the district's identity as a connected district anchored by the villages of Morrisville and Eaton.

The district's geographic setting is one of its most distinguishing features. Morrisville-Eaton is surrounded by a collection of natural assets that shape both community life and student learning.

Stony Pond State Park, Leland Pond, Eaton Brook Reservoir, and Bradley Brook Reservoir provide expansive outdoor environments that support recreation, environmental education, and hands-on science experiences. These natural resources reinforce the district's long-standing emphasis on agriculture, ecology, and outdoor learning, and they serve as extensions of the classroom for students across grade levels.

The presence of SUNY Morrisville within the district's footprint adds another defining dimension. As a nationally recognized institution for applied learning, agriculture, technology, and specialized career programs, SUNY Morrisville offers MECS students access to college-level facilities, dual-enrollment opportunities, and exposure to advanced technical fields. This proximity strengthens the district's academic pathways and supports its emphasis on career readiness and experiential learning. This context plays an important role in shaping the district's identity and informs the broader analysis of how reorganization could enhance or expand the opportunities available to students and families.

As outlined in Table 2.2, the Cazenovia Central School District is similarly situated in a distinctive region of Central New York, bordered by several contiguous school districts that help shape its educational and community landscape. Cazenovia shares boundaries with Fayetteville-Manlius, Chittenango, Canastota, Morrisville-Eaton, DeRuyter, Fabius-Pompey, and South Otselic. This collection of neighboring districts reflects a mix of rural, suburban, and lakeside communities, creating a regional network that influences student mobility, shared services, and long-term planning considerations.

Table 2.2 Cazenovia Contiguous School Districts

Adjacent District Name	District Type	County	Adjacency Notes
Morrisville-Eaton Central School District	Centralized	Madison	Due East
Fayetteville-Manlius Central School District	Centralized	Onondaga	Northwest
Fabius-Pompey Central School District	Centralized	Onondaga	Southwest

Chittenango Central School District	Centralized	Madison	Due North
Canastota Central School District	Centralized	Madison	Northeast
South Otselic Central School District	Centralized	Chenango	Southeast
DeRuyter Central School District	Centralized	Madison	South

Figure 1 previously identified illustrates a geographic map of the Cazenovia and the Morrisville-Eaton Central School District and neighboring contiguous districts.

Figure 2 below represents the geographic size of a potentially centralized Cazenovia and Morrisville-Eaton Central School District. The contiguous districts touching the boundaries of the independent, reorganized districts do not change as a result of reorganization.

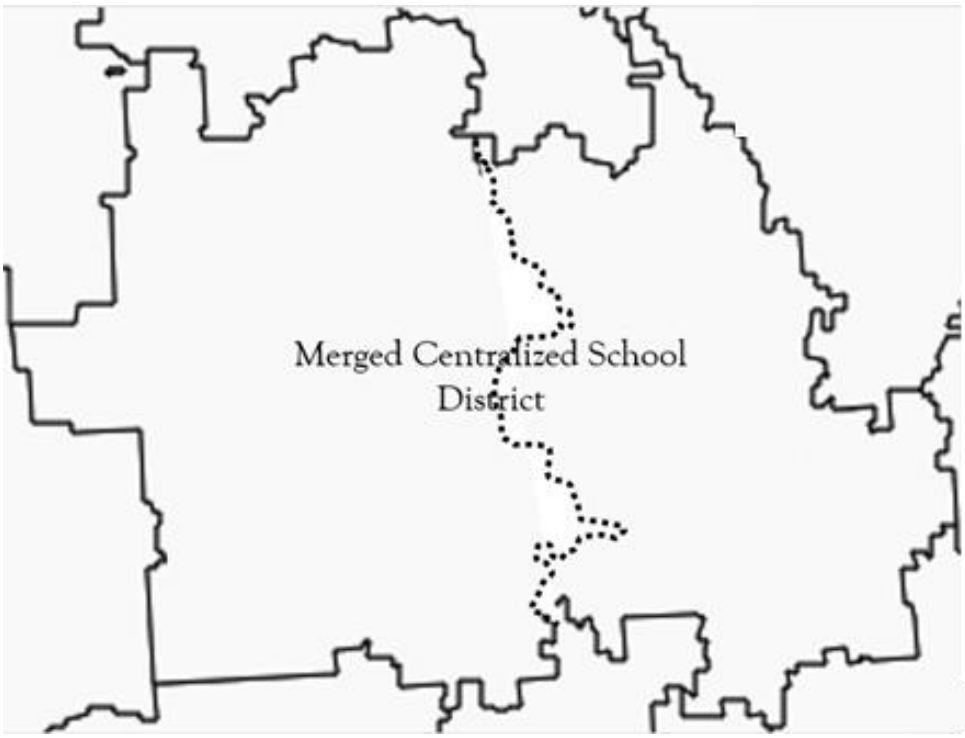


Figure 2: Reorganized District- Cazenovia and Morrisville-Eaton CSD

Cazenovia's geographic setting is one of its defining strengths. The district is anchored by Cazenovia Lake, a major recreational and ecological resource that contributes to the community's identity and provides opportunities for environmental education and outdoor learning. The area is also home to Lorenzo State Historic Site, Stone Quarry Hill Art Park, and the Cazenovia Preservation Foundation trail system, offering cultural, artistic, and natural experiences that extend learning beyond the classroom. Together, these assets create a rich backdrop for student engagement in environmental science, local history, and the arts.

The district benefits from its proximity to Cazenovia College's former campus, now transitioning into a multi-use educational and community hub. This location continues to serve as a focal point for community events, youth programming, and regional partnerships. The village's historic downtown, with its small businesses, galleries, and civic institutions, further reinforces the district's connection to a vibrant local community.

Cazenovia's schools are centrally located within the village, creating a cohesive educational corridor that supports continuity and accessibility for students and families. Burton Street Elementary School serves the district's youngest learners, while Cazenovia Middle School and Cazenovia High School share a connected campus that supports academic alignment, shared programming, and efficient use of facilities. This configuration allows students to transition smoothly between grade levels and provides opportunities for cross-grade collaboration, shared extracurricular activities, and coordinated academic pathways.

The district's location, natural surroundings, and community resources contribute to a strong sense of place and identity. Cazenovia's blend of cultural institutions, outdoor assets, and village-centered school facilities creates an environment that supports academic excellence, student engagement, and community involvement. These characteristics play an important role in understanding the district's strengths and inform the broader analysis of how reorganization could expand opportunities for students across a merged district.

Table 2.3 highlights the structure of both districts' board of education composition, superintendents, enrollment in the 2025-26 school year, and other demographic data. Wide variations exist in enrollment, aid ratios, combined wealth ratios, building configurations, and

other factors. Similarities exist in ethnicity, relative geographic size of the districts, and other factors.

Table 2.3 Background Information on the Study Districts		
	Cazenovia CSD	**Morrisville-Eaton**
Board of Education	President – Judith Hight VP – Travis Barr* resigned 6/22/26 Jefferey Dewan Ron Luteran Sasha Rasmussen Emily Weimers Jan Woodworth	President – Megan Dooley VP – Dustin Jones Steve Broedel Trevor Thieme Jennifer Dapson
Superintendent	Kevin Linck	Greg Molloy
2025-26 Enrollment (PK-12)	1483	595
Area of District	113 square miles	75 square miles
BOCES	OCM BOCES	Madison-Oneida
Transportation Aid Ratio**	65	90
BOCES Aid Ratio**	57	74
Building Aid Ratio**	67	89
Combined Wealth Ratio**	1.27	.533
True Value Tax Rate-2025-26	12.83	12.31
Grade Level Configurations	UPK-4 5-7 8-12	PK-5 6-12
Economically Disadvantaged	447 / 30%	311 / 52.3%
White	1367 / 92%	563 / 94.6%
Hispanic or Latino	62 / .04%	11 / 1.8%
Black or African American	10 / .006%	4 / 0.7%

Table 2.3 Background Information on the Study Districts		
	Cazenovia CSD	**Morrisville-Eaton**
American Indian / Alaska Native	5 / .003%	1 / 0.2%
Asian or Native Hawaiian/ Other Pacific Islander	10 / .006%	0 / 0.0%
Multi-Racial***	5 / .003%	16 / 2.7%
NOTE: Enrollment numbers include non-graded students and Pre-Kindergarten students. **Data obtained from 2025-26 reports from Cazenovia and Morrisville-Eaton Districts and State Aid Factor Comparison Workbook. ***Multiracial designation covers many ethnicity combinations.		

Governance, Board Organization, and Leadership Structure Analysis

The governance structure of the Cazenovia Central School District and the Morrisville-Eaton Central School District serve as the foundation upon which educational policy, fiscal stewardship, community engagement, and organizational accountability are established and aligned with New York State statutes, commissioner regulations, and policy. As part of this feasibility study, a review was conducted of the governance and leadership structures of both districts to determine organizational similarities, differences, and considerations associated with a potential district reorganization.

The analysis included a review of Board of Education composition, administrative leadership structures, committee organization, student representation, governance practices, and applicable provisions of New York State Education Law governing school district reorganizations. Table 2.4 summarizes the 2025–26 school board models and key comparison data.

Table 2.4 Governance Model		
Governance Component	**Cazenovia CSD**	**Morrisville-Eaton CSD**
District Type	Central School District	Central School District
Board Size	7 Members	5 Members
Election Method	At-Large	At-Large
Board Term Length	3 Years (Staggered)	3 Years (Staggered)
Board President	Judith Hight	Elected Annually by Board
Board Vice President	Travis Barr* resigned 6/22/26	Elected Annually by Board
Student Ex-Officio Board Member	Sebastian Gebers	Ella Griffin
Standing Committees	Policy; Finance & Audit	Board Work Sessions and Committee Functions
Superintendent Model	Superintendent/Cabinet Structure	Superintendent/Central Administration Structure
Administrative Complexity	Moderate-Large	Moderate
Governance Structure	Traditional Committee-Based Governance	Traditional Small District Governance

Governance Analysis:

Cazenovia Central School District

Cazenovia Central School District maintains a comprehensive governance structure that reflects both the size and complexity of the organization. The seven-member Board of Education operates through a committee-based governance model that includes policy and finance/audit oversight functions. These committees provide opportunities for detailed review of district operations prior to formal board action and represent governance best practices commonly found in larger central school districts. Note: on June 22, 2026, the Cazenovia School Board Vice-President, Travis Barr, submitted his resignation effective immediately. Currently, at the time of this report, the board is operating with six (6) members of the board of education. The district demonstrates a commitment to stakeholder engagement through the inclusion of an Ex-Officio Student Board Member. This governance model allows student perspectives to be represented during board deliberations while maintaining compliance with New York State Education Law and Commissioner's Regulations governing student participation.

The administrative leadership structure supports the Board through a distributed leadership model consisting of the Superintendent and district-level administrators responsible for curriculum and instruction, finance and operations, human resources, student services, technology, and facilities management. This organizational design provides the district with significant administrative capacity and supports long-term strategic planning initiatives. From a governance perspective, Cazenovia exhibits characteristics typically associated with high-functioning educational organizations, including policy oversight mechanisms, committee structures, stakeholder engagement practices, and a clear delineation between governance and administration.

Morrisville-Eaton Central School District

Morrisville-Eaton Central School District operates under a more traditional small-district governance model. The five-member Board of Education provides policy direction and fiscal oversight while relying upon the Superintendent and leadership team to manage district operations. Although Morrisville-Eaton's governance structure is smaller than that of Cazenovia,

the district demonstrates organizational characteristics common among effective rural and small-town central school districts. Board governance functions are supported through work sessions, board workshops, and administrative reporting processes focused on educational programming, budgeting, personnel management, transportation, facilities planning, and community engagement.

The district's smaller board structure promotes efficiency in decision making and may facilitate more direct communication between board members and administrative leaders. However, fewer board members can also result in broader governance responsibilities being assigned to individual members and reduced opportunities for specialized committee work. The governance structure remains fully capable of supporting district operations and participating in a comprehensive reorganization evaluation process.

Comparative Governance Findings

Governance Similarities

A review of the governance structures of the Cazenovia Central School District and Morrisville-Eaton Central School District reveal a number of significant similarities that support effective educational leadership and organizational oversight. Both districts operate as New York State Central School Districts and are governed by locally elected Boards of Education whose members serve staggered terms to ensure continuity of governance and institutional knowledge. In each district, the Board of Education functions as the policy-making body responsible for establishing district direction, maintaining fiscal stewardship, ensuring educational accountability, and overseeing long-range strategic planning initiatives. Day-to-day operations are administered through a Superintendent-led leadership structure that implements board policy and manages district programs, personnel, and resources. Additionally, both districts have demonstrated a commitment to transparency, stakeholder engagement, and collaborative decision-making through public meetings, community outreach efforts, and participation in discussions regarding future organizational opportunities and regional partnerships. These common governance characteristics reflect adherence to established best practices in public school administration and reinforce each district’s commitment to serving students and taxpayers effectively.

Governance Differences

While the districts share many foundational governance attributes, several noteworthy differences distinguish between their organizational structures and leadership models. Cazenovia Central School District operates under a seven-member (7) Board of Education, providing broader representation and committee participation opportunities, whereas Morrisville-Eaton Central School District utilizes a five-member (5) Board of Education consistent with a smaller governance framework. Cazenovia has established formal board committee structures that allow for targeted review of finance, policy, facilities, and educational matters prior to full board consideration. The districts incorporate student representation within their governance process, providing an additional avenue for student voice and stakeholder engagement. From an administrative perspective, Cazenovia maintains a larger leadership team, reflecting an elevated enrollment, programmatic complexity, and operational scale. In contrast, Morrisville-Eaton employs a more streamlined administrative model that emphasizes efficiency and expanded leadership team member roles and responsibilities. These differences are largely reflective of district size, organizational capacity, and service delivery needs rather than fundamental philosophical differences in governance. Both districts demonstrate effective structures appropriate to their respective educational environments.

Board of Education Stakeholder Input

As part of this centralization feasibility study, individual interviews, and multiple joint Board of Education discussions (Feb. 3, March 3, May 5) occurred with members of both Boards of Education. Collectively, these conversations provided valuable insight into board governance, organizational readiness, perceived opportunities, and community concerns associated with a potential district reorganization. While individual viewpoints naturally varied, a number of consistent themes emerged across both boards. These themes closely reflect the factors identified by the New York State Education Department in *Reorganization: A Primer* and other NYSED guidance documents as critical to the successful exploration and implementation of district reorganization initiatives.

Perhaps most notably, board members from both districts approached the discussion with a clear understanding of their responsibilities as educational leaders and stewards of the public trust. Throughout the interviews, there was a strong recognition that the purpose of centralization is not simply to achieve financial efficiencies, but rather to determine whether a new organizational structure could strengthen, expand, and support current and new educational opportunities for students, enhance long-term sustainability both fiscally and contractually, and better position both communities to meet future challenges while effectively managing budgetary constraints.

From a governance standpoint, a significant degree of board member consensus emerged regarding the potential structure of a future Board of Education. While any formal determination pursuant to board structure would remain a community-based decision, a seven-member (7) board was most frequently identified as the model that best balances geographic representation and effectiveness. Several interviewees acknowledged that a nine-member (9) board could possibly provide additional geographic representation and help address concerns regarding community voice, particularly within Morrisville-Eaton. At the same time, many expressed concern that a larger governing body could become less efficient, more susceptible to interpersonal conflicts, and more difficult to manage from a governance perspective. Conversely, a five-member (5) board was generally viewed as too small to effectively govern a district of greater size and complexity. Consistent with NYSED guidance, board members largely agreed that effective governance is not achieved solely through geographic representation, but through a shared commitment to serving the interests of the entire district.

There was similarly vocalized support for maintaining staggered board terms to ensure continuity of leadership and institutional knowledge during any transition period. Board members also expressed universal support for maintaining student representation through ex-officio membership, recognizing the value of incorporating student perspectives into board discussions.

The concept of rotating Board of Education meetings between communities was discussed as a means of maintaining visibility and accessibility throughout a larger district. While the concept was identified, others noted the practical challenges associated with technology infrastructure, livestreaming capabilities, and maintaining consistent public participation. Ultimately, accessibility, transparency, and meaningful engagement were evaluated as more important than

the physical location of meetings. Board members expressed a generalized concept that centralization could enhance community communications and technology utilization with Reorganization Incentive Aid.

A recurring theme throughout nearly every interview was the importance of governance equity and preserving community identity. Board members repeatedly acknowledged that concerns regarding representation, influence, and local identity will likely be among the most significant issues community members consider when evaluating a potential reorganization. In particular, several participants expressed concern that residents could perceive one district as being absorbed by the other, regardless of the actual governance structure ultimately adopted. These concerns are neither unique nor unexpected. NYSED's reorganization guidance consistently identifies perceived loss of local control and community identity as among the most common obstacles encountered during reorganization discussions.

As a result, interview participants emphasized the importance of establishing governance structures and operating practices that visibly demonstrate fairness, transparency, and inclusion from the outset. Equally important was the widespread belief that centralization should not require immediate changes to long-standing community traditions, school identities, mascots, or building and grade configurations. A philosophy emerged that best summarized the process of potential centralization is a "merge but remain the same", (see Appendix 5). This approach, in theory, allows the respective communities to retain those elements that contribute to local pride and identity while providing time for a unified district culture to develop naturally. Board members consistently expressed the view that any future changes to district identity should occur gradually, thoughtfully, and only with substantial stakeholder involvement.

From an educational perspective, there was considerable agreement that student achievement outcomes in both districts are generally comparable. However, board members frequently noted that educational opportunities, particularly at the secondary level, are not necessarily equivalent. Expanded academic offerings, increased access to Advanced Placement and college-credit coursework, broader extracurricular opportunities, enhanced athletic programming, and expanded elective choices were repeatedly identified as among the strongest educational arguments for continued reorganization exploration. Importantly, board members were equally

clear that any transition must be implemented in a manner that minimizes disruption for current students. Many participants identified a four- to five-year (4-5) planning and implementation horizon as a realistic period for aligning curriculum, programs, scheduling structures, and operational systems while maintaining continuity for students and families.

Financial sustainability emerged as another area of substantial discussion. Across both boards, members acknowledged the growing fiscal pressures facing public education, including enrollment declines, workforce shortages, inflationary pressures, and increasing operational costs. Reorganization incentive aid was widely viewed as a meaningful opportunity to support long-term investments that may otherwise be difficult to achieve independently. Consistent with the recommendations outlined in *Reorganization: A Primer*, interviewees generally favored directing incentive resources toward facility improvements, instructional programming, technology modernization, transportation efficiencies, and initiatives that enhance public access and transparency.

Interview findings indicated limited support for using reorganization incentive aid to fund short-term tax relief strategies, significant compensation enhancements, or costly branding initiatives. Although stakeholders in both communities recognized the importance of fiscal considerations, they consistently emphasized that financial sustainability should be the primary objective. Participants generally expressed a preference for investing available resources in the long-term improvement of academic programs, educational opportunities, facility and capital needs, and essential operational infrastructure to ensure the continued strength and stability of the district.

One of the most consistent observations from board members involved the challenge of community engagement and public understanding. Despite significant efforts by both districts to provide information through public forums, presentations, websites, and study materials, interviewees repeatedly described participation levels as lower than anticipated. Several board members observed that while a considerable amount of information is available, much of it is highly technical and difficult for the average resident to navigate. In some instances, the volume of information itself may have become a barrier to understanding.

At the same time, board members noted the continued presence of misinformation and long-standing assumptions regarding transportation, school closures, staffing impacts, and the

preservation of community identity. Many expressed frustration that extensive efforts toward transparency have not always translated into public confidence. The consensus view was that the challenge is not the availability of information but rather ensuring that Frequently Asked Questions (FAQ) and information is communicated in a manner that is clear, accessible, relevant, and tailored to the audiences receiving it.

To address these concerns, board members consistently supported a more deliberate and targeted communications strategy moving forward. Suggestions included expanding outreach through traditional print media, direct mailings, social media platforms, community presentations, and partnerships with trusted local organizations. There was particularly strong support for developing concise, visually focused materials that address specific topics such as transportation, finances, governance, facilities, and educational programming. Several interviewees also highlighted the potential value of community ambassadors; respected local leaders, parents, business owners, and civic organizations who could help communicate accurate information and foster productive dialogue within their respective networks.

Finally, board members recognized that an important procedural question remains regarding how community support would ultimately be demonstrated should the study advance toward a formal reorganization proposal. While opinions varied regarding the merits of a straw vote versus a petition-based process, there was broad agreement that both districts must work collaboratively to establish a process that is transparent, clearly understood, and consistent with applicable statutory requirements.

Taken as a whole, the Board of Education interviews reflect a thoughtful and measured approach to reorganization exploration. While concerns remain and important decisions lie ahead, the discussions revealed a shared commitment to evaluating opportunities through the lens of student benefit, organizational sustainability, and responsible stewardship. Equally important, board members demonstrated an appreciation for the fact that successful reorganization is ultimately as much about building public trust and community confidence as it is about governance structures or financial considerations. The findings suggest that future progress will depend upon maintaining that trust through continued transparency, meaningful engagement, and a clear

articulation of how any proposed reorganization would strengthen opportunities for students while preserving the values and traditions that define both communities.

Consistent with the provisions of New York State Education Law governing central school district reorganizations, the successor district would be required to establish a new Board of Education responsible for the governance of the reorganized district. Based upon the combined enrollment, geographic footprint, operational complexity, and governance needs of the proposed successor district, a seven-member Board of Education warrants consideration as the most balanced governance model. Such a structure would provide sufficient representation while maintaining effective decision-making capacity and organizational efficiency. Under this model, board members would be elected at-large and serve staggered three-year terms, reinforcing the statutory principle that Board of Education members represent the interests of the entire district rather than individual communities or attendance areas. The inclusion of an ex-officio student and alternate would continue to promote student voice in governance discussions, while standing committees focused on Finance and Audit, Policy, Curriculum and Student Achievement, Facilities and Operations, and Community Engagement would provide opportunities for detailed oversight and stakeholder involvement. Operating within a policy governance framework led by a Superintendent as chief executive officer, a seven-member board would align closely with recognized governance best practices, support continuity of leadership, and provide an appropriate structure for overseeing a reorganized district while ensuring equitable representation and responsiveness to both former school communities.

Consultant Conclusions

The governance systems presently operating within the Cazenovia Central School District and Morrisville-Eaton Central School District demonstrate organizational stability, effective board-superintendent relationships, and adherence to accepted principles of educational governance. Both districts possess experienced boards and administrative leadership teams capable of supporting a successful reorganization process should voters elect to pursue that option. The districts share similar governance philosophies emphasizing fiscal stewardship, educational excellence, transparency, and community engagement.

The existence of committee structures and distributed leadership practices within Cazenovia provides a governance model that may serve as a useful framework for consideration in any future successor district. Likewise, Morrisville-Eaton's streamlined governance structure offers examples of efficient board operations and effective administrative collaboration. Based upon the governance review, no significant governance barriers were identified that would preclude future district reorganization. Rather, governance planning should focus on developing a successor board structure that ensures equitable representation, preserves community voice, incorporates student participation, and supports long-term organizational effectiveness.

Why Reorganize?

The Morrisville-Eaton Central School District (MECS) began confronting growing concerns about its long-term ability to sustain the breadth and quality of its existing programs and services. District leadership recognized that demographic, financial, and operational pressures were converging in ways that required a deeper examination of future viability. This prompted MECS to initiate a structured exploration of potential strategies that could strengthen educational offerings while ensuring fiscal responsibility.

As part of this process, the district commissioned and reviewed several independent studies, including a Student Transportation Program Review, a Special Education Audit, and a School District Optimization Assessment. The Student Transportation Program Review was completed in June 2023, followed by the School District Optimization Assessment Study on February 2024, and the Special Education Audit in February 2024. Collectively, these studies provided detailed assessments of transportation operations, special education service delivery, staffing patterns, building utilization, and districtwide organizational efficiency. Their findings highlighted both strengths and structural challenges, offering a data driven foundation for evaluating potential future pathways.

Based on these analyses, MECS examined a range of strategic options, including building consolidation, special education and transportation efficiencies, regionalized high school models, tuition based high school arrangements, and the possibility of a full centralization (see Appendix 5) with Cazenovia CSD. As centralization considerations advanced, both districts recognized the importance of transparent communication and broad stakeholder engagement. Both districts

engaged in informal preliminary discussions and began to explore how a centralized system might expand opportunities for students, stabilize long-term operational need, and create a sustainable educational future for both communities. Together, Cazenovia and Morrisville-Eaton have continued to examine these options with the shared goal of ensuring high-quality, equitable, and sustainable educational experiences for all students.

Between fall 2023 and winter 2025, MECS and Cazenovia jointly conducted a series of eight (8) Town Hall Meetings to inform residents about the exploration process, present study findings, and gather community feedback. These sessions were held on:

- September 9, 2023 — Morrisville-Eaton Elementary
- November 1, 2023 — Morrisville-Eaton High School
- November 20, 2024 — Morrisville-Eaton Elementary
- December 10, 2024 — Morrisville-Eaton High School
- January 28, 2025 — Town of Nelson
- February 5, 2025 — Town of Fenner
- February 12, 2025 — Town of Cazenovia (New Woodstock Library)
- February 13, 2025 — Village of Cazenovia (Cazenovia Public Library)

These meetings served as a structured mechanism for disseminating information, clarifying the scope of the studies, and ensuring that community perspectives were incorporated into the ongoing analysis. The engagement process reinforced the districts' shared commitment to transparency, data driven decision making, and the long-term sustainability of educational opportunities for all students.

A review of the extracurricular programs across both districts shows two systems that, while distinct in design, complement one another in ways that would meaningfully expand student opportunities if the districts were reorganized. Cazenovia maintains a broad and diverse catalog of clubs, honor societies, academic teams, arts programs, and student-led organizations. This structure reflects the district's size, its strong participation rates, and its longstanding commitment to providing students with multiple avenues for academic enrichment, civic engagement, and creative expression. Many of these offerings, such as Model UN, Academic Decathlon, Tri-M, Intergroup Dialogue, Drone Soccer, and a wide range of arts and literary

programs, require a sustained level of student participation to remain viable. As enrollment fluctuates, maintaining this breadth of programming becomes increasingly challenging.

Morrisville-Eaton, by contrast, has built a targeted portfolio of high impact programs that leverage its rural setting, agricultural heritage, and deep institutional partnerships. Its award-winning FFA chapter, NYSED certified agriculture curriculum, and extensive outdoor experiential learning network provides students with hands-on, career-connected opportunities that few districts of similar size can offer. Partnerships with SUNY Morrisville, Colgate University, regional environmental centers, and local emergency services further extend learning beyond the classroom and create pathways that are difficult to replicate independently. While these programs are robust, the district's smaller enrollment naturally limits its ability to sustain a wide range of niche academic clubs or competition teams.

