

**Commission on Access to Sound Basic Education
Finance and Resources Work Group
Draft Priorities**

Core values that should be reflected throughout a constitutionally compliant public school finance system:

- In order to ensure that LEAs have sufficient personnel and the best, most qualified staff possible to provide a sound, basic education, the state should maintain some form of an allotment system for funding K-12 public schools.
- To ensure that educators are compensated adequately on average and equitably across the state and across experience levels, the state should set and maintain a minimum statewide salary schedule that is sufficient to attract and retain high quality educators and that recognizes the differences in geographic costs across communities.
- To account for the diversity of costs, student needs, and revenue-raising capacity in LEAs across the state, the state's school finance system should include mechanisms to ensure that each LEA has enough (adequate) funding to provide a sound, basic education to all of its students.
- The state's school finance system should provide public schools with fair funding and appropriate flexibility in ways that will best meet their needs, while also ensuring accountability and transparency in how those funds are spent.
- The state's school finance system should be designed to meet the funding needs of schools and LEAs today, and include a process for updating funding so that the system is effective and efficient in the future.

Based on those core values and the Commission's work over the past 18 months, the Finance and Resources Work Group brings forward for discussion the following items:

1. Determine an adequate level of funding in order to provide a sound, basic education to every student, accounting for individual student needs, the concentration of high-needs students in schools and LEAs, and the importance of high quality early childhood education.
2. The state has the obligation to provide sufficient resources to low wealth districts to allow them to attract and retain principals, teachers, and staff who are able to deliver a sound, basic education to the students in the district. This requires a determination of the appropriate balance between state and local funding, and a consideration of the capability of the county to provide local funding.
3. Adjust the allotment system with the goals of providing more funding to support high-needs students and of consolidating allotments to provide appropriate flexibility to LEAs so that they can effectively meet the needs of students.
4. Ensure that there is sufficient funding for specialized instructional support personnel and appropriate flexibility in position allotments to allow districts to strategically hire staff to meet the academic, physical, and mental health needs of students and to ensure that our schools are safe and supportive learning environments.

5. Local governments have the statutory responsibility to provide for capital and infrastructure needs to the extent they are capable. To the extent they are not capable, the state should develop a process for recurring statewide support for capital, infrastructure, and technology needs, especially in low-wealth school districts.
6. Implement statewide salary schedules for teachers, school administrators, and instructional support personnel to ensure that they are adequately compensated and given the necessary incentives to grow professionally, to remain in the profession, and to work in high-needs schools and districts.
7. Given that the state is obligated to ensure that every public school student has access to a sound, basic education, the state should provide for fair funding for all students in a way that does not have an adverse effect on the ability of local districts to provide a sound, basic education.

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