When viewed together, the two extracurricular systems form a highly complementary instructional and co-curricular ecosystem. A centralized district would have the student population necessary to preserve and strengthen Cazenovia's extensive catalog of specialized clubs while ensuring that Morrisville-Eaton students gain full access to these opportunities. At the same time, Cazenovia students would benefit from immediate entry into Morrisville-Eaton's premier agricultural leadership programs, outdoor education experiences, and regional partnerships; opportunities that would be costly and complex to build from the ground up.

In effect, centralization would transform two (2) distinct portfolios into a unified system that is broader, more resilient, and more sustainable than either district could maintain alone. The combined district would be positioned to offer a comprehensive range of academic, artistic, technical, agricultural, and experiential programs, ensuring that students across all grade levels have access to meaningful, high-quality opportunities that support their interests, talents, and long-term goals.

As the exploration continues, both districts remain focused on evaluating whether a reorganization would enhance programmatic breadth, operational efficiency, and fiscal stability in ways that neither district could achieve independently. The findings from the commissioned studies, combined with extensive community input, will continue to inform the next phases of analysis and decision making.

Study Organization and Process

In preparation for this work, the districts engaged the Schmitt Leadership Group, LLC, an educational consulting firm with extensive experience conducting program reviews, organizational analyses, and district level studies across New York State. The study commenced formally in January 2026 with an initial meeting of both Boards of Education and engaged representatives from NYSED, both BOCES, leadership teams from both districts, and the consultants. Representatives met twice monthly to report on the study progress and to answer questions as the study progressed.

Over the months that followed, the Schmitt Leadership Group conducted a comprehensive review of district operations, drawing on quantitative and qualitative data, stakeholder input, and comparative analyses. This report represents the culmination of that work. It provides an overview of each district across the essential operational domains typically examined when centralization is under consideration: enrollment and enrollment projections; academic and extracurricular programs; facilities; transportation; staffing; and finances.

The analysis presented in this chapter, and throughout the full report, reflects conditions as they existed during the 2025–26 school year. While the study offers a detailed snapshot of each district at this point in time, it is understood that school systems are dynamic. Enrollment patterns, fiscal conditions, state requirements, and community expectations will continue to evolve. As such, this report is intended to serve as a foundation for informed decision making, recognizing that future adjustments may be necessary as circumstances change.

Guiding Principles and Expected Outcomes:

The study was guided by critical questions designed to address the educational, financial, and operational interests of both districts and their communities. The report aims to provide a clear, data-driven understanding of the potential benefits and challenges of centralization, without making a recommendation for or against reorganization. Instead, it presents findings to inform local decision-making and offers recommendations should centralization occur.

Upon completion, the report will be submitted to Madison-Oneida BOCES, Onondaga-Cortland-Madison BOCES, and NYSED for review. It is important to note that NYSED may request

clarification, edits of the reorganization feasibility study findings prior to returning the study to the Local Education Agencies (Cazenovia and Morrisville-Eaton school districts). Upon release to the Boards of Education, the boards will deliberate on the findings before deciding whether to proceed with the reorganization process.

The findings will then be publicly shared with both Boards of Education, with opportunities for further community engagement. Each Board will take time to review and deliberate on the study findings before deciding whether to proceed with a formal reorganization by centralization.

Chapter 3: Enrollment

Introduction and Methodology

Understanding student enrollment trends is foundational to any school district reorganization feasibility study. Enrollment directly drives almost every operational and fiscal decision within a public school system, including instructional programming, staffing levels, classroom space utilization, transportation logistics, and long-term financial planning.

To evaluate the potential impacts of a reorganization between the Cazenovia Central School District and the Morrisville-Eaton Central School District, this study utilizes the Cohort Survival Model. This widely accepted forecasting methodology analyzes how cohorts progress from one grade level to the next over time by calculating historical grade-to-grade survival ratios. To project future kindergarten cohorts, the model incorporates localized live birth data provided by the New York State Department of Health, establishing a highly reliable, data-driven foundation for determining the long-term facility and educational needs of a potentially unified district.

Table 3.1 outlines an eleven-year trend of live birth data for both districts from 2013 to 2023. This data serves as a key leading indicator for future kindergarten enrollments, as cohorts typically enter the school system five years after birth. Over the analyzed period, the two districts experienced distinct demographic patterns, characterized by a steady baseline in Cazenovia and higher volatility in Morrisville Eaton, culminating in a combined peak in the late 2010s before stabilizing.

Cazenovia Central School District Enrollment Trends

The Cazenovia Central School District maintained a relatively stable birth profile throughout the eleven-year span, averaging approximately seventy (70) births per year. The district experienced its highest birth cohorts in 2017 with seventy-five (75) births and in 2018 with eighty-one (81) births. These larger cohorts correspond to the incoming kindergarten classes of 2022 and 2023. Conversely, the lowest birth year occurred in 2015, which yielded sixty (60) births, though this dip was followed by a swift recovery. Since 2019, Cazenovia's live births have stabilized remarkably, hovering consistently between sixty-seven (67) and seventy-three (73) births

annually, indicating a highly predictable and steady incoming baseline for elementary enrollments through the late 2020s.

Morrisville Eaton Central School District Enrollment Trends

In contrast to the stability observed in Cazenovia, the Morrisville Eaton Central School District demonstrated more pronounced year-over-year fluctuations, averaging roughly forty-eight (48) births per year over the same period. The district experienced peak birth cohorts in 2017 and 2020, with both years yielding fifty-seven (57) births. The sharpest contractions occurred in 2016 with thirty-two (32) births and in 2021 with thirty-nine (39) births. The 2016 low represents a significant 43.8% decline from the subsequent 2017 peak, illustrating the volatile cohort sizes that the district must navigate for staffing and resource allocation. Following the 2020 peak, Morrisville Eaton experienced a decline to thirty-nine (39) births in 2021 before showing signs of moderate recovery in 2022 with fifty (50) births and 2023 with forty-four (44) births.

Combined Regional Impact and Long-Range Projections

On a combined regional level, the total live births for both school districts averaged 117 annually over the eleven-year period. The aggregated data highlights a clear demographic peak between 2017 and 2020, during which total births consistently remained above 124 per year and reached a high of 133 in 2018. The school districts will realize the enrollment impact of this peak in their elementary classrooms between the 2022–23 and 2025–26 school years.

Following this period of elevated cohort sizes, combined births contracted to 112 in 2021 before demonstrating stabilization in 2022 with 119 births and 2023 with 114 births. This leveling trend suggests that while the districts are moving past the peak enrollment cohorts of the late 2010s, are entering a stable, sustainable baseline rather than a trajectory of ongoing, severe decline. Unless local housing or migration patterns shift significantly, administrative planning should prepare for steady, slightly smaller incoming cohorts transitioning into the elementary system through 2028.

Table 3.1 Live Birth Rates			
Calendar Year	**Cazenovia CSD**	**Morrisville Eaton CSD**	**Total**
2013	67	47	114
2014	66	37	103
2015	60	53	113
2016	71	32	103
2017	75	57	132
2018	81	52	133
2019	70	56	126
2020	67	57	124
2021	73	39	112
2022	69	50	119
2023	70	44	114

Regional Student Enrollment Trends and New York State Public School Comparisons (2022–2025)

Analyzing local enrollment trajectories within the broader framework of New York State public education is crucial for distinguishing localized anomalies from systemic, macro-level shifts. This comparative perspective helps district leadership understand if local contractions align with broader regional and statewide trends or reflect distinct local conditions. Table 3.2 presents a four-year comparative view of total public school student enrollment in Madison County, New York, evaluated alongside broader benchmark enrollment trends across New York State public schools over the identical time period.

Madison County Student Enrollment Analysis

During the 2022–23 academic year, Madison County's collective public school student enrollment stood at 8,746 students. Over the subsequent three years, the county experienced a steady and uninterrupted contraction in its student population. Regional enrollment declined to 8,618 in the 2023–24 school year, fell to 8,551 in 2024–25, and reached 8,425 by the 2025–26 academic year.

This multi-year trajectory represents a net loss of 321 students across the county's public schools, resulting in a cumulative enrollment contraction of approximately 3.67% over the four-year period. This steady reduction reflects a localized progression of smaller elementary cohorts moving through the grades, a direct consequence of the declining birth rates observed in the county over the prior decade.

New York State Public Schools Baseline

The contraction observed in Madison County is mirrored across the state's entire public education landscape, which has been navigating significant demographic headwinds. During the 2022–23 school year, New York State public school enrollment was registered at approximately 2.39 million students. By the 2025–26 school year, statewide public-school enrollment had declined to approximately 2.24 million students. This downward trajectory represents a cumulative statewide public school enrollment contraction of approximately 6.2%. Consequently, districts within Madison County can project future student yields with a high degree of confidence, planning for a smaller, but highly stable and manageable student enrollment baseline through the end of the decade.

Table 3.2 Madison Total Student Enrollment 2022-2026

	2022	2023	2024	2025
Madison County, New York	8,746	8,618	8,551	8,425

Cazenovia Enrollment Data

Below, in Table 3.3 is the enrollment data for Cazenovia grades K-12 over the period of time from 2019-20 to 2025-26. Factoring in slight variations in grades 10 and 11, the Cazenovia cohorts while declining over the last eleven (11) years appear to have somewhat stabilized and even slightly improved in the elementary school but have markedly decreased in the secondary school.

Table 3.3 Cazenovia Enrollment History and Projections 2019-2030

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grade K	97	61	81	92	93	93	92	92	92	92	92
Grade 1	90	97	67	87	96	91	97	97	97	97	97
Grade 2	97	89	97	62	83	98	95	98	98	98	98
Grade 3	102	99	93	102	62	82	91	95	98	98	98
Grade 4	104	102	107	97	102	67	94	91	95	98	98
Grade 5	91	105	115	107	96	104	80	95	91	95	98
Grade 6	109	88	106	116	107	100	70	81	96	92	96
Grade 7	104	115	90	105	115	110	101	71	82	97	93
Grade 8	102	107	120	87	109	119	97	102	72	83	98
Grade 9	112	102	113	122	86	115	111	100	105	74	84
Grade 10	126	108	111	121	121	88	118	114	103	108	76
Grade 11	114	120	107	108	113	122	115	119	118	107	112
Grade 12	100	116	125	98	105	109	84	113	117	116	105
Total K-12	1348	1309	1332	1304	1288	1298	1245	1268	1264	1255	1245
Total K-6	641	666	663	639	635	619	649	667	670	677	677

Table 3.3 Cazenovia Enrollment History and Projections 2019-2030											
Grade	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
Total 7-12	668	666	641	649	663	626	619	597	585	585	568

In 2015–2016, the Cazenovia Central School District commissioned a comprehensive study to examine whether reorganizing grade configurations could provide educational or fiscal benefits. That analysis conducted by external consultants reviewed enrollment trends, building capacity, financial conditions, and the potential impacts of various reorganization models. Ultimately, the consultants concluded that maintaining the district's existing grade structure (K–4 at Burton Street Elementary, 5–7 at the Middle School, and 8–12 at the High School) remained the most appropriate course of action. No configuration offered clear educational advantages or meaningful cost savings, and any potential benefits were outweighed by the disruptions and expenses associated with moving students and staff.

The study also highlighted several demographic and facility considerations that continue to shape district planning. Between 2010–11 and 2015–16, Cazenovia's enrollment declined by 11.5%, falling from 1,658 to 1,467 students. Projections at the time anticipated an additional decline of roughly 112 students or about 7.6% by 2022–23. These trends mirror population shifts across Madison County, where the median age rose from 36.1 in 2000 to 41.1 in 2013. The number of residents in the childbearing-age cohort (25–44) has decreased, while the older adult population has grown, signaling continued downward pressure on school enrollment.

Despite these demographic challenges, the district's academic performance has remained strong. Elementary students consistently scored between 64% and 69% at proficiency levels on state ELA and math assessments from 2012–2015. Middle school performance ranged from 50% to 65% proficiency, and the high school offers a robust array of core and elective courses. Class sizes remain reasonable, averaging 23 students at the elementary level, and student achievement compares favorably to similar districts. Special education services are largely provided in-

district, with only a small number of students placed out-of-district, and participation in BOCES CTE programs remains modest.

Cazenovia facilities, while generally in good condition, present both opportunities and challenges. Burton Street Elementary, the Middle School and High School all contain significant underutilized space. Burton Street alone had sixteen (16) full classrooms, many of which are used for non-instructional purposes. Room utilization at the middle and high schools' hovers around 65%, leaving substantial capacity across the system. At the same time, building infrastructure components such as the aging boilers at Burton Street required attention, with estimated repair costs of approximately $3.1 million at Burton Street and $1.2 million at the High School.

Research on grade reorganization reviewed as part of the earlier study shows no definitive evidence that any particular configuration (K–5, 6–8, 9–12; K–4, 5–8, 9–12; or K–6, 7–12) produces superior academic outcomes. For Cazenovia, the analysis found that shifting grade levels would not meaningfully improve space efficiency or reduce costs. At the time of the enrollment study, four (4) reorganization options were explored, ranging from maintaining the current structure to various K–5, K–6, or K–2/3–6 models. Each option presented trade-offs involving transportation, staffing, certification requirements, community sentiment, and the potential for leasing unused space. None offered compelling educational or fiscal benefits.

Taken together, these findings underscore the continued importance of long-range planning grounded in demographic realities, facility needs, and community values. While no immediate advantages justified altering the district's grade configuration, the study recommended Cazenovia continue to review building conditions, explore revenue-generating opportunities, and engage the community in transparent, data-driven decision-making.

Morrisville-Eaton Enrollment Data

Below, in Table 3.4 is the enrollment data for Morrisville-Eaton, grades K-12, over the period of time from 2019-20 to 2025-26. Factoring in variations across grade level cohorts, total enrollment over this period of time has decreased and is predicted to continue to decrease by an

estimated 5% through 2030. Given the relative size of total student enrollment, even small decreases in enrollment can have a disproportional impact on programs and class sizes.

Table 3.4 Morrisville-Eaton CSD Enrollment History and Projections 2019-2030

Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Grade K	33	36	46	48	39	41	41	41	41	41	41
Grade 1	56	37	40	43	42	40	44	44	44	44	44
Grade 2	47	48	41	44	45	46	42	46	46	46	46
Grade 3	47	45	52	38	43	46	46	44	46	46	46
Grade 4	29	47	43	52	39	46	46	46	44	46	46
Grade 5	36	26	47	46	53	39	47	47	47	46	47
Grade 6	55	35	30	50	44	51	41	50	50	50	49
Grade 7	48	49	34	28	44	45	49	39	48	48	48
Grade 8	52	48	51	36	30	49	43	52	37	51	51
Grade 9	40	44	53	51	38	30	46	40	49	35	48
Grade 10	47	39	46	49	47	38	28	44	38	47	34
Grade 11	47	43	35	41	51	43	36	27	42	36	49
Grade 12	51	46	42	36	41	49	45	38	28	44	38
Total K-12	588	588	543	560	562	556	563	554	558	560	580
Total K-6	303	303	274	299	321	305	309	307	318	318	319
Total 7-12	285	285	269	261	241	251	254	247	240	242	261

Morrisville-Eaton Optimization Study summary

In 2023, the Morrisville-Eaton Central School District conducted an optimization assessment to determine how best to align its facilities and programs with current and projected enrollment trends. The process included a review of enrollment data, instructional programs, special education and student services, operations, transportation, staffing, and finances, as well as interviews with district leaders and staff to provide additional context about the district's needs and challenges.

The assessment examined four main reorganization options. The first option considered relocating all grades PK-5 to the Middle/High School facility, with the Elementary School potentially rented or sold in the future. The second option involved moving grades 3-5 to the Middle/High School while keeping PK-2 at the Elementary School, creating an early childhood focus at that site. The third option maintained the current configuration, with PK-5 at the Elementary School and 6-12 at the Middle/High School but reconceptualized the Middle/High School program by tuitioning out grades 11-12 and expanding special education and career and technical education offerings. The fourth option proposed relocating all PK-5 students to the Middle/High School and tuitioning out all grades 9-12, consolidating facility use even further.

Each scenario was evaluated for its impact on educational experience, organizational capacity, and financial stability. The analysis considered how each option would address enrollment numbers, support class size targets, and affect student transitions and community identity. The first option could streamline staffing and transportation but would require significant renovations at the Middle/High School and leave the Elementary School underutilized, with limited financial benefit due to ongoing maintenance costs. The second option offered some programmatic benefits but was hampered by inefficiencies in staffing and persistent facility costs, making it less viable given enrollment projections. The third option stood out for its balance: by maintaining both facilities and enhancing program offerings, it supported stable enrollment, preserved community identity, and opened opportunities to attract new students through specialized programs. The fourth option achieved the highest rating for organizational capacity and financial sustainability but would require significant cultural and programmatic shifts, including the loss of in-district high school grades and associated enrollment.

Enrollment Predictions

The enrollment analysis highlights the importance of aligning facility use with both current and anticipated student populations. The third and fourth options emerged as the most promising for further exploration, each offering distinct pathways to address enrollment challenges while supporting the district's educational mission.

Contained in Table 3.5 is the data over a period of eleven (11) years projecting a combined enrollment for total enrollment for grades (K-12) and by total enrollment for the respective elementary and secondary programs. For clarity, middle and high school grades are combined.

Table 3.5 Cazenovia CSD and Morrisville-Eaton CSD Combined Enrollment & Projections 2019-20 to 2029-30

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
	Morrisville-Eaton CSD										
Total Grades K-12	588	588	543	560	562	556	563	554	558	560	580
Total Grades K-6	303	303	274	299	321	305	309	307	318	318	319
Total Grades 7-12	285	285	269	261	241	251	254	247	240	242	261
	Cazenovia CSD										
Total Grades K-12	1348	1309	1332	1304	1288	1298	1245	1268	1264	1255	1245
Total Grades K-6	641	666	663	639	635	619	649	667	670	677	677
Total Grades 7-12	668	666	641	649	663	626	619	597	585	585	568

Table 3.6 denotes potential projected enrollment figures for 2026-27 to 2029-30. This data reflects reasonable, predictable enrollment trends for a reorganized district. When factored

together with county live birth rates, the potential for improved program design and stability, the district would likely be able to mitigate historic enrollment cohort decreases. Additionally, with existing space allocations and any potential economic development within the Central New York Region (Micron Industries), reorganization would be able to absorb any enrollment increases.

Table 3.6 Projected Enrollments for Reorganized District 2026-27 to 2029-30				
Grades	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Total Grades K-12	1822	1822	1815	1825
Total Grades K-6	974	988	995	996
Total Grades 7-12	844	825	827	829

Table 3.7 identifies the number of students participating in Home-Schooling (parent/guardian instruction) in both districts. When considering potential placement within a K-12 program model, there are approximately 7 students per grade level in Cazenovia and approximately 3 students per grade level in Morrisville-Eaton participating in a home-schooling program. The number appears to be elevated as a factor of the 2020-2021 COVID-19 pandemic.

Table 3.7 Number of Home-Schooled Students from 2019-2025		
Year	**Cazenovia CSD**	**Morrisville-Eaton CSD**
2019-20	79	39
2020-21	89	56
2021-22	76	16
2022-23	84	35
2024-25	86	46

Table 3.8 highlights the number of students K-12, attending non-public, private schools within the two districts. Since 2019, the non-public school enrollments have not fluctuated to any noticeable level that would reasonably impact total enrollment or grade level cohort enrollment.

Table 3.8 Number of Resident Students Attending Non-Public Schools from 2019-2026		
Year	**Cazenovia CSD**	**Morrisville-Eaton CSD**
2019-20	45	18
2020-21	43	20
2021-22	37	21
2022-23	33	21
2023-24	24	23
2024-25	33	15
2025-26	38	10

Chapter Conclusion: Demographic Synthesis and Planning Implications

The demographic and enrollment data analyzed throughout this chapter establishes a critical, data-driven foundation for evaluating a potential reorganization between the Cazenovia and Morrisville-Eaton school districts. By utilizing the Cohort Survival Model alongside historical live birth data, this analysis reveals that while both districts have navigated post-pandemic enrollment contractions, they are transitioning away from historic declines and toward a predictable, sustainable baseline. Cazenovia CSD offers a highly stable elementary enrollment projection backed by consistent annual birth rates, whereas Morrisville-Eaton CSD continues to manage higher enrollment volatility and gradual declines that disproportionately impact individual grade-level cohorts and course offerings.

When positioned within the broader regional context, Madison County's cumulative public school enrollment decline of 3.67% from 2022 to 2025 demonstrates a higher degree of demographic resilience than the 6.2% contraction observed across New York State as a whole. This relative regional stability, combined with steady post-pandemic baselines for home-schooled and non-public school students, indicates that a reorganized district would not be subject to sudden, unpredictable outward migration. Instead, combined projections through 2030

point to a highly stable, aggregate student population of approximately 1,815 to 1,825 K–12 students, with roughly 970 to 990 students in grades K–6 and 820 to 840 students in grades 7–12.

While current evidence does not identify immediate advantages to altering grade configurations in a potentially reorganized district, this conclusion is consistent with prior Cazenovia and Morrisville-Eaton optimization studies. Before any potential realignment of grades is considered, the districts should continue reviewing enrollment trends, building conditions, and program design with stakeholder input to support transparent, data-driven decision-making and meaningful community engagement.

Ultimately, these enrollment realities underscore the timeliness of this feasibility study. While previous independent optimization studies in both Cazenovia (2015–16) and Morrisville-Eaton (2022-23) recognized substantial underutilized facility capacity, they faced limits on administrative and programmatic efficiency when operating in isolation. A combined student body of over 1,800 pupils presents a viable demographic baseline that could resolve individual cohort volatility, optimize space utilization across existing facilities, and preserve a robust breadth of academic and extracurricular programs. The long-range stability of this combined enrollment projection provides a reliable framework for the structural, educational, and fiscal analyses detailed in the subsequent chapters of this study.

Chapter 4: Instructional and Extracurricular Programs

This chapter examines the instructional, academic, extracurricular, athletic, special education, and career and technical education programs of the Cazenovia Central School District (Cazenovia) and the Morrisville-Eaton Central School District (MECS). The analysis considers each district's existing strengths, areas of distinction, structural compatibility, and the potential educational benefits and risks associated with reorganization.

The central objective is to determine how a successor district could preserve and expand opportunities for students from Pre-Kindergarten through Grade 12 without diminishing academic rigor, personalized support, or programs that reflect local identity. Consistent with the study's overall philosophy of "merging but remain the same" allowing valued traditions and programs to remain, stakeholders emphasized that future program changes should be gradual, evidence-based, and supported by meaningful community involvement.

Cazenovia Central School District Instructional Profile

Cazenovia's instructional program is guided by a multi-year Strategic Plan that connects student achievement, school culture, and post-secondary readiness. The curriculum is organized around foundational skill development at the elementary level, interest exploration at the middle level, and increasingly individualized college and career pathways at the high school level. A Multi-Tiered System of Supports (MTSS), restorative practices, and a continuum of special education services support equitable student access.

At Burton Street Elementary School, Universal Pre-Kindergarten is offered in four (4) classrooms. Literacy instruction incorporates Heggerty Phonemic Awareness, Fundations, and Wit and Wisdom, while Eureka Squared supports mathematics instruction. Tier 2 and Tier 3 interventions in reading and mathematics are supplemented by sensory spaces, motor supports, the Second Step social-emotional curriculum, and targeted services provided through an on-site Madison County social worker.

The middle-level program expands student choice while maintaining curricular alignment. Business, technical, and financial literacy courses begin as early as seventh grade; health is offered in sixth grade; and fine arts and world language instruction in Spanish and French begins

in fifth grade. Eureka Squared continues through the middle grades, with an accelerated seventh-grade mathematics pathway that prepares students for advanced high school coursework. Second Step and the Positivity Project support social-emotional development.

Since 2021, the Cazenovia Central School District proficiency rates in 3-8 English Language Arts and Mathematics assessments demonstrates consistently strong academic performance with proficiency rates remaining above comparison benchmarks throughout the period reviewed. From 2021–22 through 2024–25, ELA proficiency ranged from 82.8% to 88.2%, while Mathematics proficiency remained similarly strong, ranging from 84.0% to 87.2%.

The most recent 2024–25 results reinforce this pattern, with 84.5% of students demonstrating proficiency in ELA and 87.2% in Mathematics. While ELA declined modestly from 88.2% in the prior year, Mathematics increased from 84.4% to 87.2%. These year-to-year variations are relatively modest and, viewed longitudinally, indicate a stable and high-performing instructional program rather than a significant change in academic trajectory.

The data suggest that Cazenovia enters any discussion regarding future organizational structure from a position of academic strength. Maintenance of a strong educational curriculum focus is a core belief throughout the system and from stakeholders. The district's consistently high proficiency levels represent an important educational asset that should be protected and sustained in any future reorganization or partnership model. Any proposed structural change should therefore be evaluated, in part, by its ability to maintain Cazenovia's existing academic performance while potentially expanding student opportunities, strengthening program sustainability, and increasing long-term organizational capacity.

At the high school level, Cazenovia offers 75 electives and 12 Advanced Placement courses. Approximately 50% of graduating seniors complete at least one AP course. Partnerships with Tompkins Cortland Community College, Mohawk Valley Community College, Onondaga Community College, and Rochester Institute of Technology's Project Lead the Way program provide access to more than 80 potential college credits. Approximately 90% of graduating seniors earn the New York State Seal of Civic Readiness, and an estimated 20% earn the Seal of Biliteracy. Table 4.1 identifies the district's secondary course offerings.

Table 4.1 Cazenovia Secondary Offerings				
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**	**Course Offered**
English 9	3	24, 23, 25	72	x
English 9 H	2	25, 18	43	x
English 10	3	18, 25, 28	71	x
English 10 H	2	15, 21	36	x
English 11	3	12, 18, 21	38	x
English 12 Done through 2 courses				
AP English Language	2	28, 7	35	x
Pre-Calculus	3	12, 24, 12	48	x
Pre-Calculus H	2	8, 26	34	x
AP Calculus	1	16	16	x
Algebra I	3	17, 22, 22	61	x
Algebra 1 H	1	26	26	x
Geometry R	4	12, 13, 23, 21	69	x
Geometry NR	1	15	15	x
Geometry H	2	19, 21	40	x
Math Advanced Concepts	1	8	8	x
Algebra II	3	23, 11, 14	48	x
Algebra II H	1	21	21	x
Biology	4	12, 20, 16, 21	69	x
AP Biology	2	10, 19	29	x

Table 4.1 Cazenovia Secondary Offerings				
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**	**Course Offered**
Earth & Space Sciences	6	21, 22, 15, 18, 19, 19	114	x
Chemistry	3	25, 11, 21	57	x
AP Chemistry	1	18	18	x
Chem in the Community	2	5, 12	17	x
Environmental Science	2	16, 18	34	x
Physics	1	17	17	x
AP Physics	1	22	22	x
Global History & Geography 9	3	27, 28, 18,	63	x
Global History & Geography 9 H	2	19, 23	42	x
Global History & Geography 10	4	26, 20, 15, 18	79	x
AP World History	2	26, 11	37	x
U.S. History	3	17, 14, 13	44	x
AP US History	3	20, 23, 17	60	x
Government	5	23, 11, 15, 12, 19	80	x
AP US Government	1	20	20	x
Economics	4	28, 14, 8, 10	60	x
Spanish III	3	19, 14, 21	54	x
Spanish IV	3	17, 19, 14	50	x
Advanced Spanish	2	16, 11	27	x

Table 4.1 Cazenovia Secondary Offerings				
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**	**Course Offered**
College Spanish	2	9, 21	30	x
French 3	2	24, 11	35	x
French 4	1	25	25	x
College French	2	12, 5	17	x
Advanced French	1	12	12	x
Concert Choir	1	65	65	x
Chamber Choir	1	28	28	x
Treble Choir	1	29	29	x
Concert Band	1	27	27	x
Jazz Ensemble	1	7	7	x
Wind Ensemble	1	18	18	x
Guitar I	2	23, 4	27	x
Guitar II	2	21, 4	25	x
Music Theory	1	4	4	x
Orchestra	1	37	37	x
String Ensemble	1	13	13	x
Studio Art	7	16, 5, 14, 24, 20, 17	96	x
Studio in Sculpture	2	12, 9	21	x
Studio Photography	1	12	12	x
Studio Drawing and Painting	1	16	16	x

Table 4.1 Cazenovia Secondary Offerings				
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**	**Course Offered**
Advanced Photography	1	1	2	x
Digital Art	1	7	7	x
Comic Book Illustration	1	7	7	x
AP Art	1	2	2	x
Agricultural Engineering	1	16	16	x
Agriculture Mechanics	1	2	2	x
Animal Science	1	8	8	x
Plant Science	1	14	14	x
Small Animal Care	2	14, 15	29	x
Veterinary Science	1	11	11	x
Woodworking	2	13, 16	29	x
Career & Financial Management	3	16, 22, 17	55	x
21st Century Leadership	1	23	23	x
Entrepreneurship	1	27	27	x
Computer Graphics & Multimedia	2	23,12	35	x
Personal Business and Finance	1	23	23	x
Principals of Marketing	2	22, 24	46	x
Sports Marketing	1	18	18	x
Comp. Integrated Manufacturing	1	3	3	x

Table 4.1 Cazenovia Secondary Offerings				
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**	**Course Offered**
Design- Drawing for Production	2	14, 15	29	x
Intro to Robotics	1	19	19	x
Intro to Computer Programming	1	15	15	x
Advanced Foods	2	16, 15	31	x
Child Development & Parenting	1	14	14	x
Family Relations & Partnerships	1	13	13	x
Food-Nutrition Core	4	14, 15, 15,12	56	x
Teachers for Tomorrow	1	12	12	x
Materials Processing	2	11, 11	22	x
Principles of Engineering	2	17, 7	24	x
Intro to Psychology	1	26	26	x
High School Health	6	23, 10, 15, 15, 11, 19	93	x

Morrisville-Eaton Central School District Instructional Profile

MECS defines its mission around preparing students with the knowledge, skills, and personal attributes needed for success after graduation. Its strategic priorities focus on academic excellence, student experience, and community connection, with an emphasis on student-centered decision-making, institutional accountability, inclusion, and operational integrity.

Edward R. Andrews Elementary School provides two (2) full-day sections of four-year-old Pre-Kindergarten and one (1) half-day section for three-year-olds. Kindergarten through Grade 5

generally includes two sections per grade, with protected daily intervention and enrichment periods of 60 minutes in Kindergarten through Grade 2 and 40 minutes in Grades 3 through 5.

Since 2021, MECS has implemented a structured-literacy approach aligned with the Science of Reading through Little Minds at Work, Heggerty, UFLI, Flyleaf, and Core Knowledge Language Arts. I-Ready Classroom Mathematics and related digital tools were introduced during the 2025-26 school year. At the conclusion of the Spring 2025 assessment period, 70% of students in Grades K-5 were reading at or above grade level and 72% demonstrated grade-level mathematics proficiency.

Elementary special education services include two (2) 12:1:1 classes, resource room, consultant teacher services, and speech, occupational therapy, physical therapy, and counseling supports. E.R. Andrews also hosts three Madison-Oneida BOCES special education classrooms.

At the middle level, favorable student-to-teacher ratios support individualized instruction. Grade 6 uses block scheduling in English language arts and mathematics, while Grades 7 and 8 include required academic content and exploratory opportunities in music, art, health, family and consumer sciences, technology, agriculture, band, and chorus.

The secondary program reports graduation rates of 91% for 2023-24 and 92% for 2024-25. During the 2024-25 testing cycle, proficiency rates included 81% in English Language Arts, 85% in Living Environment, 93% in Earth and Space Sciences, 92% in Physical Science, and 89% in United States History and Government. MECS does not currently offer any AP courses or college affiliated, college credit bearing courses at the high school. AP and college courses have been eliminated as a direct result of budgetary and fiscal constraints.

A distinguishing component of MECS is its NYSED-certified Agriculture Program and associated FFA chapter. The program provides applied career and technical learning across the middle and high school levels. In Spring 2025, the MECS Maple Career Development Event Team placed first at the New York State FFA Convention. Partnerships with Madison-Oneida BOCES, Colgate University's COVE Homework Club, SUNY Morrisville, and Google credentialing programs further expand academic and career-connected opportunities. Table 4.2 identifies MECS secondary course offerings.

Table 4.2 Morrisville-Eaton Central School District Secondary Course Offerings			
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**
English 9	3	23,13,13	49
English 10	2	13,14	27
English 11	2	16,22	38
English 12	2	10,1	11
Public Speaking	1	9	9
Pre-Calculus	1	18	18
Algebra I	2	20,22	42
Business Math	2	18,1	19
Geometry	2	8,14	22
Calculus	1	4	4
Pre-Algebra	1	14	14
Algebra II	2	16,4	20
Biology	3	17,22,12	51
Earth & Space Sciences	2	11,13	24
Chemistry	1	12	12
Physics	1	8	8
Anatomy & Physiology	2	9,1	10
Global History & Geography 9	2	22,26	48
Global History & Geography 10	2	15,15	30
U.S. History	2	23,17	40

Table 4.2 Morrisville-Eaton Central School District Secondary Course Offerings			
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**
Government	2	24,1	25
Economics	2	26,1	27
Spanish II	4	19,9,10,1	39
Spanish III	1	7	7
Spanish IV	1	9	9
High School Chorus	1	22	22
High School Band	2	33,3	36
Basic Guitar	1	5	5
Studio Art	2	16,5	21
Advanced Art Studio	1	1	1
Advanced Art I	2	4,1	5
Advanced Art II	1	2	2
Advanced Art III	2	4,3	7
Ceramics	2	1,1	2
Ceramics II	1	1	1
Intro to Small Engines	1	11	11
Technology I	3	7,11,2	20
Technology II	2	2,1	3
Welding I	1	9	9
Into to Agriculture	2	12,1	13
Agriculture Business Foundations & Production	1	7	7
Introduction to Horticulture	1	10	10
Pre-Veterinary Science	1	10	10

Table 4.2 Morrisville-Eaton Central School District Secondary Course Offerings			
Course Name	**Number of Sections**	**Enrollment Per Section**	**Total Enrollment**
High School Health	2	20,7	27
Google: IT Automation w/Python	1	2	2
STEM: Creative Computer Science	2	1,1	2
Physical Education	11	20,17,11,23,12,18,9,3, 15,14,18	160

Cazenovia Student Perspective:

Seventy Cazenovia high school students responded to the student generated study survey, with most responses coming from juniors and seniors. Students identified the breadth of electives, Advanced Placement access, project-based learning, and arts programming as significant strengths. Career and Technical Education, business courses, Project Lead the Way, and advanced world language courses were frequently cited as valuable preparation for future study and employment.

Students also requested additional AP courses, internships, and experiential learning in business, the arts, technical fields, and health-related careers. Their feedback supports continued development of rigorous, relevant, and flexible pathways that connect classroom learning with post-secondary goals.

Morrisville-Eaton Student Perspective:

MECS students provided their perspectives through group interviews rather than the survey process and emphasized the value of hands-on learning through Agriculture, Career and Technical Education, dual-enrollment courses, and work-based experiences. They also identified supportive teacher relationships and individualized attention as defining strengths of the district.

Students expressed interest in more field trips, internships, and career pathways across a broader range of fields. At the same time, they cautioned that future expansion should not diminish the close relationships and personalized instruction associated with the district's current size.

Students generally viewed reorganization as a potential means of increasing academic alignment and expanding college, career, and work-based learning opportunities while preserving local support systems.

Instructional Implications of Reorganization

The two districts offer complementary instructional strengths. Cazenovia provides greater breadth in Advanced Placement, electives, world languages, fine arts, and college-credit options, while MECS offers distinctive agriculture, career-connected, outdoor, and partnership-based programs. A reorganized district could strengthen and expand student access to these offerings without requiring each program to be duplicated at both locations.

Maintaining two independent systems, however, creates long-term risks as enrollment patterns and fiscal constraints change. Low-enrollment electives, advanced courses, specialized services, and career pathways may become increasingly difficult to sustain. Reorganization could provide a larger enrollment base, shared staffing capacity, and greater flexibility to protect and expand programs, provided implementation is phased and student access, transportation, scheduling, and community identity are carefully addressed.

Extracurricular Activities

Extracurricular and co-curricular activities are an important component of the student experience in both districts. They support leadership, civic responsibility, artistic expression, wellness, technical development, and career exploration. Cazenovia maintains a dynamic club structure supported by a larger student population, while MECS concentrates resources on a smaller group of high-impact programs connected to agriculture, outdoor education, community partnerships, and experiential learning.

Cazenovia Central School District Extracurricular Profile

Cazenovia offers activities in academic competition, honor societies, performing and literary arts, civic engagement, global awareness, wellness, inclusion, STEM, environmental studies, agriculture, media, and student government. Notable opportunities include Academic Decathlon, Model United Nations, National Honor Society, National Technical Honor Society, Tri-M Music Honor Society, theater and technical theater, musical ensembles, the Cazenovia Odyssey Literary

Magazine, Drone Soccer, environmental organizations, FCCLA, FFA, and student-led interest clubs. Table 4.3 provides a full list of activities.

Table 4.3 Cazenovia and Morrisville-Eaton Clubs and Student Activities

School Level	Cazenovia Central School District Club / Activity Name	Morrisville-Eaton Central School District Club/Activity Name
Elementary School	4th Grade Ambassadors Girls on the Run	Banana Splits Band & Chorus Art Club
Middle School	MS Advanced Painting & Drawing Club Gr. 6-7 MS Art Club MS Chorus MS Drama MS Environmental Study Team MS First LEGO League MS Friends of Rachel MS Girls Fitness Club - Spring MS Girls Running Club - Fall MS Haven MS Library Club MS Student Council	Band & Chorus Art Club FFA Middle School Play National Honor Society Jr Show Crew Student Council
High School	Academic Decathlon AV-Technology / Communications Club Caz Creates Caz Odyssey FCCLA HS Art Club	Band & Chorus Ag Club Art Club Clay Target Team FFA Homework Club Marching Band

Table 4.3 Cazenovia and Morrisville-Eaton Clubs and Student Activities		
School Level	**Cazenovia Central School District Club / Activity Name**	**Morrisville-Eaton Central School District Club/Activity Name**
	HS Drama Club HS Environmental Club Environmental Study Team Fishing Club HS Friends of Rachel HS Future Farmers of America HS Intergroup Dialogue & Club HS Marching Band / Pep Band HS Sanctuary Club Student Council National Honor Society National Technical Honor Society	Musical Musical Theater Club National Honor Society Show Crew Ski Club Yearbook Club
General / Multi-Level / Advisory	International Club Model UN Club Musical Orchestra Director Project CAFE Project Lead the Way Robotics Club Role Playing Game Club SADD Shakespeare Club Tri-M Yearbook Advisor	

Morrisville-Eaton Central School District Extracurricular Profile

MECS focuses on programs closely aligned with its rural setting, institutional partnerships, and district identity. The FFA chapter and NYSED-certified Agriculture Program support leadership,

applied science, career exploration, and statewide competition. Camp Oswegatchie, the Black River Outdoor Center, the Great Swamp Conservancy, the National Abolition Hall of Fame and Museum, Syracuse Stage, and other field experiences extend learning beyond the classroom.

Partnerships with Colgate University, SUNY Morrisville, Madison County mental health providers, and the Smithfield-Eaton Volunteer Ambulance Corps provide academic support, technical exposure, counseling, and emergency medical training. Band, chorus, chamber choir, musical theater, wellness initiatives, and character education further support student engagement. Table 4.3 compares club and activity offerings across the two districts.

Extracurricular Implications of Reorganization

A combined student population could improve the sustainability of specialized clubs, academic teams, performance groups, and student organizations that depend on consistent participation. MECS students could gain access to Cazenovia's larger academic, civic, arts, and STEM activities, while Cazenovia students could participate in MECS's agriculture, FFA, outdoor education, and community-based technical programs.

The combined extracurricular portfolio would be more comprehensive than either district could independently sustain. Implementation would require coordinated transportation, scheduling, activity supervision, and equitable access across school locations. Both districts currently share some summer youth and civic-readiness opportunities that could serve as early models for expanded collaboration.

Student participation in interscholastic athletics is a key component of a well-rounded academic profile. Table 4.4 identifies modified, junior varsity and varsity, as well as unified sports teams in both districts.

Interscholastic Athletics

Student participation in interscholastic athletics is an important component of a well-rounded educational experience. Tables 4.4 and 4.5 identify modified, junior varsity, varsity, and unified athletic offerings for the 2025-26 school year, including existing combined-team arrangements with neighboring districts.

Table 4.4: Cazenovia Central School District Interscholastic Athletic Teams 2025-2026	
Fall Sports	
Boys	**Girls**
Football – Modified, Varsity	Soccer – Modified, JV, Varsity
Soccer – Modified, JV, Varsity	Field Hockey – Modified, Varsity
Cross Country – Modified, Varsity	Cross Country – Modified, Varsity
Golf – Varsity	Cheerleading
	Tennis – Varsity
	Volleyball – Modified, JV, Varsity
Winter Sports	
Boys	**Girls**
Basketball – Modified, JV, Varsity	Basketball – Modified, JV, Varsity
Hockey – Varsity	Cheerleading
Wrestling – Modified, Varsity	Indoor Track – Varsity
Indoor Track - Varsity	Unified Bowling
Swimming- Modified, Varsity (Combined with Fayetteville-Manlius CSD)	
Unified Bowling	
Spring Sports	
Boys	**Girls**
Outdoor Track – Modified, Varsity	Outdoor Track – Modified, Varsity
Baseball – Modified, JV, Varsity	Softball – Modified, JV, Varsity
Tennis – Varsity	Golf – Varsity

Table 4.4: Cazenovia Central School District Interscholastic Athletic Teams 2025-2026
Unified Basketball

Table 4.5: Morrisville-Eaton Central School District Interscholastic Athletic Teams 2025-2026	
Fall Sports	
Boys	**Girls**
Football – Modified, Varsity (Combined with Madison and Stockbridge Valley)	Field Hockey – Modified, Varsity (Combined with Hamilton)
Soccer – Modified, Varsity (Combined with Stockbridge Valley)	Soccer – Modified, Varsity (Combined with Stockbridge Valley)
Winter Sports	
Boys	**Girls**
Basketball – Modified, JV, Varsity	Basketball – Modified, Varsity
Wrestling – Modified, Varsity (Combined with Stockbridge Valley)	Volleyball – Modified, JV, Varsity
Indoor Track – Modified, Varsity	Indoor Track – Modified, Varsity
Spring Sports	
Boys	**Girls**
Outdoor Track – Modified, Varsity	Outdoor Track – Modified, Varsity
Baseball – Modified, Varsity	Softball – Modified, Varsity
Tennis – Varsity	Golf – Varsity (Combined with Stockbridge Valley)
Unified Sports	

Elementary Class Size and Grade-Level Sections

Stakeholders in both districts consistently identified elementary class size and the number of grade-level sections as important contributors to instructional quality. Table 4.6 compares enrollment, section counts, and average class size from Pre-Kindergarten through Grade 6. Any future reorganization plan should protect reasonable class sizes and avoid changes that would weaken access to individualized instruction or intervention.

Table 4.6: Elementary Grade Level Class Size Sections

Grade Level	Morrisville-Eaton	Number of Sections	Average Class Size	Cazenovia	Number of Sections	Average Class Size
Pre-Kindergarten	34	2	17	70	4	18
Kindergarten	40	2	20	82	4	20
1st Grade	43	2	22	90	5	18
2nd Grade	42	2	21	94	5	19
3rd Grade	49	2	25	92	5	18
4th Grade	42	2	21	82	4	21
5th Grade	45	2	23	74	4	18
6th Grade	44	2	22	104	5	20

Special Education Programs and Placements

Both districts provide a continuum of special education services consistent with Part 200 of the Regulations of the Commissioner of Education. Available district-based services include related services, consultant teacher support, integrated co-teaching, resource room, and special classes. Because some students require highly specialized programming, both districts also use BOCES and agency placements when an appropriate program cannot be sustained locally.

Cazenovia provides a special education program best categorized as therapy (speech, OT, PT and counseling) driven with pull-out supports such as Resource Room and special class placements in the elementary school and moving into secondary programming that is more inclusive.

MECS typically relies more frequently on out-of-district placements, for students with disabilities reflecting its smaller enrollment and limited capacity to operate highly specialized programs independently. At the same time, E.R. Andrews Elementary School hosts multiple Madison-Oneida BOCES 12:1:1 Skills Development classes serving students from MECS and other component districts, with related services provided through the BOCES program.

Cazenovia maintains a more expansive range of district-based options and uses fewer external placements. Expanded program options for students with disabilities are a reflection on a larger student population from which programs can be implemented. When necessary, Cazenovia accesses programs through both Madison-Oneida BOCES and Onondaga-Cortland-Madison BOCES. Tables 4.7, 4.8 and 4.9 identify district-based offerings and out-of-district placements.

Table 4.7 District Special Education Offerings

Location	Category	Cazenovia	Morrisville-Eaton
District Located	Related Services	Counseling	Counseling
		Speech Therapy	Speech Therapy
		Physical Therapy	-
		Occupational Therapy	-
	Consultant Teacher-Direct	-	Kindergarten- ELA
		-	Kindergarten- Math
		-	Grade 3- ELA
	Consultant Teacher-Indirect	-	Kindergarten
		-	Grade 1
		-	Grade 2
		-	Grade 11
		-	Grade 12

Table 4.7 District Special Education Offerings			
Location	**Category**	**Cazenovia**	**Morrisville-Eaton**
	Integrated Co-Teaching- ELA	Grades 7-11	Grades 7-11
	Integrated Co-Teaching- Math	Grades 7-11	Grades 7-11
	Integrated Co-Teaching- Science	-	Grades 8-10
	Integrated Co-Teaching- Social Studies	-	Grades 8-12
	Resource Room	Grades K-4	Grades K-5
		Grades 6-12	Grades 6-12
	Special Class 6:1:1	Grades 2-4	-
	Special Class: 12:1:1	Grades 3 (ELA & Math)	Grades K-2 (ELA & Math)
	Special Class: 12:1:1	Grades 9-12	Grades 3-5 (ELA & Math)
	Special Class 15:1	-	Grade 6 (ELA & Math)
	Special Class 15:1	-	Grade 7 (ELA & Math)
Contracted Services	Related Services	Audiological Services	Audiological Services (CiTi BOCES)
		Occupational Therapy (MO BOCES)	Occupational Therapy (MO BOCES)
		Speech Therapy	Physical Therapy (MO BOCES)

Table 4.8 Morrisville-Eaton Central School District BOCES Enrollment	
Out of District Placements	**2025-2026**
BOCES	***23***
MOB-203.01 Elementary IMN (8:1:1)	2

Table 4.8 Morrisville-Eaton Central School District BOCES Enrollment	
Out of District Placements	**2025-2026**
MOB-206.00 Skills Development (12:1:1)	7
MOB-206.01 Skills Dev. & VTP (12:1:1)	2
MOB-214.00 Secondary IMN (8:1:1)	3
MOB-225.00 STARRS (6:1:2)	1
MOB-228.00 El. Skills Development (12:1:1)	3
MOB-229.00 El. Autism (6:1:2.5)	3
MOB-230.00 Middle Level IMN (8:1:1)	2
MOB-232.00 Secondary Autism (6:1:1)	0
UCP/ Tradewinds	***3***
NYSSD	***1***

Table 4.9 Cazenovia Central School District BOCES Enrollment Out of District BOCES Placements	
Out of District Placements	**2025-2026**
BOCES	***8 Total***
Madison Oneida BOCES: Intense Management Needs	2
BOCES OCM SKATE @ ESM HS	1
BOCES OCM	2
BOCES Madison-Oneida	3

Special Education Implications of Reorganization

Reorganization could strengthen the local continuum of services by combining staffing, student enrollment, facilities, and specialized expertise. A larger successor district may be better positioned to sustain additional district-based classes, related services, and inclusive programming while reducing selected out-of-district placements and transportation demands.

These potential benefits should not be assumed to occur automatically. Program design must remain driven by individual student needs, least-restrictive-environment requirements, staffing qualifications, facility capacity, and CSE determinations. A detailed special education transition plan would be required before implementation.

BOCES- Career Technical Education

Madison-Oneida BOCES and Onondaga-Cortland-Madison BOCES provide career and technical education, special education, professional development, technology, instructional support, and shared operational services. Their CTE programs offer industry-aligned instruction in areas such as agriculture, health sciences, engineering, construction, automotive technology, culinary arts, skilled trades, public safety, and computer science. Students may earn technical credentials, participate in work-based learning, and develop pathways to employment, college, or advanced training.

MECS is a component of Madison-Oneida BOCES, while Cazenovia is a component of Onondaga-Cortland-Madison BOCES. Tables 4.10 and 4.11 identify current Grade 11 and Grade 12 CTE enrollments for each district.

Table 4.10 Cazenovia Central School District BOCES CTE Enrollment

BOCES CTE Programming	2025-2026	
	Grade 11	*Grade 12*
Auto Technology	0	1
Auto Collision	0	0

Table 4.10 Cazenovia Central School District BOCES CTE Enrollment		
BOCES CTE Programming	**2025-2026**	
	Grade 11	***Grade 12***
Construction Tech	2	2
Computer Tech	0	1
Cosmetology	2	1
Culinary Arts	1	2
Early Childhood	0	2
EMT Fire Safety	0	2
Graphic Design	0	0
Health Related Careers	2	0
Heavy Equipment	1	3
HVAC/Electrical	0	0
Media Marketing	0	0
Welding	2	3
New Visions Engineering Professions	2	2
New Visions Criminal Justice	0	0
Career Development Program	2	0

Table 4.11 Morrisville-Eaton CSD BOCES CTE Enrollment		
BOCES CTE Programming	**2025-2026**	
	Grade 11	***Grade 12***
Auto Technology	0	1

Table 4.11 Morrisville-Eaton CSD BOCES CTE Enrollment		
BOCES CTE Programming	**2025-2026**	
	Grade 11	***Grade 12***
Carpentry	4	2
Conservation	0	1
Cosmetology	6	0
Criminal Justice	0	2
Culinary Arts	5	1
Early Childhood	2	0
EMT Fire Safety	0	1
Graphic Design	1	1
Health Related Careers	1	0
HVAC/Electrical	1	1
Heavy Equipment	1	0
Outdoor Power Equipment	1	1
New Visions Professions	0	1
Allied Health	0	2

BOCES Designation Following Reorganization

Because the districts are members of different BOCES supervisory districts, the Commissioner of Education would determine the BOCES affiliation of a reorganized district. The determination would consider the educational interests of students in the successor district and the effective and efficient regional delivery of BOCES services. This decision would affect CTE access, special education placements, shared services, transportation, and regional partnerships and should therefore be incorporated into transition planning.

Chapter Analysis and Conclusion

The instructional and extracurricular profiles of Cazenovia and MECS demonstrate substantial compatibility and meaningful programmatic alignment. Cazenovia contributes breadth in advanced academics, college-credit coursework, world languages, fine arts, clubs, and student organizations. MECS contributes to distinctive strengths in agriculture, FFA, outdoor education, career-connected learning, and regional partnerships. Both districts value elementary class size, student relationships, intervention, inclusion, and multiple pathways to graduation and post-secondary success.

A reorganized district could use these complementary strengths to create a broader and more sustainable educational system. Potential advantages include increased access to advanced and elective coursework, stronger enrollment support for specialized programs, expanded extracurricular participation, enhanced career and technical pathways, and a more flexible continuum of special education services. These advantages must be balanced against concerns regarding transportation, scheduling, facility use, staffing alignment, personalized instruction, and preservation of community identity.

Should the districts reorganize, program integration should proceed through a phased planning process that identifies which offerings should remain building-based, which can be shared across locations, and which may be expanded districtwide. Decisions should be supported by enrollment and participation data, fiscal analysis, student and staff input, transportation feasibility, and a clear commitment that reorganization will expand opportunity rather than diminish successful existing programs.

Chapter 5: Facilities Chapter

Educational facilities play a critical role in supporting high-quality instruction, student safety, and the overall functioning of a school district. Constructing, maintaining, and upgrading these buildings requires substantial capital investment and ensuring that students learn in environments that are safe, healthy, and conducive to achievement remains an ongoing responsibility for district leadership. The configuration and condition of school facilities directly influence grade organization, program delivery, and long-term planning. This chapter provides an overview of the facilities owned by each district in the study, a general assessment of their condition, and the potential implications for facility use and capital planning should a reorganization move forward. Table 5.1 references the existing buildings of record where services (transportation), program or other school related operations exist within both districts.

Table 5.1: Building Locations

District / Building	Address	Year Built	Square Footage
Morrisville-Eaton Edward R. Andrews Elementary School	55 Eaton Street	1936	109,403
Morrisville-Eaton Middle School / High School	5061 Fearon Road	1969	108,500
Morrisville-Eaton Bus Garage	5061 Fearon Road	1968	6,300
Cazenovia Burton Street Elementary School	37 Burton Street	1951	63,500
Cazenovia Middle School	31 Emory Street	1931	88,000
Cazenovia High School	31 Emory Street	1968	118,000
Cazenovia Transportation Center	Route 20	1976	7,240

Cazenovia Central School District: Building Overview and Facility Conditions

Cazenovia Central School District operates multiple instructional and support facilities that have undergone steady improvement over the past several capital phases. The district's 2021 Building Condition Survey identified substantial infrastructure needs, which guided recent and planned investments. Over the last five years, Cazenovia completed a series of projects that strengthened security, modernized instructional spaces, and improved site conditions. Entryway security enhancements were implemented districtwide, and both instructional buildings benefited from the creation of updated learning environments, including new STEM and business classrooms and an improved fitness room. Exterior improvements were completed at Emory Avenue and Burton Street, and playground upgrades further enhanced the student experience. These changes reflect the district's commitment to providing students with learning environments that prepare them for the future.

Burton Street Elementary School received significant improvements to its exterior grounds and playgrounds, along with the creation of modernized instructional spaces. Cazenovia Middle/High School also benefited from recent capital work, including renovated educational spaces, upgraded auditorium lighting and sound systems, and improvements to fitness and athletic facilities. Exterior site enhancements contributed to improved safety and accessibility. The next Building Condition Survey will guide future planning related to mechanical systems, HVAC modernization, and instructional space upgrades.

The district's transportation facility was identified as the highest near term priority. Cazenovia is preparing for a replacement facility that will meet modern operational needs and support the state's zero emission bus mandate. The project will require substantial investment in maintenance capacity, storage, and electrification infrastructure, making it a prime candidate for the enhanced Building Aid available through reorganization.

Cazenovia Building Condition Survey

Over the past decade, the Cazenovia Central School District maintained a steady commitment to facilities stewardship, balancing annual capital outlays with phased, multi-million-dollar improvement projects. While the 2021 Building Condition Survey established a comprehensive

baseline of structural and infrastructure deficits, the district has systematically addressed these needs while simultaneously looking ahead to its next compliance and modernization cycle.

Over the last five years, Cazenovia aggressively executed targeted upgrades both within and outside formal project voter propositions to enhance safety, accessibility, and instructional spaces. At Burton Street Elementary, the district completed a total replacement of the historic slate roof, executed structural building reinforcements, expanded the parking lot to optimize traffic flow during student pick-up and drop-off, and comprehensively renovated student restrooms. Accessibility at the elementary school playground was significantly enhanced through the creation of Hazel's Path ensuring inclusive access to the elementary playground, alongside the installation of a new, age-appropriate Universal Pre-Kindergarten play area.

Concurrently, operations at the Middle and High School campus focused on upgrading core mechanical ventilation systems, renovating student toilet rooms, and expanding the instructional greenhouse. The district also significantly elevated its fine arts and athletic profiles by upgrading the auditorium's lighting and sound systems and installing new stadium illumination over the main athletic field. Beyond the core instructional spaces, immediate district-wide compliance and maintenance needs were met by executing exterior building upgrades at the Emory Avenue complex, modernizing food service kitchens, refinishing the tennis courts, and replacing the heavy-duty vehicle lift alongside life-safety systems at the transportation facility.

Despite significant recent progress, the natural aging of core building systems presents substantial long-term funding requirements. The remaining priorities from the 2021 Building Condition Survey and direct student feedback highlight critical infrastructure vulnerabilities across the physical plant. At the Cazenovia Middle / High School complex, the district faces imminent HVAC replacements and critical drinking water compliance remediation. General building envelope and interior finish challenges persist district-wide, including end-of-cycle roofing replacements for EPDM systems, widespread deteriorated flooring and ceilings, and crumbling exterior sidewalks and pavement. Security and access control also remain a focus, with plans to enhance main entryway visibility and security by reconfiguring the High School main office layout alongside district-wide installations of integrated card-reader and lockdown systems.

Furthermore, students and community stakeholders articulated clear gaps in the district's public-facing facilities. These capital desires include a clear demand for widespread instructional Wi-Fi stability, modernized physical education locker rooms, and targeted field improvements that specifically address drainage deficiencies. A lack of student parking and modernized school facilities remains a concern for the student body.

As Cazenovia initiates its next Building Condition Survey cycle, its long-term capital planning is heavily shaped by external regulatory pressures. One district priority is the complete replacement of its transportation facility. The current facility cannot support the infrastructure required by New York State's upcoming zero-emission bus mandate; consequently, long-term engineering is entirely focused on a state-of-the-art facility featuring comprehensive zero-emissions charging and maintenance capabilities.

Beyond the garage replacement, the anticipated future needs list for the core K–12 instructional buildings are extensive. Instructional modernization goals include full K–12 classroom restorations, library media center updates, and the procurement of modern Career and Technical Education equipment alongside flexible classroom furniture. Mechanical and plant overhauls will require widespread central air conditioning installation, heavy-duty boiler and pump replacements, and full commercial kitchen reconstructions. Finally, upgrades to the district's athletic and performing arts spaces will require comprehensive gymnasium restorations, stadium facility expansions, and continued auditorium enhancements.

Ultimately, Cazenovia's facilities profile reflects a common institutional challenge: a district that achieved admirable, steady progress through disciplined execution but still faces a significant backlog of long-term capital needs. These findings underscore the absolute necessity of rigorous, coordinated capital planning. Independent of whether a centralization moves forward, the district must continue to aggressively invest in its physical footprint to maintain the safe, healthy, and modern learning environments that define the Cazenovia community.

Morrisville-Eaton Central School District: Building Overview and Facility Conditions

Morrisville-Eaton Central School District oversees three primary facilities: Edward R. Andrews Elementary School, the Morrisville-Eaton Middle/High School, and the district's transportation

facility. The district has demonstrated consistent stewardship through its 2022 Building Condition Survey, the 2022 Capital Improvement Project, annual capital outlay projects, and targeted grants such as SAFE and DASNY. The 2022 Building Condition Survey identified more than $19 million in infrastructure needs, which informed the development of the $8 million capital project and subsequent annual outlay work.

All buildings were rated "Satisfactory," meaning they are safe and functional for students and staff. At the same time, the Building Condition Surveys make clear that the district is facing significant capital needs in the coming years. The Jr./Sr. High School is projected to require approximately $3.5 million in capital work, and the Elementary School is projected to require about $4.5 million. These figures do not include routine maintenance or any emergency repairs and replacements needed to keep the buildings in good working order.

The Jr./Sr. High School, built in 1969, serves students in grades 6–12. While the building remains structurally sound, many of its systems are aging. The water system relies on an on-site well, and the survey notes that the water piping is in "Satisfactory" condition but nearing the end of its useful life. The septic system was last replaced in 2018 and is functioning well. Athletic facilities, including the track and field complex, were last upgraded in 2018 but are already approaching the end of their expected lifespan, with a replacement cost of roughly $1.2 million.

Inside the building, many finishes date back more than 20 years. The survey identifies humidity and mold concerns in crawl spaces, noting that the "school has high humidity issues." Mechanical systems such as ventilation, cooling, and plumbing are functional but aging, with several components nearing the end of their useful life. Plumbing fixtures from 2000, for example, are expected to require replacement soon, at an estimated cost of $400,000. While none of these issues pose immediate safety concerns, they do represent significant upcoming investments.

Morrisville-Eaton Middle/High School benefited from recent improvements, including ventilation upgrades, toilet room renovations, greenhouse expansion, auditorium lighting and sound enhancements, and stadium lighting. Future planning priorities for the building are extensive. They include replacement of rooftop units, full kitchen reconstruction, modernization of the music suite, new classroom and office furniture, completion of auditorium lighting

upgrades, and eventual replacement of auditorium seating. Additional needs include stage refinishing, gymnasium restoration, fitness center modernization, construction of a dedicated wrestling room, stadium improvements such as bathrooms and concessions, press box restoration, walkway and parking upgrades, improved softball field drainage with consideration of a multi-purpose turf field, installation of a propane generator, digital signage, new flooring throughout the building, construction of a parking lot near the ball fields, expanded security systems, acquisition of new CTE equipment, construction of a sap house, ceiling tile replacement, locker room reconfiguration, pump replacement, water softening systems, and installation of a UV light disinfecting system.

Edward R. Andrews Elementary School presents a different set of challenges due to its age. The original structure was built in 1936, with a major addition in 1955. Although the building continues to serve students well, its age is reflected in the condition of its infrastructure. The water service piping dates to the original 1936 construction and has only a few years of useful life remaining. The electrical system, last upgraded in 2008, is also approaching the point where replacement will be needed.

The exterior of the building shows signs of wear typical of older masonry structures. The survey documents “cracks/gaps,” “inadequate flashing,” “efflorescence,” and “moisture penetration” in the exterior walls. Inside the Elementary School, many finishes and systems date to the mid-1990s and are nearing the end of their useful life. Interior bleachers from 1956 are rated “Unsatisfactory” and require replacement. Ceilings also need significant work, with an estimated cost of $300,000. Mechanical systems, including geothermal and heat pump systems installed in 2004, remain functional but will require replacement within the next decade.

Edward R. Andrews Elementary School has undergone several major upgrades including slate roof replacement, toilet room renovations, playground replacement, accessibility improvements, and structural reinforcements. Despite these improvements, the building continues to face substantial future needs. These include full classroom restoration, boiler and pump replacement, kitchen reconstruction, installation of central air conditioning, replacement of rooftop units, stage and auditorium upgrades, gymnasium restoration, EPDM roof replacement, and snow and ice protection. Additional needs include new classroom, office, and cafeteria furniture; a

full-building natural gas generator; digital signage; enhanced security systems; library modernization; new flooring and carpeting; and water softening systems.

Across both buildings, several themes emerge. Much of the district's infrastructure is aging, and many systems will require major investment in the next five to ten years. Moisture and humidity issues appear in both buildings and will need to be addressed to protect the long-term integrity of the facilities. Site features such as playgrounds, athletic fields, and pavement are also approaching the end of their useful life.

These findings do not suggest that the buildings are unsafe or unsuitable for students. Rather, they highlight the reality that maintaining aging school facilities requires ongoing, significant investment. Whether or not a reorganization moves forward, the district will need to plan carefully for these capital needs to ensure that students continue to learn in safe, healthy, and modern environments. A reorganization could create opportunities to coordinate capital planning, reduce duplication, and make more efficient use of facilities, but those possibilities would need to be explored in the broader context of educational programming, enrollment, and community priorities.

Facility Implications: Stakeholder Perspective and Impact

Throughout the stakeholder engagement process, there was ample evidence that, through individual student and faculty interviews, Board of Education Joint meetings and interviews, public forums, and opportunities for individual community input that the facilities would require attention regardless of any potential reorganization.

Nearly all stakeholders, especially students, expressed concerns that both districts will face substantial long-term capital needs driven by aging infrastructure, modernization requirements, and state mandates, particularly in transportation electrification. Student leaders and community members consistently expressed that both districts should modernize facilities and repurpose underutilized spaces to create innovative learning environments that better prepare students for the future. Facility modernization and the relevance of existing learning spaces were recurring concerns, with many students viewing a potential reorganization as an opportunity to enhance educational environments and expand student opportunities. Positive improvements via facility upgrades could be impactful in a reorganized system. Specifically, students felt strongly that they

want to ensure adult leaders plan for adequate social learning (i.e., study lounges, afterschool spaces) and technology spaces, ample technology infrastructure, STEM programs as well as athletic and co-curricular spaces.

Similarly, adults shared concerns about the costs and long-term investment any facility modernization plans would have on taxpayers. Adults were also cognizant of recent community economic developments that might have on the region with the expansion of Micron into the Central New York Region. Interestingly, stakeholders with diverse experiences vocalized the "Merge, but Remain the Same" approach with the expansion of this technology-based industry, present a tremendous opportunity for both districts to become hubs of technology, STEM, and still honor existing programs that each community is proud of.

While each district has demonstrated responsible stewardship through recent capital projects, the scale of upcoming needs exceeds what either district can efficiently address alone. A reorganized district, benefiting from at least a 95 percent (95%) Enhanced Building Aid Ratio, would be uniquely positioned to accelerate major infrastructure renewal, modernize instructional spaces across all buildings, address mechanical and HVAC system replacements, meet zero emission transportation requirements, and significantly reduce local taxpayer impact on future capital projects. The facilities analysis underscores that consolidation would not only expand educational opportunities but also provide a financially advantageous pathway to sustaining and improving the physical learning environment for all students.

The philosophy of "merge but remain the same" is important to highlight regarding both districts' infrastructure. This approach, in theory, allows the respective communities to retain those elements that contribute to local pride and identity while providing time for a unified district to develop naturally. District leaders consistently expressed the view that any future changes to district identity, including reorganization of district buildings and the buildings that students attend, should occur gradually, thoughtfully, and only with substantial stakeholder involvement. Therefore, the authors recognize there are opportunities for consolidation and savings that would come from a possible building consolidation orchestrated by the reorganized Board of Education and leadership team.

Chapter 6: Staffing

Chapter 6 provides an in-depth analysis of staffing and labor contracts, encompassing all three bargaining units: support staff, teachers, and administration. In a school district reorganization facilitated by centralization, the Board of Education serving the newly formed district will negotiate new labor agreements. While previous contractual language regarding salaries and benefits will be considered, the New York State Reorganization Incentive Operating Aid will provide the consolidated district with enhanced financial resources to facilitate these negotiations.

Both districts have publicly committed to a "no-layoff" policy for current employees. Instead, the administration plans to reassign staff as necessary and manage future workforce reductions through attrition. This common school district practice involves evaluating whether a position remains essential before filling a vacancy created by a retirement or resignation. Despite the commitment to current staffing levels, the reorganization will yield immediate administrative cost savings, as the new district will operate with a single Superintendent of Schools and one School Business Official as opposed to the two Superintendents and Business Officials serving both districts now.

Analysis of the Cazenovia CSD and Morrisville-Eaton CSD Labor Agreements:

Start / End Times

Morrisville-Eaton CSD has one K-12 school schedule and classes begin at 7:40 AM and end at 2:30 PM. Cazenovia CSD Elementary begins at 8:45 AM and ends at 3:15 PM while Cazenovia Middle and High School begin at 8:05 AM and end at 2:46 PM. A reorganized district may decide to keep the current start and end times or make a change based on coordinated services such as transportation. Secondary schools may consider coordinating end times with consideration to after school extra-curricular activities. Contained in Table 6.1 are the respective start times for the elementary, middle, and high school programs in Cazenovia and MECS.

Table 6.1: Cazenovia & MECS Instructional Start Times				
School District	**Arrival**	**Departure**	**Lunch Time Allotted**	**Duty Free Time Allotted**
Cazenovia	Elementary - 8:45 AM Workday may not exceed 7 hours and 10 minutes Middle and High School - 8:05 AM Workday may not exceed 7 hours and 25 minutes	Elementary Departure is 2:46 PM, Middle/High School - 3:15 PM The District establishes release time one day a week when faculty either stay in their homeroom for study hall or supervises release time activities during 1st period of the day	Minimum 40 minutes	Elementary will have 1-45 minute duty free period, MS/HS - 1 - 45-minute duty free period
Morrisville-Eaton	Elementary, Middle and High School - 7:40 AM Workday is 7 hours and 20 minutes	Departure - 2:30 PM Such day shall include one 40-minute block of time, either before or after the regular student day, to be utilized for non-student contact time activities such as staff development, meetings, and collaborative planning	30 minutes	Approximately 200 minutes per week = 5–40-minute periods, department / grade level will have duty free time at the same time when possible

Instructional Labor Agreements

This study analyzes and compares the labor contracts for the Cazenovia CSD and Morrisville-Eaton CSD Instructional, Support, and Administrative Staff. A successful reorganization will result in new labor agreements. The Superintendent and Board of Education of the new district will negotiate a common labor agreement while bringing both labor units from each district together under one umbrella. This study identifies current salaries and benefits as well as areas

that will need to be negotiated to merge the units with both school districts. Table 6.2, 6.3 identifies respective labor.

Table 6.2: Comparing Instructional Labor Agreements		
Contractual Item	**Cazenovia**	**Morrisville-Eaton**
Affiliation	Cazenovia United Educators	Morrisville-Eaton Faculty Association
Grievance Final Step	Binding Arbitration	Arbitration through the American Arbitration Association - nonbinding
Sick days annually awarded	9 days for Personal Illness, 7 days for Family Illness	12 days for Personal or Family Illness
Sick Leave Bank	Yes	Yes
Longevity Payments	Teachers - #Years Completed and Annual Stipend Awarded 5-$1,000, 10-$2,000, 15-$3,000, 20-$4,000, 25-$5,000 Teaching Assistants -#Years Completed and Stipend Awarded 5-$1,032, 10-$2,144, 15-$3,207, 20-$4,607, 25-$5,958	Eligible Members hired before July 1, 2018 #Years Completed and non-cumulative longevity stipend, in addition to their base salary 5-$500, 20-$750, 25-$2,000, 30-$3,000
Workday	Elementary - Workday may not exceed 7 hours and 10 minutes Middle and High School - Workday may not exceed 7 hours and 25 minutes	Elementary, Middle and High School - Workday is 7 hours and 20 minutes

Table 6.2 provides a comparative analysis of the instructional labor agreements between the Cazenovia United Educators and the Morrisville-Eaton Faculty Association. As both districts have agreements set to expire in June 2026, a reorganization would necessitate the negotiation of a unified successor contract. While the current agreements share foundational similarities such as formal union affiliation and the provision of sick leave banks, significant variations exist in conflict resolution, leave provisions, and compensation structures. Table 6.3-6.6 compares the labor agreements impacting instructional, civil service, and administrative employees.

Table 6.3: Comparing Civil Service Labor Agreements		
Contractual Item	**Cazenovia**	**Morrisville-Eaton**
Affiliation	Cazenovia Support Staff Union	Morrisville-Eaton Central School Educational Support Personnel Organization
Grievance Final Step	The Board of Education will review the grievance in Executive session. A hearing may or may not be scheduled. A decision from the Board is shared within 20 days.	The Board of Education or a Committee of the Board will convene in Executive session, and the decision of the Board is final.
Sick days annually awarded	Personal Illness-1 day for each month worked, 12-month employees 5 days-Family Illness, Employees less than 12 months 4 days, All employees 3 personal days	Sick Leave - Employees earn 1 per month, Personal Leave - 12 month-4 days per year, less than 12 month 3 days per year
Sick Leave Bank	No	Yes
Vacation	12 Month Employees are allowed the following vacation days after the following continuous service to the District, 6 months-1 year-5 days, after 1 year-10 days, after 4 years 1 additional day for each full year of service up to 20	12 Month Employees-1 vacation day for every month worked, 10/11-month employees-no vacation time except holidays and when students are on vacation
Longevity Payments	Employees receive an annual longevity stipend separate from base pay (not subject to annual increases). 5-9 years-$250, 10=14 years-$500, 15-19 years-$750, 20-24 years-$1,000, 25-30 years-$1,250	Employees receive a longevity stipend on their employment anniversary date after completing the following years of service. 10 years - $.20, 20 years $.30, 30 years $.40 hourly increase in pay
Holidays	11- and 12-month employees- 14 holidays. Days are designated by the district and released prior to July 1 annually	10-month employees- 180-day schedule 10-month employees - 10 holidays 11-month employees - 12 holidays 12-month employees - 14 holidays

Table 6.3: Comparing Civil Service Labor Agreements		
Work Week	Workdays are defined by the hours per day of the respective jobs. Overtime is hours worked above 40.	Workdays are defined by the hours per day of the respective jobs. Overtime is defined as hours above 40. Non-instructional personnel are paid $.35 an hour for approved time worked beyond normal day.

Variances of Collective Bargaining Agreements

A close comparative review of the contracts between the Cazenovia Central School District and the Morrisville-Eaton Central School District reveals several critical variances that represent distinct philosophical and operational approaches to school staffing.

Conflict Resolution and Grievance Procedures

The mechanism for resolving contractual disputes represents a fundamental structural difference between the two districts. Cazenovia Central School District utilizes binding arbitration as the final step in its grievance procedure. Under this model, an impartial third-party arbitrator makes a legally binding decision that both school leadership and the labor association must accept. This provides a definitive end to disputes but limits board and administrative sovereignty over final contract interpretations. Conversely, the Morrisville-Eaton Central School District employs non-binding arbitration administered through the American Arbitration Association (AAA). In this framework, the arbitrator's decision serves as a formal recommendation. The final authority to accept, reject, or modify the advisory opinion remains with the Board of Education, preserving a higher degree of local administrative control.

Time-Off and Leave Provisions

Leave allocations are a core component of total compensation and carry direct implications for substitute teacher budgets and daily operational stability. Cazenovia offers a more generous leave package, granting employees sixteen (16) total days annually, which are allocated between personal use and family illness. Morrisville-Eaton limits annual leave for these same purposes to twelve (12) days.

Additionally, Cazenovia does not offer a sick leave bank, whereas Morrisville-Eaton does. Annual leave accruals also vary; Cazenovia provides a specific allocation for family illness and personal days, while Morrisville-Eaton uses a monthly accrual system for sick leave alongside fixed personal leave days.

Longevity Schedules and Career Stipends

Retaining experienced educators and support staff is approached differently through each district's longevity and stipend structures. Cazenovia utilizes an annual stipend separate from base pay (ranging from $250 to $1,250), while Morrisville-Eaton applies an hourly increase (ranging from $0.20 to $0.40) based on years of service. The number of holidays received and vacation schedules are structured differently in both districts based on the length of the employment year; ten, eleven, or twelve months. Morrisville-Eaton includes a specific $0.35 hourly premium for non-instructional personnel for approved time worked beyond the standard day. Similar to the instructional staff, all support staff salary schedules may be aligned over a three - five-year period or a one-year period.

Cazenovia features a robust longevity schedule characterized by higher incremental increases as employees reach career milestones. Notably, their contract includes specific, structured longevity tiers tailored for teaching assistants, recognizing their distinct role in the instructional ecosystem. In contrast, Morrisville-Eaton takes a more restrictive approach. Longevity-style stipends are non-cumulative and grandfathered, meaning they are restricted to staff members hired prior to July 2018.

Operational Workday and Master Scheduling

The structure of the school day directly influences both student instructional time and teacher preparation, making operational differences highly visible on a day-to-day basis. Cazenovia's workday varies by building level, ranging from seven hours and ten minutes to seven hours and twenty-five minutes. Cazenovia also provides a forty-minute duty-free lunch and a forty-five-minute daily planning period for its staff.

Morrisville-Eaton maintains a uniform school day across all buildings, lasting exactly seven hours and twenty minutes. Its teachers receive a thirty-minute duty-free lunch and a forty-minute

daily planning period. These distinct scheduling variations are not arbitrary; they are intrinsically tied to each district's unique master schedules and aligned specifically to the students' instructional hours required at each respective grade level.

For school leaders and policymakers, these variances are more than just numbers on a page. Any future efforts to align programs, share staff, or pursue deeper institutional reorganization must carefully reconcile these differences. Harmonizing mismatched lunch and planning periods, or merging binding and advisory grievance paths, requires deliberate, collaborative negotiations to ensure labor stability and equitable working conditions across the communities served.

School Calendar

School calendars are drafted every Winter by the Superintendent of Schools or their designee. Typically, the District Superintendent of BOCES shares a draft calendar with the Superintendents of the component districts that make up that BOCES prior to the BOCES Board approving the calendar. An effort is made to align the student attendance days as often as possible to ensure all students who attend BOCES for part of the day can complete the learning tasks and hours required to graduate. If student holiday vacations do not align with the BOCES calendar, students can miss two weeks of instruction. When the district is not in session, it does not provide transportation for students to BOCES. Likewise, when the district is in session, but BOCES is on break, BOCES students are unable to attend their BOCES programs.

Cazenovia CSD is part of the Onondaga Cortland Madison County BOCES and Morrisville-Eaton is part of the Madison Oneida BOCES. In 2025-26, Cazenovia CSD scheduled their spring recess from March 30-April 3, 2026. Morrisville-Eaton scheduled their spring recess from April 3-10. The Commissioner of Education will determine the BOCES they will align themselves with based on multiple factors including, but not limited, to Career and Technical Educational programming and services for students, special education programming and services, and the logistics of transporting students to and from these programs. Once it is determined which BOCES the district will align with, administration will be able to make a recommendation to the newly formed Board of Education for review and final approval. Both districts have 181 student attendance days with 185 faculty days that include four Superintendent conference days for both districts.

Administrative Labor Agreements

Table 6.4 compares the administrative labor agreements between the Administration and both districts. Cazenovia operates under a formal Administrator / Supervisor Association with a binding arbitration grievance process, while Morrisville-Eaton has no formal affiliation or grievance procedure. There are only a few administrators serving the Morrisville-Eaton School District, and they have individual contracts with similar benefits. Cazenovia provides a more generous sick leave accrual of two days per month (up to twenty-two (22) days annually) and maintains a sick leave bank, whereas Morrisville-Eaton awards a standard twelve (12) days annually at a rate of one per month with no leave bank available. While both districts offer fourteen (14) paid holidays and similar vacation allotments (twenty-four (24) days for Cazenovia versus twenty-five (25) for Morrisville-Eaton), Cazenovia provides per diem compensation for unused vacation days based on hire date, a provision not mentioned for Morrisville-Eaton. Furthermore, Cazenovia utilizes a flexible work year of ten, eleven, or twelve months depending on the employee's assignment, while Morrisville Eaton's administrative work year is strictly defined as twelve months. All of these differences are manageable and will be aligned following negotiations.

Table 6.4: Comparing Administrative Labor Agreements

Contractual Item	Cazenovia Administrator/Supervisor Association	Morrisville-Eaton Administration
Affiliation	Cazenovia Administrator/Supervisor Association	None
Grievance Final Step	The decision of the arbitrator shall be final and binding upon all parties	Not Applicable (N/A)
Sick days annually awarded	Members are awarded 2 days of sick leave for each month of employment, i.e., 10 month-20 days, 11 month-22 days. Up to four of these days may be used for personal leave.	12 sick days are awarded annually at the rate of 1 day per month.
Sick Leave Bank	In 2024-25 each participating member contributed two days from their personal accumulated sick leave. A committee of 3 bargaining unit members and a designee of the	N/A

Table 6.4: Comparing Administrative Labor Agreements		
Contractual Item	**Cazenovia Administrator/Supervisor Association**	**Morrisville-Eaton Administration**
	Superintendent will administer sick leave from the bank.	
Vacation	12-month employees are entitled to 24 paid vacation days per year. CASA members hired before 7/1/2017 will be compensated at their per diem rate up to 8 unused vacation days; members hired after 7/1/2017 may be compensated for up to 5 unused vacation days.	25 vacation days are received during each twelve-month period. Vacation shall be prorated on a monthly basis from the date of employment. Vacation shall be taken when school is not in session, but up to two vacation days may be taken when school is in session as long as it is coordinated with the Superintendent 60 days in advance and appropriate coverage is secured.
Longevity Payments	N/A	N/A
Holidays	14 holidays that were established by the school calendar.	14 holidays
Work Year	Members work 10, 11 or 12 months a year.	12 months

Instructional Salary Step Schedule

Table 6.5 indicates that teachers at Cazenovia CSD earn a starting salary of $10,712 more than a first-year teacher with a bachelor's degree only at Morrisville-Eaton. The step increases are larger for Morrisville-Eaton Teachers at $750-$790 and $3,079 over the course of 5 years in comparison to $530-$546 step increases totaling $2,155 over five years. While Morrisville-Eaton has a more aggressive schedule, there is a salary gap that may be closed in the first year or over a three-year to five-year period. School Districts face teacher shortages in subject areas such as special education, foreign language, secondary science, and math. If the new Board of Education offers a higher starting salary, it will make the new district more competitive when recruiting new teachers.

Table 6.5: Instructional Labor Agreement – Bachelor's Degree		
# Years Service	**Cazenovia CSD Teacher Salary Bachelor's Degree**	**Morrisville-Eaton Teacher Salary Bachelor's Degree**
1	$53,552	$42,840
2	$54,083	$43,629
3	$54,619	$44,380
4	$55,161	$45,143
5	$55,707	$45,919

Masters Salary Schedules for Years 6-20

Table 6.6 shows that Cazenovia CSD pays a higher salary between six-twenty years. In year six, Cazenovia pays teachers more ($6,000). Morrisville-Eaton values experience and works to close the gap down to a mere difference of $1,023 by year 18. However, by year twenty the gap increases to $4,351. While there are a few Morrisville Eaton Faculty Association Members earning more at Morrisville-Eaton CSD than they would on the same step at Cazenovia CSD, most would receive increases around $11,000.

Table 6.6: Instructional Labor Agreement – Master's Degree		
#Years of Service	**Cazenovia CSD Teacher's Salary Master's Degree**	**Morrisville-Eaton Salary Master's Degree**
6	$56,260	$50,244
7	$56,818	$50,742
8	$57,381	$51,746
9	$57,950	$52,770
10	$58,525	$53,815
11	$59,105	$54,885
12	$59,691	$55,974

Table 6.6: Instructional Labor Agreement – Master's Degree		
#Years of Service	**Cazenovia CSD Teacher's Salary Master's Degree**	**Morrisville-Eaton Salary Master's Degree**
13	$60,281	$57,080
14	$60,728	$58,196
15	$61,178	$59,334
16	$62,073	$60,492
17	$62,982	$61,675
18	$63,902	$62,879
19	$64,084	$59,735
20	$65,286	$60,935

There are no state statutes or regulations that determine the level at which the teacher's contract in a reorganization must be negotiated. Management and labor are free to negotiate salary schedules that are like, more, or less than the existing schedule in either district. It is noted that both Cazenovia CSD and Morrisville-Eaton CSD are interested in a reorganization to increase educational opportunities for students and to navigate the current financial challenges they both face. The current financial challenges school districts in New York State face will be factored into negotiations.

Upon a successful reorganization, the existing labor agreements legally dissolve, and the new form. The new board and administration have options to strategically address the current compensation disparities. While salaries can legally be negotiated at any level, it is a standard labor practice for new agreements to meet or exceed current schedules to ensure staff retention and morale.

Strategic approaches to negotiating salaries.

1. Tiered Implementation: Providing negotiated increases to all existing staff using their existing salary schedules while establishing a new, unified salary structure for all employees hired after a specific "reorganization date."

2. Phased Alignment: Gradually increasing Morrisville-Eaton salary schedules to a higher rate over a one-three-year period. These salaries may reach a percentage of leveling up that could be 25%, 50%, 75% or 100% of leveling up. This "catch-up" period allows the district to manage budget adjustments and long-term fiscal planning while Cazenovia staff continue to receive increases as well.
3. Immediate Alignment: Consolidating salary structures into a single unified schedule within the first year of the reorganization.

A successful reorganization will afford every labor unit the opportunity to negotiate with administration and the new Board of Education to determine what rate of pay will occur moving forward. The process of bringing two salary structures and two Health Insurance Plans with different premium costs under one labor agreement requires some give and take by all parties involved in negotiations.

The Morrisville-Eaton Faculty currently pays 5% of the premium cost for individual plans while the district pays 95% and 15% of family plans while the district pays 85%. Cazenovia Teachers hired prior to 11/19/2018 pay 15% of the Health Insurance Premium for both the Individual and Family Plans. Teachers hired after 11/19/2018 pay 15% of the individual health insurance premium with the district paying 85% and 20% of the family health insurance premium with the district paying 80%. The current total cost of the Health Insurance Family Plan for the Cazenovia United Educators is $26,461 for a Family Plan and $10,878 for the Individual Plan. Members of the Morrisville-Eaton Faculty Association pay $1,088 less than Cazenovia United Educators for their Individual Plan Premium.

Once again, the new Board of Education and Administration has options to negotiate new labor agreements. Similar to salaries, the new Board of Education and the Superintendent and Labor Units may negotiate insurance premiums in a variety of ways as mentioned. Faculty in the Cazenovia School District earn higher salaries than faculty in the Morrisville-Eaton School District but pay the same or less of the insurance premiums toward their Health Insurance Plan. The good news is that all of this can be negotiated if the reorganization is approved.

Beyond base compensation, the new Board of Education and administration will also reach a consensus on non-salary items including grievance procedures, workday length, longevity

payments, and leave provisions to ensure a cohesive and equitable professional environment for all instructional staff.

Staff Tenure and Seniority

All staff tenure appointments and seniority will be recognized by the newly merged district for all labor units. The new School Board of Education and Administration will make tenure decisions moving forward.

Insurance Benefits

Based on Table 6.7, the labor agreements for Cazenovia CSD and Morrisville-Eaton CSD reveal distinct approaches to health, dental, and prescription benefits. Cazenovia utilizes a tiered premium structure based on hire date, with the district paying between 80% and 90% of premiums for active and retired members depending on their seniority. In contrast, Morrisville-Eaton offers a more generous immediate benefit for active employees, covering 95% of individual health insurance premiums and 85% for family plans, though retirement eligibility is strictly tied to fifteen years of continuous service. Dental benefits vary as well; Cazenovia provides flat-dollar contributions ($473 individual/$712 family), while Morrisville-Eaton contributes a lower annual amount of $71.40 toward a specific regional consortium plan. Regarding prescriptions, Cazenovia uses a fixed co-pay model (e.g., $10 generic/$25 preferred), whereas Morrisville-Eaton pays a high percentage of the premium (95% individual / 85% family). Overall, Cazenovia's contract favors long-tenured retirees with higher premium support, while Morrisville-Eaton provides superior upfront premium coverage for current individual teachers.

Support staff in Table 6.8 shows that Morrisville-Eaton pay only 5% of their Individual Health Insurance Premium and 15% of the Family Plan Premium while support staff in Cazenovia pay 20% of their Individual and Family Health Insurance Plan Premium. Both districts require an employee to work for them over a period of time in order to receive Health Insurance in retirement with Cazenovia employee to work 20 years to be eligible for the district to pay 80% of the Health Insurance Premium in retirement and Morrisville Eaton requiring fifteen years to be eligible for the district to pay 95% of the Individual Health Insurance Plan and 15% of the Family Health Insurance Premium. Prescription drug copay benefits are the same at $15/$30/$45 with the same ninety-day mail order multiplier. Cazenovia does offer Dental Insurance while Morrisville-Eaton does not. Once again, new benefit terms will all be negotiated when the reorganization occurs.

Table 6.7: Teacher Labor Agreement – Health Insurance					
Teacher Labor Agreements	**Premium paid by the district (D) and Retired Employee (E)**	**Premium paid by the District (D) and Active Employee (E)**	**Dental premium paid by the District and Employee**	**Vision – premium paid by district and employee**	**Prescription Percentage of premium paid by district and employee**
Cazenovia CSD	All bargaining unit members currently employed or retired are eligible for the BC/BS Enhanced Plan. The percentage of premium paid by the District differs based on the year the employee was hired - Employed or retired after 6/30/90 District pays 90% of the premium for both Individual and Family Plans, 1/1/98 - District pays 85% for both the individual and family plans, 11/19/18 - District pays 85% Individual and 80% Family	All bargaining unit members currently employed or retired are eligible for the BC/BS Enhanced Plan. The percentage of premium paid by the District differs based on the year the employee was hired - Employed or retired after 6/30/90 District pays 90% of the premium for both Individual and Family Plans, 1/1/98 - District pays 85% for both the individual and family plans, 11/19/18 - District pays 85% Individual and 80% Family	The District contributes $473 for the Excellus Blue Cross Blue Shield Individual Plan and $712 toward the Family Plan.	N/A	$10 Generic, $25 Preferred, $40 Non-Preferred, $20 Mail Order Generic, $50 Mail Order Preferred, $80 Mail Order Non-Preferred
Morrisville-Eaton CSD	Employees with 15 years of continuous service with the District who retire under the TRS rules, shall contribute the same percentage they were	The Board of Education pays 95% of the premium for Developing Medical/Surgical coverage for individuals and families and 85% of the	Board of Education contributes $71.40 per year per participating employee to the	N/A	Board of Education pays 95% of the Individual

Table 6.7: Teacher Labor Agreement – Health Insurance					
Teacher Labor Agreements	**Premium paid by the district (D) and Retired Employee (E)**	**Premium paid by the District (D) and Active Employee (E)**	**Dental premium paid by the District and Employee**	**Vision – premium paid by district and employee**	**Prescription Percentage of premium paid by district and employee**
	receiving from the District for the level of coverage (individual or family) they were enrolled in immediately prior to retirement.	difference between the Individual and Family Plan cost of Developing Medical Surgical coverage in the District's Insurance Health Plan.	Madison Oneida Health Consortium Dental Plan Enhancement B Individual Plan.		premium and 85% of the Family Plan.

Table 6.8: Civil Service Labor Agreement – Health Insurance					
CSEA Labor Agreements	**Premium paid by the District (D) and Retired Employee (E)**	**Premium paid by the District (D) and Active Employee (E)**	**Dental premium paid by the District and Employee**	**Vision – premium paid by district and employee**	**Prescription Plan – Percentage of premium paid by district and employee**
Cazenovia	All unit members may participate in the Blue Cross/Blue Shield's Classic Blue Region Wide health insurance. Retirees carry with them the same employer-employee premium arrangements as they receive under the contract at the time of retirement. Retirees with 20 years of service to the District will carry individuals at the same premium percentage rates when they retire.	Employees hired before 10/21/2019; the District pays 80% and the employee pays 20%.	All members are afforded Dental Insurance coverage under a plan selected by the Union. What is the name of the plan?	N/A	Co Payments $15 for Tier 1 Drugs, $30 for Tier 2, $45 for Tier 3, Prescription drugs available through mail order are twice these amounts for a $90 day supply. The plan is Rx Edits as offered by Cooperative Health Insurance Fund of Central New York.

Table 6.8: Civil Service Labor Agreement – Health Insurance					
CSEA Labor Agreements	**Premium paid by the District (D) and Retired Employee (E)**	**Premium paid by the District (D) and Active Employee (E)**	**Dental premium paid by the District and Employee**	**Vision – premium paid by district and employee**	**Prescription Plan – Percentage of premium paid by district and employee**
Morrisville-Eaton	Full-time employees must have worked for the District for 15 consecutive years. Platinum Retiree Health Plan with the District paying 95% and the employee paying 5% of the premium for Individual or the District will pay 85% and the employee 15% of the premium for the Family Plan.	Board of Education shall provide 95%, and the employee will pay 5% of the Individual premium cost. Board of Education shall provide 85% and the employee will pay 15% of the Family Plan premium cost	N/A	N/A	Co Payments $15 for Tier 1 Drugs, $30 for Tier 2, $45 for Tier 3, Prescription drugs available through mail order are twice these amounts for a $90 day supply.

Table 6.9: Administrative Labor Agreement – Health Insurance					
Administrative Labor Agreements	**Premium paid by the District (D) and Retired Employee (E)**	**Premium paid by the District (D) and Active Employee (E)**	**Dental – Percentage of premium paid by the District and Employee**	**Vision – Percentage of premium paid by district and employee**	**Prescription Plan Percentage of premium paid by district and employee**
Cazenovia	Upon completion of 10 or more years the District pays 80%, Employee pays 20%	District pays 80%, Employee pays 20%	District pays 100%, Employee pays 0%	N/A	Generic-$5, Preferred-$20, Non-Preferred $40, Mail Order Generic-$10, Mail Order Preferred-$40, Mail Order Non-Preferred $80
Morrisville-Eaton	Upon completion of 10 years of service for District, the District's Health and Dental Insurance at the same premium percentage upon retirement.	District pays 95% of Individual Plan Insurance Premiums for Health, Dental, and Vision insurance and 85% for Family Health, Dental and Vision Insurance Premiums.	Dental Plan is selected by the Board.	Vision Plan is selected by the Board.	Co Payments $15 for Tier 1 Drugs, $30 for Tier 2, $45 for Tier 3, Prescription drugs available through mail order are twice these amounts for a $90 day supply.

Administrator Health Insurance

Table 6.9 compares benefits included in the respective labor agreements for both Cazenovia and Morrisville-Eaton Administrative Teams. Morrisville-Eaton CSD pays 95% of the Health Insurance Premium for Individual and 85% of the Insurance Premium for the Family Health Plans while Cazenovia CSD pays 80% of the Individual and Family Health Insurance Premiums for Administrators with both School Districts requiring ten years of service to be eligible for the district paying a percentage of their Health Insurance Premiums. A ten-year service requirement supports stability in administrative positions, which is a key factor in highly effective schools. Cazenovia CSD Prescription Plan is $5/$20/$40 while Morrisville-Eaton's Prescription Plan is $15/$30/$45. The new Board of Education will negotiate new terms while bringing all Administrative Employees under the same insurance plans.

Teaching and Administrative Staffing

The organizational structures of the Cazenovia and Morrisville-Eaton Central School Districts reflect distinct administrative models shaped directly by student enrollment, property wealth, and reliance on New York State aid. As detailed in Table 6.10, Cazenovia's administrative design is structured around specialization, whereas Morrisville-Eaton's framework relies heavily on multi-tasking.

Table 6.10: Cazenovia & Morrisville-Eaton Administrative FTE Positions

Position	Cazenovia	Morrisville - Eaton
Superintendent	1	1
Assistant Superintendent for Curriculum and Instruction	1	0
Assistant Superintendent for Business and Finance	1 (Interim)	1 (Business Administrator)
Principals Elementary Level	1	1 (K-12)
Assistant Principals Elementary	0	0
Principals Secondary Level	2 High School and Middle School Principals	1 K-12

Table 6.10: Cazenovia & Morrisville-Eaton Administrative FTE Positions		
Position	**Cazenovia**	**Morrisville - Eaton**
Director Special Education	1	1 - Director of SPED, RTI, & Data, Principal
Director of Pupil Services	1	0
Director of PE, Health, Athletics	1	1
Director of Instructional Technology	1	0
Technology Support	1-Computer Support Specialist, 1-Network Specialist	1-Computer Network Technician

Table 6.11 compares the Operational Staff between Cazenovia CSD and Morrisville-Eaton CSD. There is an opportunity to provide additional support in some areas such as the Business Office or Facilities as well as opportunities to reduce salaries through attrition. Cazenovia relies on departmental specialists while Morrisville-Eaton relies on employees to serve as multi-role specialists. In the reorganized District, there would only be a need for one Superintendent's Office and one Business Office. Staff serving in these areas may stay in their position, be repurposed, or retire. A merged Business Office will present opportunities for greater support as well as salary savings that may be achieved through attrition. A reorganized District can operate with a single Director of Facilities and a single Director of Transportation. The Superintendent and new Board of Education will make these staffing decisions.

Table 6.11: Cazenovia CSD & Morrisville-Eaton CSD Operational FTE Positions		
Position	**Cazenovia**	**Morrisville-Eaton**
Communications Specialist	0	0
Treasurer	1	1
Purchasing Agent	1	1-Principal Account Clerk (PAC) fills multiple roles in Business Office
Accounts Payable	1	1-PAC
Payroll	1	1-PAC
School Tax Collector	1	1-PAC
Senior Account Clerk	0	1-PAC
Director Food Services	1	1-Food Service Manager
Director of Facilities	1	1
Assistant Director of Facilities	0	0
Coordinator Student and Community Services	0	0
Human Resources Generalists	0	0
Student Transportation Coordinator	1	1

Recommendation

Neither District employs a Communications Specialist. A Communication Specialist supports developing a positive culture and brand by sharing the stories of the district. The merged District will be working to establish its own brand and culture. What will the district be known for? It is important to be transparent while intentionally communicating with the public. Communication Specialists can assist in recruitment of staff and faculty, create newsletters, spotlight important issues, highlight students, staff, faculty, and administration. Communication is always an

important aspect for any reorganization to be successful and appreciated over time. It is a recommendation that the merged district considers adding a Communication Specialist.

Conclusion

Morrisville-Eaton utilized partnerships with neighboring districts, Madison-Oneida BOCES and SUNY Morrisville to expand College Credit courses, micro-credentialing, and Career and Technical Education Courses despite staffing challenges caused primarily by increasing costs and decreasing revenues. These efforts have increased the educational opportunities for their students. However, the district is also struggling to find certified teachers in key subjects such as Chemistry, Physics and advanced electives leading a few teachers to teach out of their area of certification to continue to provide the course for students. They also lack a formalized middle school program because they have insufficient staff to be able to offer teaming with team planning at the middle level. A successful reorganization would increase the number of certified staff available in all areas and improve efforts to recruit teachers in hard-to-find certified areas. It may also allow the new district in the future to add teaming and team planning in order to formalize their middle school program. Making these adjustments over time will provide greater academic opportunities and support for all students.

Currently, Morrisville-Eaton must utilize administrators and staff members to fulfill several job responsibilities under one title. In the future, the merged district will be able to assign Business Office and district wide administrative tasks to a single person whose expertise is in that specific area including tasks like Accounts Payable, Purchasing, and Director of Special Education.

The current District Administration and Board of Education provided reassurances that no one will lose their position because of the reorganization. Some staff roles and responsibilities will be adjusted to best meet the needs of students. Moving forward, the new district will be able to use attrition to evaluate the need to replace an employee whenever they retire. Attrition is a common practice for all school districts as it helps them remain fiscally responsible.

In conclusion, the labor agreements are indicators that both districts have remained fiscally responsible to their taxpayers while working to provide the best educational experience for all students. A successful reorganization supports a continuation of fiscal responsibility while

providing the new district with increased revenue from the Reorganization Incentive Operating Aid. This revenue provides an opportunity for both schools to increase educational and extracurricular opportunities for students. Providing a greater number of opportunities for students in a fiscally responsible manner is a driving force behind the reorganization. Ideally, the new Board of Education will successfully negotiate new labor agreements the year prior to the reorganization.

Chapter 7: Transportation and Food Service

Student transportation represents one of the most operationally complex and financially significant components of both the Cazenovia Central School District and the Morrisville-Eaton Central School District. The impending New York State mandate requiring all new school bus purchases to be zero-emission by 2027, with full fleet electrification by 2035, and subsequently extended by a period of five (5) years beyond this deadline with the passing of the 2026 NYS Budget, continues substantial capital, infrastructure, and training challenges for both districts.

A potential reorganization provides a strategic opportunity to reconfigure transportation services in a way that improve efficiency, reduces redundancy, and positions the combined district to meet state mandates through coordinated long-term planning. The findings of the June 2023 Transportation Advisory Services (TAS) review of Morrisville-Eaton further highlight opportunities for operational improvement that could be realized through consolidation.

Overview of Cazenovia Central School District Transportation

Cazenovia operates a comprehensive in-house transportation system with established staffing and a relatively modern fleet. An analysis of the transportation operations within the Cazenovia Central School District highlights the standard challenges of managing rural logistics with a commitment to regional fiscal stewardship. When evaluating long-term planning, enrollment projections, and shared service opportunities, transportation metrics offer critical data points for optimizing efficiency and maintaining student safety.

The Cazenovia Central School District operates an in-house transportation department tasked with navigating a large but regionally proportional geographic area. The district encompasses approximately 110 square miles of primarily rural and suburban terrain, requiring well-coordinated routing to balance student ride times with vehicle capacities. Within this footprint, the department provides daily home-to-school, extracurricular, and specialized transit for approximately 1,280 students across the district's K–12 population. Daily routing is structured around efficient staggered delivery and pickup windows across the district's three academic buildings, which include Burton Street Elementary School serving grades K–4, Cazenovia Middle School for grades 5–7, and Cazenovia High School for grades 8–12. Student

transportation is accomplished via a single bus-run methodology with slightly staggard start and end times for secondary programs (middle / high schools) and primary programs (PK-5).

Transportation represents a significant operational expenditure, but it is heavily supported by New York State's specialized aid formulas. For the 2025–26 fiscal year, the total transportation budget was $1,982,356. Personnel and labor costs comprise the vast majority of the operation's budget, with salaries accounting for $1,571,012, or approximately 79.2% of the total department budget. While a 65% state aid ratio still provides a solid baseline of support, the financial impact on local taxpayers is more pronounced than in districts receiving maximum state aid support. This 65% Transportation State Aid Ratio means that the community directly bears over a third of all transportation costs, requiring intense local fiscal management. Consequently, while eligible capital outlays, equipment purchases, and daily operational expenses still see a clear majority of state-level funding, the district must balance its fleet and routing decisions against a higher localized tax burden.

To ensure rigorous adherence to New York State Department of Transportation (NYSDOT) safety standards, the district maintains a diverse, scalable fleet capable of handling mainstream routes, rural low-density regions, and specialized out-of-district runs. The district currently operates a fleet of 32 student transportation vehicles, strategically mixed to optimize capacity. This inventory includes large-capacity 65/66-passenger buses utilized for dense home-to-school routes and heavy-demand athletic or field trip transport, alongside flexible 20-passenger vehicles deployed for specialized routing, special education placements, and low-density geographic zones where full-size buses are contextually inefficient.

The administration of the transport network relies on a lean but structured team of professionals managing daily logistics, regulatory compliance, and mechanical maintenance. Operations are directed by a single Transportation Supervisor who manages policy, oversight, and state reporting, supported closely by a mechanic and mechanic helper. The front-line fleet is operated by a dedicated team of 23 bus drivers and supported by 7 bus attendants tasked with ensuring student safety and assisting on specialized runs. Direct fleet upkeep, preventative maintenance, and biannual NYSDOT inspections are executed by a core shop team consisting of one Mechanic

and a Driver/Mechanic Helper. Cazenovia's transportation model reflects a traditional structure with dedicated drivers and maintenance personnel, allowing for consistent fleet upkeep and operational stability.

Overview of Morrisville-Eaton Central School District Transportation

The Morrisville-Eaton Central School District operates a smaller but geographically dispersed transportation system that faces distinct operational and efficiency challenges. Encompassing approximately 75 square miles of rural terrain, the district provides daily transit for an enrollment of 564 students. Daily operations are structured around a two-tier routing system designed to serve the district's two primary academic facilities: the Edward R. Andrews Elementary School, which houses grades PreK–5, and the Morrisville-Eaton Middle/High School, which serves grades 6–12.

Financially, the transportation department operated on a budget of $1,202,115 during the 2024–25 fiscal year. Like neighboring regional networks, the local taxpayer's impact of these expenditures is significantly cushioned by a highly favorable New York State Transportation Aid Ratio of 90%.

The district maintains a fleet of twenty (20) student transportation vehicles to cover its expansive territory. This inventory is composed of fifteen (15) large-capacity buses, three (3) small buses, and two (2) passenger vehicles. Administrative and operational oversight is maintained by a single Transportation Supervisor. The driving roster is divided by shift structures, utilizing five drivers on 6-hour schedules and another five drivers on 7.5-hour schedules. Core fleet maintenance is managed by a small garage team consisting of one dedicated mechanic and one hybrid mechanic/driver helper. Additionally, Morrisville-Eaton transports students to multiple out-of-district placements, including BOCES and specialized programs, contributing to higher per-pupil transportation costs.

A recent transportation study conducted by Transportation Advisory Services (TAS) highlighted several key operational characteristics and structural challenges within the department. Most notably, the district's transportation cost per student currently exceeds the averages of demographically similar school districts, pointing to an ongoing need for efficiency

improvements. A major contributing factor to this cost profile is a systemic regional staffing constraint: because mechanics are frequently required to function as active drivers to cover open routes, overall garage and preventative maintenance efficiency is compromised.

Despite these labor and structural headwinds, the department maintains a commendable safety profile, anchored by a perfect 100% pass rate on New York State Department of Transportation (NYSDOT) roadside inspections. Moving forward, the TAS evaluation emphasizes that significant opportunities exist for Morrisville-Eaton to achieve long-term fiscal stability and operational relief through targeted route consolidation and the expansion of shared service agreements with neighboring districts.

The transportation operations within the Cazenovia Central School District and the Morrisville-Eaton Central School District present distinct operational scales alongside significant complementary strengths. While Cazenovia manages a larger fleet and corresponding infrastructure to support its student footprint, Morrisville-Eaton operates a leaner system that faces acute structural headwinds. Synthesizing these two profiles reveals how their differences create natural opportunities for operational alignment and efficiency gains within a regionally cooperative or reorganized system.

The primary contrast between the two transportation systems lies in the sheer scale of their infrastructure, fleet modernity, and personnel tiers. Cazenovia manages a comprehensive operation built around a thirty-two (32)-vehicle fleet and a robust front-line staff, including a dedicated dispatcher and twenty-three (23) drivers. This larger scale allows for greater operational specialization. Conversely, Morrisville-Eaton operates a smaller system with twenty (20) student vehicles and a more constrained labor pool. Cazenovia's larger footprint provides a level of operational flexibility and administrative depth that a smaller, geographically isolated district naturally struggles to replicate independently.

Morrisville-Eaton benefits from a highly favorable New York State Transportation Aid Ratio of 90%, which heavily cushions local taxpayers and shields the community from the bulk of capital outlays and equipment purchases. In contrast, Cazenovia operates under a lower 65% state aid ratio. This 65% reimbursement rate means that the Cazenovia community must directly bear over

a third of its transportation costs, making its local financial impact more pronounced and requiring careful local fiscal management. Reorganization would allow for the new district to capitalize on the higher Transportation Aid Ratio of MECS (90%).

Looking toward regional optimization, a combined system would instantly command a unified fleet exceeding fifty (50) student transportation vehicles. During the Transportation, Food Service and Operations Community Forum, stakeholders expressed universal concern and apprehension on a range of opinions from uncertainty about the electrification mandate for school vehicles, route time, distance, and operations of a fleet in a larger district. Any such transition towards reorganization of fleet operations would require ongoing community discussions and planning.

Consolidating these resources would allow supervisors to completely redesign regional routes, eliminating the artificial borders that currently force separate buses to travel parallel or overlapping rural paths. This expanded pool of large-capacity buses, small vans, and specialized vehicles would grant unprecedented flexibility, maximize vehicle capacity utilization while simultaneously reduce redundant mileage, maintaining current student ride times, and providing much-needed operational relief to the region's professional driving and maintenance staff. Efficiencies on this scale would predictably create positive budgetary impacts to support fleet procurement, safety training for staff, leverage aid reimbursement, and more effectively manage operations.

Opportunities for a Consolidated Transportation System

Consolidation of Out-of-District Transportation: Both districts currently operate separate transportation routes to similar regional destinations, including Madison-Oneida BOCES, OCM BOCES, and various specialized education providers. This overlap presents a clear opportunity for structural alignment. By integrating operations and utilizing shared buses for low-density, long-distance routes would significantly reduce redundant mileage and associated fuel costs. This approach aligns directly with Transportation Advisory Services (TAS) recommendations, which strongly encourage regional transportation sharing to maximize efficiency and capture fiscal savings.

Fleet Rightsizing and Routing Optimization: The combined fleet would allow for a more strategic deployment of vehicles across the regional footprint. High-capacity buses could be focused in denser areas like Cazenovia, while smaller buses could be systematically deployed to manage rural or specialized routes. This tailored vehicle allocation would significantly reduce the number of underutilized buses on the road. In addition, aligning school start and end times across grade levels could unlock multi-tier routing efficiencies, ultimately reducing the total number of daily runs required. Revisions to fleet deployment and routing would predictably yield reduced run times (student time on a bus) and address a stakeholder concern given the potentially increased district geography caused by centralization.

Centralized Maintenance and Staffing Model: A merged transportation department would include approximately 4.0 FTE maintenance personnel alongside a full complement of drivers and support staff. This expanded capacity would enable the outright elimination of the "mechanic-driver" model currently used at Morrisville-Eaton, allowing technical staff to focus entirely on their core responsibilities. Consequently, the department could see improved preventive maintenance scheduling, leading to greater fleet reliability, expanded lifespan of the fleet, and reduced vehicle downtime. Ultimately, this integration would bring the region's resulting vehicle-to-mechanic ratio into much closer alignment with industry standards.

Electrification and Infrastructure Planning: The transition to electric buses represents one of the most significant future capital costs for both districts. While New York State has extended the mandate an additional five (5) years and both districts have independently sought a waiver to this mandate, by approaching this mandate through a merged system, the districts could establish a single primary charging and maintenance facility, effectively creating a centralized regional transportation hub. This unified approach would reduce the duplication of high-cost infrastructure investments and allow for a highly coordinated, phased fleet replacement plan. Furthermore, a single department could implement shared staff training for electric vehicle maintenance, ensuring that the expanded technical team is universally equipped to service the new fleet safely and efficiently.

The TAS study emphasizes that electrification infrastructure is a major challenge for individual districts, further supporting the benefits of a unified approach. Additionally, the Cazenovia and Morrisville-Eaton Building Condition Surveys (Elementary, Middle/Highschool, and Transportation Facility) recommended major upgrades, improvements, or complete replacement of existing transportation facilities for both districts.

Financial Efficiency and State Aid Optimization: When both districts operate at a 90% aid ratio, most transportation expenditures are reimbursed by New York State, heavily supplementing the local share of the operational budget. Under this shared financial structure, necessary capital investments in buses and garage infrastructure are heavily subsidized, making fleet modernization highly cost-effective. Furthermore, any efficiency gains achieved through joint route reductions or shared services directly reduce the remaining local tax burden. Beyond immediate operational changes, implementing improved routing efficiency and aligning district policies, such as universal walker distances and standardized service levels, could further enhance long-term aid eligibility and maximize state-level backing.

Key Recommendations

Based on the analysis of both districts and TAS findings, the following actions are recommended in the event of a reorganization:

1. **Immediate Consolidation of Specialized Routes**
   Combine BOCES and out-of-district transportation to eliminate redundant runs.
2. **Adopt a Unified Fleet Replacement Plan**
   Develop a 5–10-year plan prioritizing electric bus deployment on predictable routes.
3. **Transition to Dedicated Maintenance Staffing**
   Eliminate dual-role mechanic-driver positions to improve fleet upkeep.
4. **Implement Regular Ridership Audits**
   Conduct audits at least three times annually to optimize route efficiency.
5. **Establish Centralized Transportation Operations**
   Create a single dispatch and primary maintenance hub with satellite support as needed.
6. **Standardize Transportation Policies**
   Align walker limits, ride times, and service expectations across the merged district.

Transportation Cost Savings Analysis

The following section provides a detailed breakdown of projected transportation cost savings associated with the reorganization of Cazenovia CSD and Morrisville-Eaton CSD. Savings estimates are derived using a combination of district-specific data, industry-standard cost assumptions, and findings from third-party transportation efficiency studies. Conservative ranges were applied to ensure that projected savings remain realistic and achievable under phased implementation conditions.

Table 7.1 Potential Cost Savings Summary Table

Category	Low Estimate	High Estimate
Route Consolidation	$150,000	$300,000
Fleet Reduction	$75,000	$150,000
Labor Efficiency	$100,000	$250,000
Maintenance & Fuel	$75,000	$125,000
TOTAL	**$400,000**	**$825,000**

Table 7.1 illustrates the contribution of each category to total projected savings. Route consolidation and labor efficiencies represent the largest opportunities for cost reduction, while fleet optimization and reduced mileage provide additional operational savings.

Detailed Cost Savings Methodology & Breakdown

Contained in Table 7.2 delineates individual district total transportation costs, including fleet, personnel and benefits, equipment, and fuel. The total combined costs are approximately $3.48 million for both Cazenovia and Morrisville-Eaton CSDs.

Table 7.2 Baseline Combined Cost	
District	**Current Transportation Cost**
Cazenovia CSD	$1,982,356
Morrisville-Eaton CSD	$1,202,115
Combined Total	**$3,184,471**

How Savings Were Derived

The foundation for these route consolidation projections is built directly upon empirical data from the Transportation Advisory Services (TAS) study. According to the structural analysis:

- Tiered Capacity Reduction: Morrisville-Eaton explicitly identified the operational capacity to eliminate at least one (1) route per tier under a coordinated system.
- System-Wide Scaling: Because a typical district structure of this scale utilizes two to three tiers, aligning schedules across the regional footprint mathematically yields a total reduction of two to three full routes from the daily schedule.

By eliminating these overlapping paths, the department directly cuts down on active driver hours, fuel burn, and vehicle wear, translating the theoretical efficiencies of the TAS study into verifiable, long-term budget relief.

Cost Per Route (Industry Standard)

Table 7.3 identifies industry standard projected consolidated savings. Such industry projections include personnel costs (salary and contractual benefits), fuel costs, maintenance, and depreciation of the vehicle over its projected expected lifespan. While projections can vary slightly due to regional factors and fluctuations in fuel costs, the costs per route serve as a reasonable predictive baseline.

Table 7.3 Route Consolidation Projected Savings	
Component	**Annual Cost**
Driver salary + benefits	$55,000 – $75,000
Fuel	$8,000 – $12,000
Maintenance	$5,000 – $8,000
Depreciation (bus lifecycle)	$15,000 – $20,000
Total per route	**$85,000 – $115,000**

Savings Category 1: Route Consolidation

The primary driver of immediate operational relief under a centralized framework comes from the physical reduction of overlapping daily runs. By integrating schedules and combining parallel paths to shared regional destinations, the unified department can systematically eliminate redundant routes.

Savings Calculation

The financial impact of this consolidation scales based on the total number of routes successfully removed from the daily schedule:

- 2 Routes Eliminated: Generates immediate operational savings of $170,000 to $230,000 annually.
- 3 Routes Eliminated: Expands the structural savings to a range of $255,000 to $345,000 annually.

To maintain a fiscally responsible outlook that accounts for initial transition timelines and potential fluctuations in regional student placements, a more conservative estimate of $150,000 to $300,000 annually is utilized for the formal report. This baseline ensures the district captures verifiable budget relief while fully maintaining safe, reliable transit services for all students.

The consolidation of the two transportation departments presents a major opportunity for fleet optimization, particularly through the correction of redundant capital assets. Currently, the combined operation encompasses an active fleet of approximately forty-six (46) buses. While industry standards recommend maintaining a conservative spare ratio of 15% to 20% to cover maintenance downtime and emergency routing, Morrisville-Eaton currently operates at an excessive spare ratio of approximately 100%.

By merging operations and streamlining the deployment of vehicles, the unified district can safely target a projected reduction of four (4) to six (6) buses from the active fleet. This strategic reduction will successfully eliminate unnecessary vehicle redundancy while keeping the remaining fleet well within safe operational parameters. Table 7.4 provides a template of projected transportation savings per bus reduction.

Table 7.4 Fleet Reduction Projected Savings	
Cost Element	**Annual Impact**
Insurance	$1,500 – $2,500
Maintenance	$2,000 – $4,000
Inspection/compliance	$500 – $1,000
Capital avoidance (replacement cycle smoothing)	$10,000+
Total per bus	**$15,000 – $25,000**

By reducing the total number of vehicles active in the daily rotation, a combined department can capture significant vehicle reduction savings. Safely taking four (4) buses out of rotation generates an immediate structural savings of $60,000 to $100,000. Optimizing routing patterns further to remove up to six (6) buses expands those savings to an estimated $90,000 to $150,000 annually.

These fiscal benefits are driven by a sharp reduction in fixed overhead expenses, including capital procurement costs, insurance premiums, and mandatory New York State Department of Transportation (NYSDOT) inspection fees. Accounting for varying vehicle ages and initial alignment timelines, the department projects a total estimated savings of $75,000 to $150,000 annually through strategic fleet consolidation.

The optimization of personnel under a merged department would drive substantial savings through structural labor efficiencies. By systematically reducing the total number of active daily routes, the district would immediately decrease the aggregate number of driver hours required.

Furthermore, transitioning to a shared, centralized staffing model allows the department to eliminate redundant operational overhead. Duplicate dispatch roles would be consolidated into a single, unified communication hub, while a larger, combined pool of personnel would effectively eliminate the high system-wide costs associated with substitute drivers and overtime inefficiencies.

Key Drivers of Savings

Table 7.5 Labor Efficiency Impact	
Area	**Impact**
Driver consolidation	2–4 positions (attrition-based)
Reduced substitute usage	10–20% reduction
Administrative overlap	0.5–1.0 FTE reduction (attrition)

The financial benefits of personnel and routing optimizations under a merged system are driven by addressing structural inefficiencies and reducing daily road time. Currently, the system operates under significant labor pressures, with an average driver costing between $60,000 and $75,000 annually in salary and benefits. System-wide substitute coverage and overtime inefficiencies add an extra $25,000 to $50,000 in unnecessary annual overhead.

Table 7.5 outlines attrition-based equalizations over a protracted period in accordance with the proposed district philosophies to "remain the same and evolve over time" to mitigate staffing reductions and disruptive changes during any period of transition into a centralized system.

By restructuring and optimizing routes, a combined department could capture substantial labor savings. Reducing the need for redundant routing yields $120,000 in savings, while a broader optimization reducing three to four drivers expands that relief to a range of $180,000 to $300,000. Applying a less conservative adjustment to account for regional recruitment challenges, the department projects a steady estimated savings of $100,000 to $250,000 annually in personnel costs alone.

In addition to labor reductions, a distinct category of savings occurs through direct maintenance and fuel efficiencies. These gains are achieved by reducing total mileage through route consolidation, maintaining fewer active buses in the daily rotation, and improving overall routing patterns to eliminate costly deadhead miles.

The baseline for these calculations relies on Morrisville-Eaton's current operational footprint, which logs approximately 254,000 miles per year. Implementing a unified routing system is estimated to reduce this total by 10% to 15%, successfully removing 25,000 to 40,000 redundant miles from the road annually.

Cost per Mile (Industry Avg.)

Table 7.6 Industry Average of Transportation Per Mile	
Cost Type	**Per Mile**
Fuel	$0.50 – $0.75
Maintenance	$0.40 – $0.60
Total	**$0.90 – $1.35**

Based on the reduced mileage configurations, the primary fiscal relief identified in Table 7.6, in a consolidated model is driven directly by the elimination of redundant road time. Cutting out approximately 25,000 miles of overlapping routes yields immediate operational savings of $25,000 to $35,000. Scaling optimizations further to reduce up to 40,000 miles expands those direct savings to an estimated $40,000 to $55,000 annually.

Beyond direct fuel and mileage reductions, these optimized routing patterns drastically decrease regular vehicle wear and tear, generating additional compounding savings on tires, preventative parts, and mechanical labor. Compounding these mileage reductions with lower long-term maintenance overhead projects a total estimated savings of $75,000 to $125,000 annually for the regional transportation network.

Total Savings Summary

Table 7.7 is a projected estimate of transportation savings through route consolidation, fleet reduction/redeployment, staffing efficiencies, and improved maintenance & fuel priorities following a reorganization.

Table 7.7 Projected Total Savings Summary

Category	Low Estimate	High Estimate
Route Consolidation	$150,000	$300,000
Fleet Reduction	$75,000	$150,000
Labor Efficiency	$100,000	$250,000
Maintenance & Fuel	$75,000	$125,000
TOTAL	**$400,000**	**$825,000**

The integrated financial baseline for the combined transportation operations is estimated at approximately $3.18 million. Based on the optimization pathways identified throughout this study, including route consolidation, shared out-of-district hubs, and maintenance staff efficiencies, the projected annual savings range from a low-end estimate of $400,000 to a high-end potential of $825,000. Table 7.8 provides reasonable predictive analysis of transportation savings from a low to high estimate. Any resulting transportation consolidation would benefit from ongoing fiscal, fleet, and milage analysis and communication with respective stakeholders.

Mathematically, these figures represent an operational cost reduction between 11.5% and 23.7%. However, to account for implementation timelines, initial capital alignment costs, and potential shifts in regional student distribution, a conservative reported savings range of 8% to 15% is projected for the combined system. This targeted reduction demonstrates that structural reorganization can yield meaningful fiscal relief for local communities while safeguarding essential student transportation services.

Food Service Program Review and Comparative Analysis

As part of the review of operational services conducted during the feasibility study process, food service operations within the Cazenovia Central School District (CCSD) and Morrisville-Eaton Central School District (MECSD) were examined to better understand current program structures, service delivery models, student participation characteristics, and potential considerations associated with a future reorganization. Information utilized in this review was obtained from district websites, publicly available child nutrition program data, district presentations, and information presented during community engagement sessions.

School food service programs serve a critical role in supporting student health, attendance, and readiness to learn. In addition to providing daily access to nutritious meals, food service departments must comply with extensive federal and state regulations governing meal standards, reimbursement requirements, procurement practices, food safety, and financial reporting.

Both Cazenovia and Morrisville-Eaton participate in federally funded child nutrition programs administered through the United States Department of Agriculture and the New York State Education Department, including the National School Lunch Program and School Breakfast

Program. Both districts provide breakfast and lunch service to students, maintain eligibility processes for federally subsidized meals, and participate in summer feeding opportunities or related nutrition initiatives available to families within their communities. Table 7.8 outlines and summarizes the respective district food service profiles.

Table 7.8 Comparative Food Service Profile-Cazenovia CSD and Morrisville-Eaton CSD

Characteristic	Cazenovia CSD	Morrisville-Eaton CSD
Approximate Enrollment	~1280 students	~590 students
School Breakfast Program	Yes	Yes
National School Lunch Program	Yes	Yes
Summer Nutrition Programming	Available	Available
Food Service Accounting System	Electronic meal management	Electronic meal management
Free & Reduced-Price Meal Eligibility	Lower percentage of eligible students	Higher percentage of eligible students
Community Eligibility Provision (CEP)	Limited participation	Greater utilization where eligible
Meal Reimbursement Structure	Traditional FRPL model	Combination of FRPL and CEP-based reimbursement
Meal Production Volume	Higher	Lower
Federal Reimbursement Dependency	Moderate	Higher
Operational Model	Contract for school-based food service operations	In-District School-based food service operation

The feasibility study and stakeholder interviews affirmed that both districts operate stable food service programs supported by experienced staff, both contractual (Cazenovia) and in-district

(Morrisville-Eaton) personnel, and established operational procedures. Each district utilizes electronic meal accounting systems, maintains compliance with state and federal nutrition standards, and provides meal service through school-based kitchen facilities. Both districts have adapted to recent challenges affecting school nutrition programs nationally, including fluctuations in food costs, supply chain disruptions, workforce shortages, and changing reimbursement requirements.

Cazenovia Central School District serves a larger student population and operates a food service program that reflects the demographic characteristics of the district. The district utilizes a traditional meal reimbursement model in which families either purchase meals or qualify for free or reduced-price meal benefits through annual income verification procedures. The district maintains established procedures for meal account management, online payment systems, and family communication regarding meal eligibility and nutrition services.

Morrisville-Eaton Central School District serves a smaller student population but demonstrates a higher proportion of students identified as economically disadvantaged. As a result, the district has utilized federal provisions designed to expand meal access in communities with higher levels of student need. Depending upon annual eligibility calculations, portions of the district have historically qualified for the Community Eligibility Provision (CEP), allowing students to receive meals without the traditional individual application process.

Cazenovia has only recently become eligible for Community Eligibility Provision (CEP) participation due to changes in New York State eligibility rules, rather than because of a significant change in local student need. As a result, the district's reimbursement structure and operational considerations differ from those associated with the traditional free and reduced-price meal model.

From an organizational perspective, the two food service profiles demonstrate substantial alignment in service delivery practices, nutritional standards, and regulatory compliance requirements. Both districts utilize centralized oversight of food service operations, maintain

qualified staff, and provide meal offerings designed to meet federal nutritional guidelines while responding to student preferences and local program expectations.

Should a future reorganization be considered, food service operations appear to present opportunities for operational efficiencies due to the similarities in program design and regulatory framework. Potential considerations for further analysis would include production capacity, staffing assignments, meal transportation requirements, purchasing efficiencies, federal reimbursement impacts, and future Community Eligibility Provision calculations. An additional review of participation data, equipment inventories, kitchen utilization rates, and long-term capital needs would also be warranted as part of any implementation planning process.

Based upon the information reviewed, both districts maintain food service operations that are consistent with state and federal requirements and are structured to meet the nutritional needs of their respective student populations. Although differences exist in program scale, student demographics, and reimbursement models, the overall operational frameworks are sufficiently similar to suggest compatibility should future organizational restructuring be pursued.

Chapter 8: Finances

In addition to enhancing educational opportunities for students, another major consideration in any discussion of possible district consolidation involves finances. Therefore, this section will provide an overview of the financial condition of each study district and offer insight into the potential financial ramifications should a reorganization occur.

As Table 8.1 below illustrates, the residents of both Morrisville-Eaton and Cazenovia have historically demonstrated support for the annual spending plans put forth by their respective Boards of Education. Available budget records and public reporting documents indicate consistent approval of proposed budgets in Cazenovia in recent years, including budgets adopted with tax levy increases designed to preserve existing educational programming and student opportunities. For example, the 2024-25 spending plan of $38,826,826 represented a 6.29% increase and was supported by voters while maintaining academic, fine arts, athletic, and extracurricular offerings.

Table 8.1 Budget History

	Cazenovia			Morrisville-Eaton		
Year	% Tax Levy Increase Over Prior Year	Above Tax Cap (super majority required?)	Budget Approved?	% Tax Levy Increase Over Prior Year	Above Tax Cap (super majority required?)	Budget Approved?
2015	2.00%	No	Yes	-0.97%	No	Yes
2016	0.00%	No	Yes	2.99%	No	Yes
2017	4.80%	No	Yes	3.99%	No	Yes
2018	2.00%	No	Yes	1.92%	No	Yes
2019	4.75%	No	Yes	4.94%	No	Yes
2020	3.10%	No	Yes	1.98%	No	Yes
2021	1.18%	No	Yes	3.17%	No	Yes
2022	2.33%	No	Yes	3.92%	No	Yes
2023	3.92%	No	Yes	7.50%	Yes	Yes
2024	5.84%	Yes	Yes	2.19%	No	Yes
2025	3.10%	No	Yes	-0.97%	No	Yes

In recent years, Cazenovia presented spending plans that exceeded the calculated tax levy limit, necessitating supermajority approval under New York State law, while still receiving sufficient voter support for adoption. The district also relied on a combination of tax levy adjustments, appropriated fund balance, and spending reductions to close budget gaps and maintain program offerings for students.

Examinations of each district's general fund balance sheets (Table 8.2) provide additional insight into their respective financial positions. Based on preliminary budget and tax report card information, Cazenovia maintains multiple reserve funds, including capital, retirement, insurance, and employee benefit accrued liability reserves, which are used to manage long-term financial obligations and stabilize the tax levy over time. Each district's general fund balance sheets (Table 8.2) show that both districts carry manageable liability levels relative to their assets. Morrisville-Eaton's cash position of $6,095,291 reflects a district that has maintained strong liquidity through careful fiscal management. Both districts used restricted fund balance effectively through reserve funds, as detailed further in Table 8.3. In terms of assigned fund balance, both districts have funds carried forward from prior year budgets to help mitigate the tax burden on residents. Morrisville-Eaton's unassigned fund balance stood at $807,286 at year's end, representing approximately 4% of its 2024-25 budget, a fiscally responsible level consistent with state guidelines.

Table 8.2: District General Fund Balance Sheets as of June 30, 2025			
	Cazenovia	**Morrisville-Eaton**	**Combined**
ASSETS:			
Unrestricted/Restricted Cash	$10,665,829	$6,095,291	$16,761,120
Accounts receivable	$31,975	$1,337	$33,312
Due from other funds	$505,319	$405,356	$910,675
Due from other governments	$1,152,725	$784,434	$1,937,159
Total Assets	**$12,355,848**	**$7,289,968**	**$19,642,266**
LIABILITIES AND FUND BALANCE			
LIABILITIES:			
Accounts payable	$74,410	$65,973	$140,383
Accrued Liabilities	$548,820	$29,419	$578,239
Due to other funds	$61,490	$10,731	$72,221
Due to other governments	$0	$0	$0
Due to Employee's Retirement Systems	$117,443	$78,831	$196,274
Due to Teacher's Retirement Systems	$1,533,072	$467,182	$2,000,254
Total Liabilities	**$2,335,235**	**$652,136**	**$2,987,371**
FUND BALANCES			
Non-spendable	**$0**	**$3,550**	**$3,550**
Restricted			
Worker's Compensation Reserve	$400,000	$0	$400,000
Unemployment Reserve	$150,000	$357,029	$507,029
Reserve-Teachers' Retirement Contributions	$251,850	$381,989	$633,839
Reserve-Employees' Retirement Contributions	$1,600,000	$1,688,884	$3,288,884
Insurance Reserve	$1,500,000	$0	$1,500,000
Reserve-Employee Benefits & Accrued Liabilities	$809,045	$786,460	$1,595,505

Table 8.2: District General Fund Balance Sheets as of June 30, 2025			
	Cazenovia	**Morrisville-Eaton**	**Combined**
Liability Reserve	$0	$328,768	$328,768
Capital Reserve	$1,700,000	$1,595,022	$3,295,022
Total Restricted Fund Balance	**$6,410,895**	**$5,138,152**	**$11,549,047**
Assigned			
Appropriated For Taxes	$0	$600,000	$600,000
Encumbrances	$384,016	$88,844	$472,860
Assigned Fund Balance	$1,641,005	$0	$1,641.005
Total Assigned Fund Balance	**$2,025,021**	**$688,844**	**$2,713,865**
Unassigned			
Unassigned Fund Balance	$1,584,697	$807,286	$2,391,983
Total Fund Balance	**$10,020,613**	**$6,637,832**	**$16,658,445**
Total Liabilities & Fund Balance	**$12,355,848**	**$7,289,968**	**$19,645,816**

Fund balance management is a critical part of the fiscal responsibility of a district and is essential to its long-term fiscal health. Total fund balance is comprised of several different categories identified on the district's balance sheet. Restricted fund balance consists of monies that have been set aside for a particular purpose as defined by law. Funding and expenditures from restricted fund balance monies have specific regulations and restrictions and are governed by statute. Reserve funds established by districts fall in this category. Table 8.3 illustrates that both districts were fiscally responsible and established multiple reserves to ensure their sustained fiscal health.

Morrisville-Eaton has established $5,138,152 in total restricted fund balance across a range of reserves, with the largest concentrations in employee retirement contribution reserves and the reserve for employee benefits and accrued liabilities. Cazenovia established $5,177,063 in total restricted fund balance, with its largest concentrations in its insurance reserve and its retirement contribution and employee benefit reserves. Together, the two districts hold a combined restricted fund balance of $10,315,215. In terms of future capital project initiatives, the two

districts hold a combined capital reserve of $3,347,634 with Cazenovia contributing $1,752,612 and Morrisville-Eaton contributing $1,595,022 that would remain available in the merged district to help fund the local share of any future capital project.

Table 8.3 District Restricted (Reserve) Fund Balances as of June 30, 2025			
	Cazenovia	**Morrisville-Eaton**	**Combined**
FUND BALANCES			
Restricted			
Worker's Compensation Reserve	$222,255	$0	$222,255
Unemployment Reserve	$100,000	$357,029	$457,029
Reserve for Teachers' Retirement Contributions	$169,060	$381,989	$551,049
Reserve for Employees' Retirement Contributions	$774,091	$1,688,884	$2,462,975
Insurance Reserve	$1,500,000	$0	$1,500,000
Reserve for Employee Benefits & Accrued Liabilities	$659,045	$786,460	$1,445,505
Capital Reserve	$1,752,612	1,595,022	$3,347,634
Total Restricted Fund Balance	$5,177,063	$5,138,152	$10,315,215

Assigned fund balance consists of monies that are available from the prior year's budget to be used for a reduction of the district's tax levy or other related purposes as determined by the Board of Education. Unassigned fund balance represents the level of undesignated funds in the general fund and could report as surplus or deficit. It is often thought of as the "emergency fund" should a district incur a significant unbudgeted expense (e.g., repairs to building mechanical systems, health, and safety remediation, etc.).

Section 1318 of the Real Property Tax law caps school district unassigned fund balance at 4% of the subsequent year's budget. As of June 30, 2024, Cazenovia's unassigned fund balance of $1,537,089 represents approximately 4.0% of its subsequent year budget, placing it at the statutory limit. Morrisville-Eaton's unassigned fund balance of $781,549 represents

approximately 4.0% of its subsequent year budget, also at the statutory limit. Both districts are managing their unassigned fund balance responsibly within the parameters established by law.

Table 8.4 shows the history of each district's total fund balance since 2019-2020. This, too, is a measure of a district's overall fiscal health. If the fund balance has remained stable or increased, it typically means that there has been prudent fiscal management. As Table 8.4 illustrates, Morrisville-Eaton's total fund balance has grown steadily over the five-year study period, increasing from $1,920,090 in 2019-20 to $5,452,771 in 2023-24 nearly a threefold increase indicating strong fiscal management and disciplined budget practices. Cazenovia's total fund balance has also remained substantial throughout the study period, ranging from $8,674,771 to a high of $11,739,560, reflecting the district's well-established reserve structure and long-term financial planning. Both districts are currently in a sound financial position.

Table 8.4 Analysis of Fund Balance

	Restricted		Assigned		Unassigned		Total	
	Cazenovia	Morrisville-Eaton	Cazenovia	Morrisville-Eaton	Cazenovia	Morrisville-Eaton	Cazenovia	Morrisville-Eaton
2019-20	$888,370	$206,283	$938,878	$550,965	$2,877,189	$556,357	$8,674,771	$1,920,090
2020-21	$889,294	$287,768	$1,481,958	$522,818	$1,309,839	$928,700	$10,206,549	$2,971,748
2021-22	$795,724	$288,183	$1,955,477	$639,310	$1,374,880	$794,900	$11,739,560	$3,144,329
2022-23	$788,393	$545,650	$1,498,058	$347,486	$1,461,181	$1,110,460	$10,956,533	$3,711,422
2023-24	$809,045	$668,291	$1,970,794	$628,950	$1,537,089	$781,549	$9,632,334	$5,452,771

The report of the external (independent) auditor for the most recent completed school year has been reviewed for each district. Morrisville-Eaton's most recent audit was conducted by D'Arcangelo & Co., LLP for the year ended June 30, 2025. Cazenovia's most recent audit was also conducted by D'Arcangelo & Co., LLP for the year ending June 30, 2024. These audits examine the financial health of the districts as well as the practices that the school districts employ to securely manage their funds. The auditors issued unmodified opinions for both districts, indicating that there are no major concerns regarding fiscal management of district

funds. Both districts have procedures in place that ensure that the public's money is being spent wisely and judiciously to meet obligations. While both districts are fiscally stable, it must be understood that school districts across New York State continue to face significant financial challenges. Even the best-managed school districts that have set aside reserves are challenged by minimal increases in state revenues alongside persistent growth in pension and health care costs. Districts are being forced to make difficult decisions regarding programs and staffing levels. In some cases, fund balances are being drawn down to finance recurring expenses without being replenished. These are the very real challenges facing both Cazenovia and Morrisville-Eaton. While both districts have demonstrated sound financial planning and are in a solid fiscal condition, continued vigilance and proactive management will be essential to maintaining that stability in the future.

Regional Boards of Cooperative Educational Services (BOCES) provide services to school districts within their geographic region. Cazenovia and Morrisville-Eaton are component district members of two (2) separate and distinct BOCES organizations, Madison-Oneida BOCES (Cazenovia) and Onondaga-Cortland-Madison BOCES and Madison-Oneida BOCES (Morrisville-Eaton) respectively.

Madison-Oneida BOCES provides a wide range of educational programs including Career and Technical Education (CTE), alternative education, and special education services. Administrative support services and professional development are also provided by BOCES on a cooperative basis. As an incentive for districts to cooperate and share services through BOCES, the state provides a financial benefit to school districts in the form of BOCES Aid. BOCES Aid is calculated by applying each district's BOCES Aid ratio to its aidable expenditures with BOCES. Morrisville-Eaton's BOCES Aid ratio is 74%, meaning the state reimburses the district $0.74 cents for every aidable dollar spent through BOCES. Cazenovia's BOCES Aid ratio is 57%, meaning the state reimburses the district $0.57 cents for every aidable dollar spent through BOCES. Table 8.5 provides an overview of the administrative and program services that are part of the service contract each district currently holds with Madison-Oneida BOCES. Morrisville-Eaton's total BOCES expenditure for 2024-25 was $3,492,083.

One measure of a district's fiscal condition and its financial commitment to providing a high-quality education is the amount of money spent annually. Table 8.5 examines the total approved operating expenses for both districts for the past five years. Approved Operating Expenses (AOE) are those expenditures used for the day-to-day operation of the school district, excluding certain costs. Not included are capital outlay and debt service for building construction, pupil transportation, expenditures for BOCES services, or tuition payments to other districts. Federal Aid revenue and certain State Aid for special programs are also deducted when computing AOE. It should be noted that annual spending levels may be influenced by several variables, such as regional cost factors, equipment purchases, or bus replacement cycles.

Table 8.5 Approved District Operating Expenses

Year	Cazenovia	Morrisville-Eaton	Combined
2019-20	$31,052,000	$17,806,978	$48,858,978
2020-21	$32,847,004	$17,408,998	$50,256,002
2021-22	$34,375,000	$18,866,451	$53,241,451
2022-23	$36,529,529	$18,946,228	$55,475,757
2023-24	$38,414,222	$19,508,734	$57,922,956
2024-25	$38,427.222	$19,538,734	$57,965,956
2025-26	$40,446,980	$20,182,116	$60,629,096

This table indicates that both Cazenovia and Morrisville-Eaton experienced steady increases in approved operating expenses over the past five years. The trend reflects rising operational costs and ongoing efforts to maintain program offerings and services for students while addressing routine cost pressures faced by school districts.

To compare school spending between the two districts in a more equitable fashion, Table 8.6 is presented to examine the approved operating expenses per student.

Table 8.6 Approved Operating Expenses Per Student			
Year	**Cazenovia**	**Morrisville-Eaton**	**Average**
2019-20	$22,832.35	$30,283.98	$26,558.16
2020-21	$24,884.09	$32,001.83	$28,442.96
2021-22	$25,652.99	$33,630.04	$29,641.51
2022-23	$27,842.63	$33,652.27	$30,747.45
2023-24	$29,594.93	$34,961.89	$32,278.41
2024-25	$30,021,267	$34,206,976	$32,114,121

As Table 8.7 shows, Morrisville-Eaton's operating expense per pupil is consistently higher than Cazenovia's across the six-year study period, reflecting the reality that smaller districts carry proportionally higher per-pupil costs. There are fixed costs in every school district that cannot be reduced when enrollment declines. Therefore, when static expenditures are divided across fewer students, the approved operating expense per student will increase. Morrisville-Eaton, as the significantly smaller of the two districts, carries this burden more acutely. Despite the difference in per-pupil spending, both districts have demonstrated a commitment to maintaining quality educational programs for their students.

Theoretically, State Aid to education in New York is supposed to help less wealthy districts derive more financial equity with those districts that have greater fiscal capacity. To some degree, this occurs. However, the system is not perfect. It is important to examine how much state support each district receives. The table below illustrates the State Aid that Cazenovia and Morrisville-Eaton have received over the past five years.

Table 8.7 State Aid						
Year	**Caz Total State Aid**	**ME Total State Aid**	**Caz Building Aid**	**ME Building Aid**	**Caz BOCES Aid**	**ME BOCES Aid**
2019-20	$9,697,683	$11,780,174	$559,238	$959,425	$81,026	$35,442
2020-21	$10,677,943	$12,181,188	$568,891	$1,058,204	$78,579	$32,208
2021-22	$11,587,625	$12,686,850	$672,078	$1,264,245	$77,589	$35,358
2022-23	$12,464,320	$12,857,263	$862,851	$1,111,728	$77,646	$35,183
2023-24	$12,802,430	$12,231,188	$901,529	$916,802	$76,832	$34,426

As can be seen from Table 8.7, total state aid has grown for both districts over the five-year study period, with Cazenovia increasing from $9,697,683 in 2019-20 to $12,802,430 in 2023-24, and Morrisville-Eaton ranging from $11,780,174 to $12,857,263 over the same period. Table 8.8 includes all types of state aid including building aid. It is notable that despite Cazenovia's significantly larger budget and enrollment, Morrisville-Eaton has consistently received comparable or greater total state aid, reflecting the state's wealth-equalization formula and Morrisville-Eaton's designation as a higher-needs district.

Building aid can fluctuate from year to year and often account for a significant portion of total state aid, as it is generated by specific capital project expenses previously approved by district voters. When building aid is removed from the analysis, Morrisville-Eaton's operating state aid advantage over Cazenovia becomes even more pronounced. In 2023-24, for example, Morrisville-Eaton received $916,802 in building aid compared to Cazenovia's $901,529, a relatively similar amount, yet Morrisville-Eaton's total state aid net of building aid still substantially exceeds Cazenovia's, underscoring how much more formula-driven operating aid the smaller district receives on a total dollar basis. Both districts have seen a generally increasing trend in state aid exclusive of building aid over the five-year period, reflecting growth in Foundation Aid and other formula-driven components.

It is also important to examine the amount of state aid received per student to get a more accurate comparison between the two districts. Table 8.8 provides this data.

Table 8.8 State Aid Per Student			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined***
2019-20	$7,130	$20,034	$10,887
2020-21	$8,089	$22,391	$12,370
2021-22	$8,648	$22,615	$13,086
2022-23	$9,500	$22,838	$13,373
2023-24	$9,863	$21,919	$13,259
*Combined Total State Aid for both districts / Combined enrollments			

As Table 8.9 illustrates, the disparity in state aid per student between the two districts is striking. Morrisville-Eaton receives more than twice the state aid per student compared to Cazenovia across all five years of the study period, ranging from $20,034 to $22,838 per student compared to Cazenovia's $7,130 to $9,863. This difference is driven both by the state's wealth-equalization formula which directs more aid to lower-wealth communities and by Morrisville-Eaton's smaller enrollment, which spreads a comparable total aid figure across far fewer students. The combined state aid per student for both districts averaged $13,259 in 2023-24.

Table 8.10 documents the state aid per enrolled student with the exclusion of building aid.

Table 8.9 State Aid minus Building Aid per Student			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined***
2019-20	$6,719	$18,403	$10,040
2020-21	$7,658	$20,497	$11,676
2021-22	$8,146	$20,362	$11,796
2022-23	$8,842	$20,862	$12,230

Table 8.9 State Aid minus Building Aid per Student			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined***
2023-24	$9,169	$20,276	$12,001
*Combined Total State Aid without Building Aid for both districts / Combined enrollments			

Removing building aid from the per-student calculation reinforces the same pattern. Morrisville-Eaton's state aid without building aid per student remains substantially higher than Cazenovia's in every year of the study period, ranging from $18,403 to $20,862 compared to Cazenovia's $6,719 to $9,169. Both districts have seen a generally increasing trend in this measure over the five-year period, reflecting growth in formula-driven state aid components such as Foundation Aid.

Table 8.10 Revenue Sources										
Year	Caz Real Prop Tax	ME Real Prop Tax	Caz STAR	ME STAR	Caz State Aid	ME State Aid	Caz Federal Aid	ME Federal Aid	Caz Total Revenue	ME Total Revenue
2019-20	$18,484,460	$4,358,937	$120,764	$68,373	$9,697,683	$11,780,174	$120,000	$40,000	$30,176,409	$17,303,134
2020-21	$18,781,088	$4,483,116	$150,654	$70,877	$10,677,943	$12,181,188	$100,000	$30,000	$32,847,004	$17,774,675
2021-22	$19,218,893	$4,644,834	$199,550	$81,379	$11,587,625	$12,686,850	$90,000	$35,000	$33,070,021	$18,346,213
2022-23	$20,812,019	$4,861,559	$212,594	$77,224	$12,464,320	$12,857,263	$135,000	$60,000	$36,529,529	$18,769,846
2023-24	$21,757,502	$5,307,289	$237,756	$51,175	$12,802,430	$12,231,188	$90,000	$60,000	$36,786,217	$18,938,734

State Foundation Aid to schools is driven in part by the amount of property wealth in a district and the amount of personal income behind each student as compared with the state average. These wealth indices are weighted equally and are called the Combined Wealth Ratio. The district of average wealth in the state has a Combined Wealth Ratio of 1.0. The Combined Wealth Ratio for Morrisville-Eaton is 0.504, indicating that the district falls well below the statewide average in combined property and income wealth. The Combined Wealth Ratio for Cazenovia is

1.272 When compared to the statewide average of 1.0, a district below 1.0 would be considered below average wealth and would receive proportionally more Foundation Aid, while a district above 1.0 would be considered above average wealth.

Table 8.10 illustrates revenue sources for the districts. The two districts present quite different revenue profiles. Cazenovia relies primarily on local property tax revenue, which accounts for approximately 59% of its total revenues, with state aid comprising roughly 35%. Morrisville-Eaton, by contrast, is predominantly state-aid dependent, with state aid accounting for approximately 65% of total revenues and local property tax revenues representing only about 25%. This difference reflects the significant gap in property wealth between the two districts and has important implications for the merged district's long-term fiscal outlook.

For purposes of this study, Table 8.11 examined the property wealth of the two districts. In examining the full value property wealth data for the two districts, we find that property values in both Cazenovia and Morrisville-Eaton have increased over the study period. Cazenovia's full property value grew from $1,048,358,805 in 2019-20 to $1,461,618,942 in 2023-24, an increase of approximately 39%. Morrisville-Eaton's full property value grew from $304,375,132 to $403,294,473 over the same period, an increase of approximately 32%. The combined full property value of both districts in 2023-24 was $1,864,913,415.

Table 8.11 Full Property Value

Year	Cazenovia	Morrisville-Eaton	Combined
2019-20	$1,048,358,805	$304,375,132	$1,352,733,937
2020-21	$1,064,191,621	$311,056,461	$1,375,248,082
2021-22	$1,086,916,682	$312,052,452	$1,398,969,134
2022-23	$1,048,358,805	$342,381,978	$1,390,740,783
2023-24	$1,461,618,942	$403,294,473	$1,864,913,415

Similarly, in Table 8.12, the property value per enrolled student further highlights the variations in property values across the two study districts.

Table 8.12 Full Property Value per Student			
Year	**Cazenovia**	**Morrisville-Eaton**	**Average**
2019-20	$770,852.06	$517,644.78	$644,248.42
2020-21	$806,205.77	$571,794.97	$689,000.37
2021-22	$811,131.85	$556,243.23	$683,687.54
2022-23	$799,053.97	$608,138.50	$703,596.24
2023-24	$1,126,054.65	$722,749.95	$924,402.30

Figures 3 and 4 below provide a graphical representation of the property wealth and BEDS enrollment data in both Cazenovia and Morrisville-Eaton districts. Of note is the overall trendline decline in total district enrollment since 2019-2020. Evidence of live county birthrates and population declines in New York state suggests little evidence of this pattern decreasing. A potential outlier to this reality is the infusion of economic development in Central New York and the Micron investment in the region. While there is a strong possibility of development and stabilization of enrollment, evidence is not yet available to ascertain if this will impact either the Cazenovia or Morrisville-Eaton Central School Districts of respective communities.

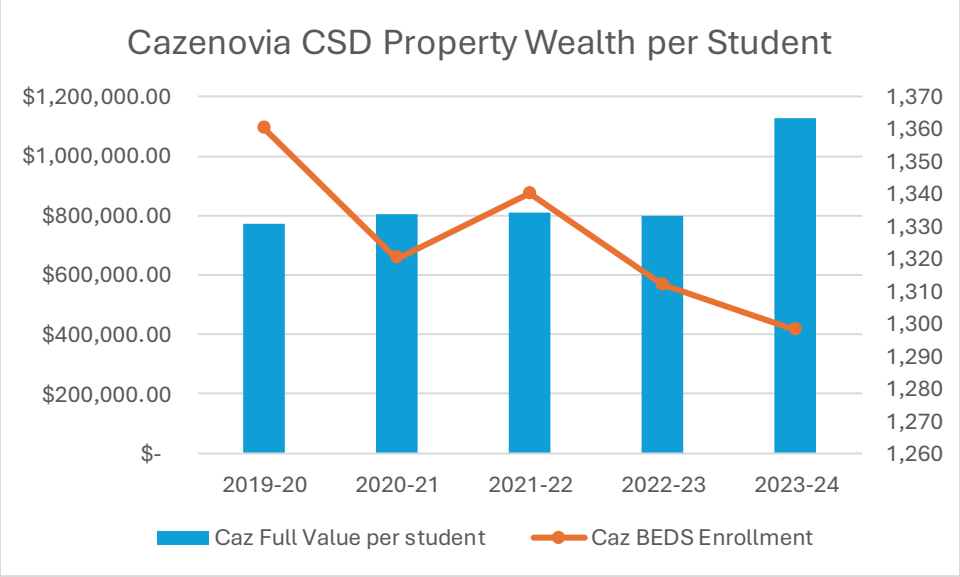


Figure 3: Cazenovia CSD Property Wealth & BEDS Enrollment Data

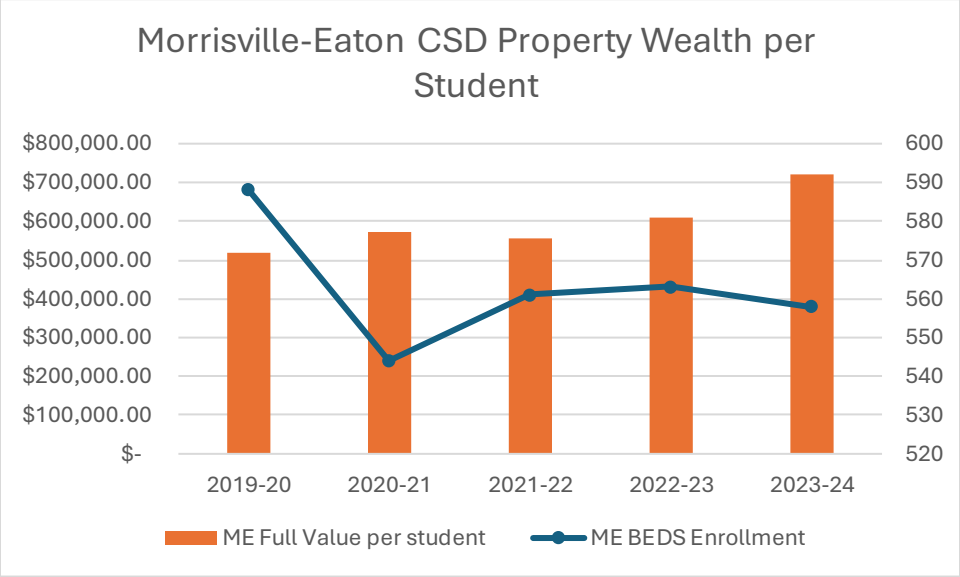


Figure 4: Morrisville-Eaton CSD Property Wealth & BEDS Enrollment Data

Table 8.13 shows that the property wealth per student in both districts increased over the study period. There are two factors at play here: property wealth and student enrollment. The property wealth has been increasing while student enrollment in both districts has experienced an overall decline in the five-year study period. This results in increases in property wealth per student over time. Cazenovia's property value per student grew from $770,852 in 2019-20 to $1,126,055 in 2023-24, while Morrisville-Eaton's grew from $517,645 to $722,750 over the same period. Despite the increase, the per-student property wealth gap between the two districts remains significant, with Cazenovia's figure consistently running approximately 50% higher than Morrisville-Eaton's: a reflection of the considerable difference in the property tax base available to each district.

The property tax levy for each of the districts is detailed in Table 8.13. The tax levy for both Cazenovia and Morrisville-Eaton has increased in each of the past five years. For Cazenovia, the average annual tax levy increase over this five-year period was approximately 3.4%, while the Morrisville-Eaton property tax levy increased by an average of approximately 3.5% over the same period. While the dollar amounts differ significantly reflecting the large difference in

property wealth and district size, the rate of levy growth has been remarkably similar between the two districts.

Table 8.13 Property Tax Levy			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined**
2019-20	$19,848,521	$4,909,135	$24,757,656
2020-21	$20,454,863	$5,144,734	$25,599,597
2021-22	$20,704,611	$5,248,217	$25,952,828
2022-23	$21,212,391	$5,409,935	$26,622,326
2023-24	$22,682,965	$5,621,629	$28,304,594
2024-25	$22,882,786	$5,887,289	$28,770,075

Table 8.14 identifies the tax levy per student for the two districts. In looking at the tax levy per student, we see that these figures have increased in both, Cazenovia, and Morrisville-Eaton across the study period. Cazenovia's tax levy per student grew from $14,594 in 2019-20 to $17,475 in 2023-24, while Morrisville-Eaton's grew from $8,349 to $10,075 over the same period. The difference between the two districts is notable. Cazenovia taxpayers are supporting a levy per student nearly twice that of Morrisville-Eaton, reflecting Cazenovia's greater reliance on local property tax revenue relative to state aid. While the tax levy in both districts has generally increased, the property tax levy per student grows more acutely when enrollment declines, because the total levy dollars are being divided by a smaller number. Figure 5 and Figure 6 provide a graphical representation of the respective Tax Levy per Student in each district.

Table 8.14 Property Tax Levy per Student 2019-20 to 2023-24			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined Tax Levy**
2019-20	$14,594.50	$8,348.87	$12,709.27
2020-21	$15,496.11	$9,457.23	$13,733.69
2021-22	$15,451.20	$9,355.11	$13,652.20

Table 8.14 Property Tax Levy per Student 2019-20 to 2023-24			
Year	**Cazenovia**	**Morrisville-Eaton**	**Combined Tax Levy**
2022-23	$16,167.98	$9,609.12	$14,198.57
2023-24	$17,475.32	$10,074.60	$15,250.32

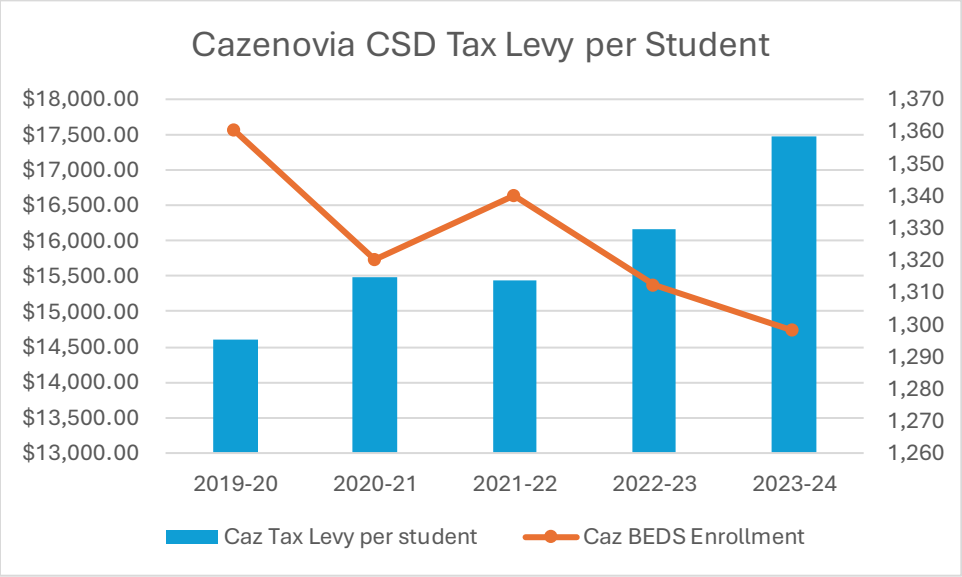


Figure 5: Cazenovia Tax Levy Per Student

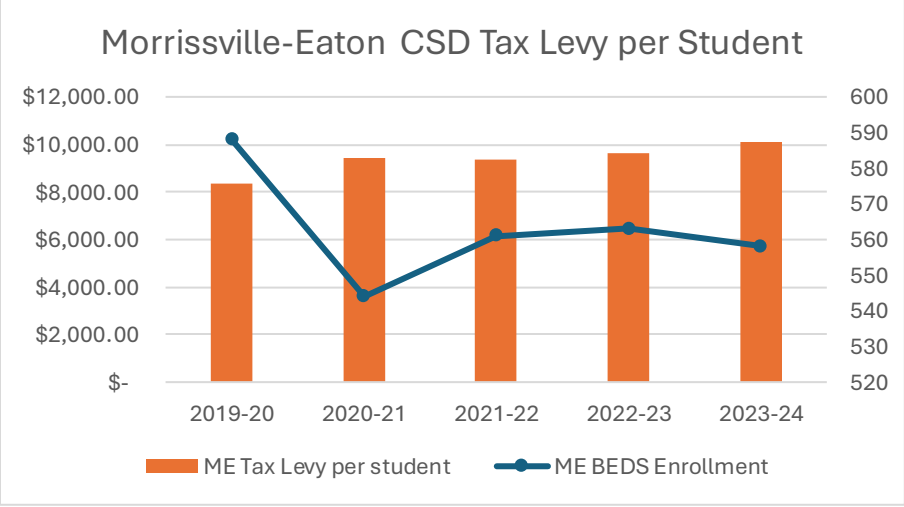


Figure 6: Morrisville-Eaton Tax Levy per Student

Finally, with respect to taxes, we examine the true value tax rates of both districts in the following Table 8.15. The only way to accurately compare the tax rates between different towns in school districts is to calculate the true value tax rate using the equalization rates established by New York State for each town. This process eliminates variations in assessing practices between towns and provides an accurate basis for comparison. The true value tax rate is different from the assessed value tax rate that appears on an individual tax bill.

Table 8.15 Property Tax Rates on True Value

Year	Cazenovia	Morrisville-Eaton	Combined
2019-20	$18.93	$16.13	$18.30
2020-21	$19.22	$16.54	$18.61
2021-22	$19.05	$16.82	$18.55
2022-23	$17.22	$15.39	$16.82
2023-24	$15.52	$13.85	$15.18
2024-25	$14.51	$14.16	$14.44

As can be seen from Table 8.15, the true value tax rates in both districts show notable movement over the study period. Cazenovia's true value tax rate increased modestly from $18.93 in 2019-20 to $19.22 in 2020-21 before declining to $19.05 in 2021-22, then dropping more substantially to $15.52 in 2023-24. Morrisville-Eaton's rate followed a similar pattern, rising slightly from $16.13 to $16.82 between 2019-20 and 2021-22 before falling to $13.94 in 2023-24. The tax rate on true value is affected by both the property tax levy and the property valuation for the district. If the annual property valuation of the district increases at a rate greater than the tax levy, the true value tax rate will decrease. The significant drop observed in 2023-24 for both districts reflects in part a substantial reassessment of property values in that year. This pattern is consistent with the equalization rate data for both districts, which show significant downward revisions in the 2023-24 assessment year across multiple towns a shift that mechanically reduces the true value tax rate even when the underlying levy increases. This reflects reassessment activity in Madison

County rather than a change in the actual tax burden on property owners. The combined true value tax rate for a merged district in 2024-25 would have been $14.44 per thousand, with all other things remaining the same.

It is important for each district to know the extent of capital debt the other district would bring to a reorganization if it were to occur. The following tables (8.16 and 8.17) show the schedule of indebtedness each of the districts currently holds. Cazenovia carries $19,108,132 in outstanding bonds as of June 30, 2024, with principal and interest payments scheduled through 2037 and an estimated local share of $2,861,982 over the life of the remaining debt after application of the district's 69.5% building aid ratio. Morrisville-Eaton carries $14,800,000 in outstanding bonds, with principal and interest payments scheduled through 2042 and an estimated local share of $2,743,514 over the life of the remaining debt after application of the district's 88.6% building aid ratio. Together, the two districts bring a combined outstanding principal of $33,908,132 to a potential reorganization, with a combined estimated local share of $5,605,496.

The following tables (8.16 Cazenovia and 8.17 MECS) show the schedule of indebtedness each of the districts currently holds. Cazenovia has $25,105,109 in total principal and interest payments outstanding, with an estimated local share of $2,861,982 after building aid reflecting the district's current building aid ratio of 69.5%. Morrisville-Eaton has $20,273,037 in total principal and interest payments outstanding, with an estimated local share of $2,743,514 after building aid reflecting its current building aid ratio of 88.6%.

Table 8.16 Cazenovia Building Debt

Year Ending June 30	Principal	Interest	Annual Total P+I	Amortized Building Aid	Estimated Local Share
2025	$1,828,132	$1,122,825	$2,950,957	$2,614,548	$336,409
2026	$2,095,000	$845,227	$2,940,227	$2,605,041	$335,186
2027	$1,645,000	$747,462	$2,392,462	$2,119,721	$272,741
2028	$1,655,000	$669,347	$2,324,347	$2,059,371	$264,976

Table 8.16 Cazenovia Building Debt					
Year Ending June 30	**Principal**	**Interest**	**Annual Total P+I**	**Amortized Building Aid**	**Estimated Local Share**
2029	$1,690,000	$590,116	$2,280,116	$2,020,183	$259,933
2030	$1,434,000	$356,550	$1,790,550	$1,586,427	$204,123
2031	$1,434,000	$356,550	$1,790,550	$1,586,427	$204,123
2032	$1,434,000	$356,550	$1,790,550	$1,586,427	$204,123
2033	$1,434,000	$356,550	$1,790,550	$1,586,427	$204,123
2034	$1,434,000	$356,550	$1,790,550	$1,586,427	$204,123
2035	$1,008,333	$79,750	$1,088,083	$964,042	$124,042
2036	$1,008,333	$79,750	$1,088,083	$964,042	$124,042
2037	$1,008,333	$79,750	$1,088,083	$964,042	$124,042
Total	$19,108,132	$5,996,977	$25,105,109	$22,243,127	$2,861,982

Table 8.17 Morrisville-Eaton Building Debt					
Year Ending June 30	**Principal**	**Interest**	**Annual Total P+I**	**Amortized Building Aid**	**Estimated Local Share**
2025	$577,181	$395,308	$948,700	$768,603	$180,097
2026	$661,164	$368,268	$1,029,432	$831,834	$197,598
2027	$728,655	$830,791	$1,525,073	$1,353,826	$189,218
2028	$858,000	$732,272	$1,590,272	$1,402,539	$187,734
2029	$1,060,000	$532,325	$1,592,325	$1,402,539	$189,786
2030	$1,110,000	$482,475	$1,592,475	$1,402,539	$189,936

Table 8.17 Morrisville-Eaton Building Debt					
Year Ending June 30	**Principal**	**Interest**	**Annual Total P+I**	**Amortized Building Aid**	**Estimated Local Share**
2031	$1,165,000	$430,275	$1,595,275	$1,402,539	$192,736
2032	$1,220,000	$375,475	$1,595,475	$1,402,539	$192,936
2033	$1,275,000	$318,112	$1,593,112	$1,402,539	$190,574
2034	$1,335,000	$258,112	$1,593,112	$1,402,539	$190,574
2035	$870,000	$203,425	$1,073,425	$925,882	$147,543
2036	$655,000	$167,250	$822,250	$694,421	$127,829
2037	$600,000	$139,612	$739,612	$633,936	$105,677
2038	$625,000	$114,112	$739,112	$633,936	$105,177
2039	$655,000	$87,550	$742,550	$633,936	$108,614
2040	$655,000	$59,712	$714,712	$612,859	$101,854
2041	$650,000	$31,875	$681,875	$591,782	$90,093
2042	$100,000	$4,250	$104,250	$48,712	$55,538
Total	$14,800,000	$5,531,199	$20,273,037	$17,547,500	$2,743,514

In a reorganized district, the combined local responsibility for outstanding debt would be $5,605,496; the sum of both districts estimated local shares. Both districts benefit from substantial state building aid reimbursement on their existing debt, with Morrisville-Eaton, the reimbursement rate of 88.6 cents and Cazenovia at 69.5 cents on every dollar of approved building project expenses.

When school districts combine, two state financial incentives related to facilities exist. For new construction, the state will enhance the higher of the two former districts' building aid ratios by an additional 30%, up to a maximum of 95% of approved capital costs, or up to 98% for high needs districts. Morrisville-Eaton has a higher current building aid ratio at 88.6%. Applying the

30% enhancement would yield a new construction building aid ratio of approximately 95% of the statutory cap for non-high-needs reorganized districts. Simply stated, any new approved capital construction, within New York State Maximum Cost Allowances (MCA) undertaken by the successor district within ten (10) years of the official centralization date, would be reimbursed at approximately 95 cents on every approved dollar, significantly greater than the current ratio of either district standing alone. It is important to note that future enrollment projections and MCA requirements are a condition upon which new building construction is approved by the State Education Department.

The second financial incentive pertains to existing capital debt. The state will pay building aid on the combined district's outstanding debt at the higher of the two previous districts' building aid ratios. This means that Cazenovia's existing debt, currently aided at its 69.5% ratio, would instead be aided at Morrisville-Eaton's higher 88.6% ratio. This differential of 19.1 percentage points applied to Cazenovia's outstanding debt schedule would generate meaningful additional building aid revenue for the merged district each year through 2037, reducing the local tax burden associated with existing debt service.

As discussed earlier in this report, New York State provides significant financial incentives to encourage school district reorganizations. In addition to the building aid incentives described above, the state also provides Reorganization Incentive Operating Aid to districts that merge. Under changes included in the 2024–25 Enacted State Budget, the calculation for districts that merge after July 1, 2024, is now based on Foundation Aid in the year prior to the reorganization rather than the historical 2006–07 Operating Aid used in earlier reorganizations. The state multiplies the Selected Operating Aid by the Total Aidable Pupil Units (TAPU) of the merged district and then applies a 40 percent incentive factor for each of the first five years following the reorganization. Beginning in year six, the incentive decreases by four percentage points each year until it is fully phased out after fourteen years of payments.

Table 8.18 below illustrates the estimated Reorganization Incentive Operating Aid that would be generated by a merged Cazenovia–Morrisville-Eaton Central School District under the current formula. Based on the available data and assumptions used in this study, the merged district would generate approximately $60,485,162 in additional State Aid over the fourteen-year

incentive period. This aid would be received in addition to all other categories of State Aid normally provided to the district.

Table 8.18 Incentive Operating Aid for Merged District		
Year	**Incentive Operating Aid %**	**Incentive Operating Aid**
2027-28 (1)	40%	$6,366,859.00
2028-29 (2)	40%	$6,366,859.00
2029-30 (3)	40%	$6,366,859.00
2030-31(4)	40%	$6,366,859.00
2031-32 (5)	40%	$6,366,859.00
2032-33 (6)	36%	$5,730,173.00
2033-34 (7)	32%	$5,093,487.00
2034-35 (8)	28%	$4,456,801.00
2035-36 (9)	24%	$3,820,116.00
2036-37 (10)	20%	$3,183,430.00
2037-38 (11)	16%	$2,546,744.00
2038-39 (12)	12%	$1,910,058.00
2039-40 (13)	8%	$1,273,372.00
2040-41 (14)	4%	$636,686.00
2041-42 (15)	0%	$ 0
	TOTAL	$60,485,162.00

Graphically, in Figure 7, the gradual weaning away of the Reorganization Incentive Aid is illustrated in the graph follows.

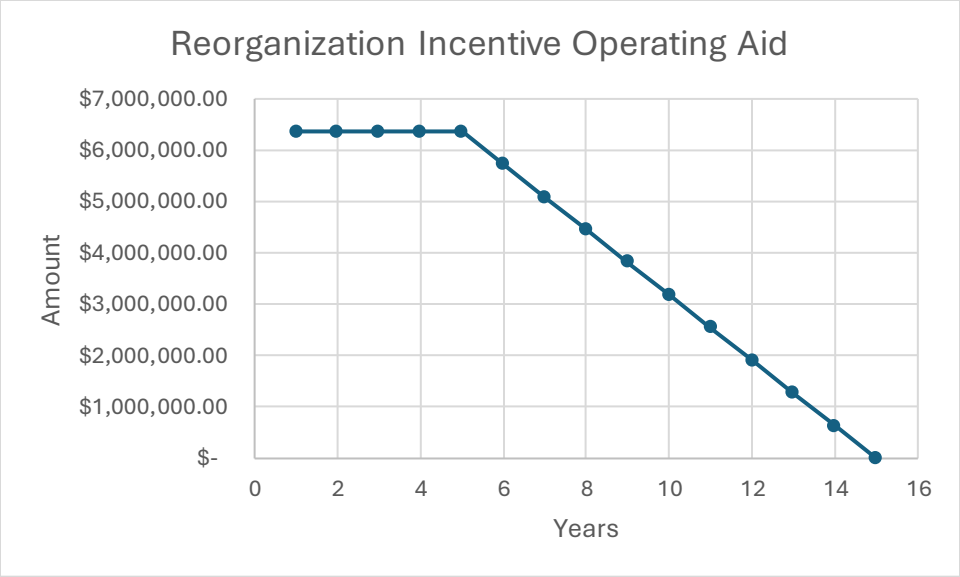


Figure 7: Reorganization Incentive Aid

It is uncommon for a newly merged school district to devote all Reorganization Incentive Operating Aid toward immediate tax reductions, and the consultants would not recommend such an approach. While residents are understandably interested in how state incentives may affect their tax bills, voters are equally concerned with strengthening academic opportunities, expanding extracurricular programming, and ensuring the long-term fiscal stability of the school district.

For this reason, districts that merge typically allocate Incentive Operating Aid across three general priorities that support both program improvements and financial stability. A balanced approach allows the district to address the costs associated with merging while also strengthening educational opportunities and maintaining stable tax rates over time.

Table 8.19 Incentive Operating Aid Recommended Use				
	100%	**33.3%**	**33.3%**	**33.3%**
Year	**Incentive Operating Aid**	**Transition Costs & Program Enhancements**	**Long-term Stability & Reserves**	**Reduce Taxes**
2027-28 (1)	$6,366,859.00	$2,122,286.33	$2,122,286.33	$2,122,286.33

Table 8.19 Incentive Operating Aid Recommended Use				
	100%	33.3%	33.3%	33.3%
Year	Incentive Operating Aid	Transition Costs & Program Enhancements	Long-term Stability & Reserves	Reduce Taxes
2028-29 (2)	$6,366,859.00	$2,122,286.33	$2,122,286.33	$2,122,286.33
2029-30 (3)	$6,366,859.00	$2,122,286.33	$2,122,286.33	$2,122,286.33
2030-31(4)	$6,366,859.00	$2,122,286.33	$2,122,286.33	$2,122,286.33
2031-32 (5)	$6,366,859.00	$2,122,286.33	$2,122,286.33	$2,122,286.33
2032-33 (6)	$5,730,173.00	$1,910,057.67	$1,910,057.67	$1,910,057.67
2033-34 (7)	$5,093,487.00	$1,697,829.00	$1,697,829.00	$1,697,829.00
2034-35 (8)	$4,456,801.00	$1,485,600.33	$1,485,600.33	$1,485,600.33
2035-36 (9)	$3,820,116.00	$1,273,372.00	$1,273,372.00	$1,273,372.00
2036-37 (10)	$3,183,430.00	$1,061,143.33	$1,061,143.33	$1,061,143.33
2037-38 (11)	$2,546,744.00	$848,914.67	$848,914.67	$848,914.67
2038-39 (12)	$1,910,058.00	$636,686.00	$636,686.00	$636,686.00
2039-40 (13)	$1,273,372.00	$424,457.33	$424,457.33	$424,457.33
2040-41 (14)	$636,686.00	$212,228.67	$212,228.67	$212,228.67
2041-42 (15)	$0	$0	$0	$0
Total	$60,485,162.00	$20,161,720.67	$20,161,720.67	20,161,720.67

The three priorities commonly considered are described below.

Transition Costs and Program Enhancements

A portion of the Incentive Operating Aid is typically used to address transition costs and to support improvements to the district's academic and extracurricular programs. When two districts merge, there are often one-time costs associated with aligning systems, expanding

course offerings, and integrating student programs. These costs may include establishing new academic programs, expanding extracurricular opportunities, purchasing equipment or uniforms, and providing professional development for staff. In addition, the merged district may choose to enhance instructional staffing, instructional materials, and technology to improve teaching and learning opportunities for students.

If the merged district allocates one-third (33.3%) of the Incentive Operating Aid for this purpose, approximately $20,161,721 would be available over the fourteen-year incentive period to support transition activities and program improvements.

Long-Term Fiscal Stability and Reserve Funding

Another common use of Incentive Operating Aid is to strengthen the long-term financial stability of the district. Many reorganized districts dedicate a portion of the aid to establishing or strengthening reserve funds that can be used to offset future financial pressures and help maintain stable tax rates once the incentive aid begins to decline.

Under the scenario shown in Table 8.19, approximately $2.1 million would be available in each of the first five years for reserve funding and long-term financial planning. Beginning in year six, the Incentive Operating Aid gradually decreases each year as required under State law.

With careful planning and community input, over $10,000,000 in Reorganization Incentive Aid allocated within the first five (5) years of reorganization could alleviate future funding pressures, support maintenance of academic programs currently at risk because of aid uncertainty under the current aid formulas, maintain and stabilize staffing models, and invest in plant operations, improvements and modernization.

Tax Reduction

The third potential use of the Incentive Operating Aid is to reduce the local tax levy. While the consultants do not recommend allocating all incentive aid to this purpose, dedicating a portion of the funding to tax relief allows residents to directly benefit from the financial incentives associated with the reorganization.

In the example shown in Table 8.19, approximately one-third of the Incentive Operating Aid would be used to reduce the tax levy each year. During the first five years of the reorganization,

this would result in approximately $2.1 million annually being applied toward tax relief. Beginning in year six, the amount available for tax reduction would gradually decline as the Incentive Operating Aid phases out over time.

Beyond the financial incentives provided by the state, a merged Cazenovia–Morrisville-Eaton district would have the opportunity to realize savings through operational efficiencies that are common in school district reorganizations. While the precise value of these savings depends on decisions that would be made by the merged district Board of Education and administration, several general categories are worth identifying here.

Administrative consolidation represents one of the most consistent sources of savings in a reorganization. Two districts currently maintain separate central office structures, including superintendents, business offices, and support staff. A merged district would require only one administrative team, and while not all positions would be eliminated, the duplication inherent in two separate administrations is reduced. Related savings in legal services, auditing, tax collection, and BOCES administrative charges typically follow.

Insurance and purchasing offer additional opportunities. A larger district has greater bargaining power with insurance carriers and purchasing cooperatives. Consolidating property and liability coverage, and participating in cooperative purchasing arrangements at greater scale, can reduce per-unit costs over time.

BOCES services present a nuanced consideration. A merged district may find that some services currently purchased through BOCES can be provided internally at lower cost, particularly in areas such as business administration and central data processing, though this must be weighed against the corresponding reduction in BOCES Aid that would result from reduced BOCES expenditures.

Program alignment and shared staffing across two campuses may allow the merged district to offer a broader range of academic and extracurricular programs to students without proportionally increasing costs. Where enrollment in specialized programs or electives is currently constrained by the size of either district, combination may allow those programs to be sustained or expanded at a manageable cost per student.

It is important to note that not all these efficiencies are guaranteed, and some will be realized only over time. The merged district's leadership would need to make deliberate decisions about where and how to pursue savings, balanced against the educational and programmatic needs of students across both communities.

The financial data presented in this chapter illustrates that both Cazenovia and Morrisville-Eaton Central School Districts are fiscally responsible, well-managed organizations that have made thoughtful use of reserves, maintained sound fund balances, and served their communities effectively under increasingly challenging fiscal conditions. At the same time, the data also makes clear that both districts face structural pressures, including enrollment trends, rising retirement and benefit costs, and the limits of state aid growth that will require careful planning in the years ahead.

A potential reorganization between the two districts carries with it substantial state financial incentives, most significantly the Reorganization Incentive Operating Aid totaling $60,485,162 over fourteen years. These funds, if thoughtfully allocated across transition costs, reserve building, and tax relief provide a meaningful financial foundation for a combined district. The additional building aid incentives for both new construction and existing debt service further strengthen the financial case for consolidation.

Ultimately, the financial picture presented here is one of two stable districts with complementary strength, Cazenovia's larger property wealth base and Morrisville-Eaton's higher state aid support, whose combination would create a merged district with access to resources that neither could access independently. The decision to merge involves considerations well beyond finance, and those are addressed throughout this study. But from a purely financial standpoint, the incentives are significant, the fiscal foundations of both districts are sound, and the opportunities for long-term sustainability in a merged district are real.

Conclusion

The reorganization feasibility study conducted for the Cazenovia Central School District and the Morrisville-Eaton Central School District represents a proactive, transparent, and collaborative investigation into a possible new, reorganized school district. As public-school districts across New York State confront systemic demographic shifts, escalating operational costs, and the

implementation of more rigorous graduation pathways, the status quo presents compounding risks. This study does not serve as a mandate for reorganization; rather, it provides a rigorous, data-driven framework. It equips both Boards of Education, district leadership, and their respective communities with the empirical evidence needed to determine whether a centralized transition will better serve the long-term educational, operational, and fiscal interests of their students and taxpayers.

The demographic analysis indicates that, while both districts have navigated enrollment contractions, they are transitioning toward a stable, predictable, and manageable baseline. A reorganized district would secure a highly stable aggregate student population of approximately 1,815 to 1,825 K–12 students through 2030, effectively mitigating the acute grade-level cohort volatility currently experienced that historically threatens program stability. Furthermore, both independent optimization studies verify that existing facilities possess more than adequate capacity. Reorganization would allow the successor district to maximize the utilization of current school buildings, avoiding costly new construction or premature consolidation, while preserving the deep connection each school building has to its local community identity.

Under a "merge but remain the same" philosophy, centralization would create an incredibly robust, diverse, and resilient co-curricular and instructional system. Cazenovia’s extensive catalog of secondary electives, Advanced Placement (AP) courses, and substantial higher-education credit opportunities would become accessible to all regional students. Conversely, Morrisville-Eaton's premier, NYSED-certified Agriculture and Career and Technical Education pathways, award-winning FFA program, and rich experiential outdoor education partnerships would serve as signature districtwide programs. This collaborative approach ensures programmatic sustainability, as operating standalone districts leave both systems highly vulnerable to programmatic erosion in an era of declining enrollment. Reorganization ultimately stabilizes specialized academic courses, fine arts, and extracurricular activities that would otherwise face contraction or elimination.

No structural or philosophical barriers to governance, instruction, and fiscal accountability were identified, as both Boards share deeply compatible core values centered on fiscal stewardship, transparency, and student-centered decision-making. The resulting Reorganization Incentive Aid

represents a monumental strategic opportunity. Stakeholder feedback strongly indicates that these incentive resources should be directed toward long-term organizational sustainability, including capital and facility modernizations, technology infrastructure, and instructional program expansion, rather than short-term tax reduction. Finally, committing to a "no-layoff" policy for current personnel means the transition can be managed smoothly, with staffing adjustments systematically achieved through natural attrition and thoughtful, collectively bargained integration.

Ultimately, a potential reorganization of the Cazenovia and Morrisville-Eaton school districts is an opportunity to shift from defensive survival planning to proactive, collaborative educational design. Should the respective Boards of Education decide to proceed after reviewing these findings, the next phase of this process will rely entirely on community ownership. The districts must collaboratively determine the exact mechanism, a straw poll or petition process, to demonstrate community engagement to the Commissioner of Education. Success throughout this exploratory journey has been anchored in transparency, mutual respect, and a shared commitment to students.

The data within this study demonstrates that a reorganized district would possess the combined enrollment, fiscal capacity, and programmatic diversity to deliver an elite, resilient, and sustainable educational experience for generations of Central New York students. The respective districts, leadership and governance teams, and communities must carefully weigh the integration of two strong, vibrant, successful systems into a unified, focused, and sustainable organization. This is possible and will require effort, planning, and ongoing stakeholder input.

Appendix

Table A1: Citations and Supplemental Documents		
# Code	Citation	Link
1	Morrisville Eaton CSD Website	https://www.m-ecs.org/
2	Cazenovia CSD Website	https://www.cazenoviacsd.com/
3	Frequently Asked Questions	https://www.moboces.org/mecs-cazstudy
4	Live Birth Data: NYS	https://www.health.ny.gov/statistics/vital_statistics/2022/table08.htm
5	Communications: Community Introduction Letter	https://files.smartsites.parentsquare.com/4693/community_communication_letter_re_reorganization_study.pdf
6	Communication: Kickoff Meeting Reminder Letter 2/3	https://files.smartsites.parentsquare.com/4693/kickoff_meeting_reminder.pdf
7	Communication: Kickoff Meeting Update Letter 2/17	https://files.smartsites.parentsquare.com/4693/update_from_kickoff_meeting.pdf
9	Forums/Presentations: Virtual Town Hall Reorganization Basics- February 3	https://files.smartsites.parentsquare.com/4693/cazenovia_morrisville_eaton_february_3_virtual_presentation.pdf
10	Forums/Presentations: Facilities and Plant Operations- March 11	https://files.smartsites.parentsquare.com/4693/mar_11_2026_town_hall_facilities_presentation.pdf
11	Forums/Presentations: Food Services, Buildings & Grounds, Transportation Services- March 19	https://files.smartsites.parentsquare.com/4693/march_19_2026_town_hall.pdf
12	Forums/Presentations: Curriculum, Instruction, Extra-curricular Activities	https://files.smartsites.parentsquare.com/4693/april_14_2026_caz_town_hall.pdf
13		

Table A1: Citations and Supplemental Documents		
# Code	Citation	Link
	Forums/Presentations: Finances, Tax Levy, Expenditures	https://files.smartsites.parentsquare.com/4693/april_28_2026_town_hall_final_1.pdf
14	Town Hall Meetings: MECS Town Hall 2023	https://files.smartsites.parentsquare.com/4693/mecs_town_hall_2023.pdf
15	Town Hall Meetings: MECS Town Hall 2024	https://files.smartsites.parentsquare.com/4693/mecs_town_hall_2024.pdf
16	Town Hall Meetings: Cazenovia Town Hall 2025	https://files.smartsites.parentsquare.com/4693/cazenovia_town_hall_2025.pdf
17	Town Hall Meetings: Final Town Hall Meeting April 2026	https://files.smartsites.parentsquare.com/4693/april_28_2026_town_hall_final_1.pdf
18	Joint Board of Education Meeting: March 2026 BOE Joint Meeting	https://files.smartsites.parentsquare.com/4693/march_26_joint_boe_meeting.pdf
36	Cazenovia Building Condition Survey	https://docs.google.com/spreadsheets/d/1tLcsFfcvnOj8c-qE8w76RJh1wmvYyLjN/edit?usp=sharing&ouid=102031651391813970686&rtpof=true&sd=true
37	Morrisville-Eaton Building Condition Survey	https://files.smartsites.parentsquare.com/4693/2022_building_condition_survey_-_bus_garage.pdf https://files.smartsites.parentsquare.com/4693/2022_building_condition_survey_-_middle_high.pdf https://files.smartsites.parentsquare.com/4693/2022_building_condition_survey_-_elementary.pdf
35	Thought Exchange	thought_exchange_results_from_strategic_planning.pdf
19	Joint Board of Education Meeting: May 2026 BOE Joint Meeting	https://files.smartsites.parentsquare.com/4693/may_joint_m-e_caz_boe_meeting.pdf
20	NYSED School District Reorganization: A Primer	https://www.questar.org/wp-content/uploads/School-District-Reorganization-A-Primer-Aug-2025-Troy-Wynantskill-1.pdf

Table A1: Citations and Supplemental Documents		
# Code	Citation	Link
21	NYSED School District Reorganization- Website:	https://www.p12.nysed.gov/mgtserv/sch_dist_org/
22	Documents: MECS Transportation Study	https://files.smartsites.parentsquare.com/4693/mecs_transportation_study.pdf
23	Documents: MECS Special Education Study	https://files.smartsites.parentsquare.com/4693/mecs_sped_review.pdf
24	Documents: MECS Optimization Study 2023	https://drive.google.com/drive/u/0/folders/1HoOVtqOudnGn_tboGTFNFR8ks3hjrFyw
25	Documents: Cazenovia Administrator and Supervisor Association Contract	https://drive.google.com/file/d/1OTPzZj9gGPyLQjUhVxyCRzlSH2cUouKz/view?usp=sharing
26	Documents: Cazenovia Teacher Contract	https://drive.google.com/file/d/1HvjdDztEw5523L5OijWof99DVuwQyyUY/view?usp=sharing
27	Documents: Cazenovia Support Staff Contract	https://drive.google.com/file/d/1evLh-HNl8RYqVRPjl31O9BpLsPZNLe9D/view?usp=sharing
29	Documents: MECS Teacher Contract	https://www.seethroughny.net/contracts/MorrisvilleEaton_T_2026.pdf
30	Documents: MECS Non-Inst Staff Contract Supt. Secretary	https://drive.google.com/file/d/1mC4Re_KUjkQ1CBWJKu_13PjAda4kM7XX/view?usp=sharing
31	Documents: MECS Admin Contracts	https://drive.google.com/drive/folders/1YkuEBKrt-PrmXK6MIv0y6S_t-8co6lOf?usp=sharing
33	Documents: Cazenovia Budget Newsletters	https://www.cazenoviacsd.com/districtpage.cfm?pageid=3436#transparency
34	Documents: MECS Budget Newsletters	https://www.m-ecs.org/page/school-budget-information