

School

Governance

Arizona School Boards Association

Office of the Governor





Classrooms First: School Board Roles and Responsibilities

Dr. Tim Ogle, Executive Director

Janice Palmer, Director of Governmental Relations
& Public Affairs



American System of Education

- Unique compared to rest of world: school board made up of members that are not “experts” in education but that are there to represent the views of the community in setting policy
 - Ensure that what makes that community unique is valued and protected
- 



GOVERNING BOARDS

- Definition: instruments through which the residents of a school district exercise democratic control over the public schools in their community
 - School districts are political subdivisions of the state, deriving their legitimacy from local control authority granted from the state
- 



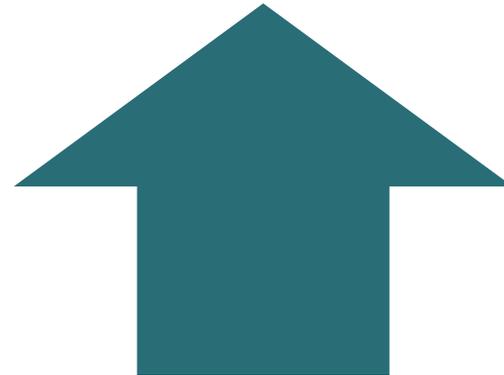
The Voice of the Community



School Boards Create
the Overarching Policy



The Superintendent
carries out that policy





Overarching Duties

- **Set the Direction**
 - Vision, Mission, Goals
 - **Establish the Structure**
 - Policies and procedures
 - **Provide Support**
 - Resources aligned to meet goals
 - **Ensure Accountability**
 - Academic, financial, and operational
 - **Advocate for Students**
 - Ambassador for the district
- 



Title 15: Arizona's Education Code

- Because governing boards are political subdivisions of the state, they only have powers that are granted to them by statute - expressed or implied
- Two Main Statutes for Governing Board Responsibilities: 15-341 and 15-342
 - 15-341-mandatory: a list of things governing boards MUST do
 - 15-342-permissive: a list of things governing boards CAN do





15-341: Governing Board Requirements (List of 42)

- Prescribe and enforce policies
 - Provide a district budget
 - Maintain the schools
 - Manage and control school property
 - Acquire school equipment, library books or supplies
 - Prescribe curricula and criteria for promotion and graduation
 - Purchase school sites
 - Hold pupils to strict account for disorderly conduct
 - Prescribe and enforce policies for discipline of teachers, admin.
- 



15-342: Permissive Governing Board Authorities (List of 36)

- Expel pupils
 - Enter into leases
 - Review the decision of a teacher to promote a pupil to a grade or retain a pupil in a grade
 - Enter into intergovernmental agreements/contracts
 - Suspend a teacher or administrator w/o pay for up to 10 days
 - Require students to wear uniforms
 - Receive reimbursement from the district for travel/board training
- 



Most Duties in 15-341 and 15-342 are Delegable!!

- While governing board has oversight function, day to day operations of the district and the requirements of statute are taken care of by district personnel
 - ONLY DUTIES THAT ARE CLEARLY NOT DELEGABLE ARE DUTIES OF HIRING AND FIRING PERSONNEL, PASSING A BUDGET AND EVALUATING THE SUPERINTENDENT



School Budget Process

Arizona Association of School Business Officials
Education Finance Reform Group

Office of the Governor



Classroom First Initiative Council Presentation

School Budget Process

Meghaen Dell'Artino
Chuck Essigs

Group A Concept

Extra funding for every student = Expenditures for special needs students

- No financial incentive to put students in
- No financial incentive not to end services
- Assumes fairly equal distribution of students

Group B Concept

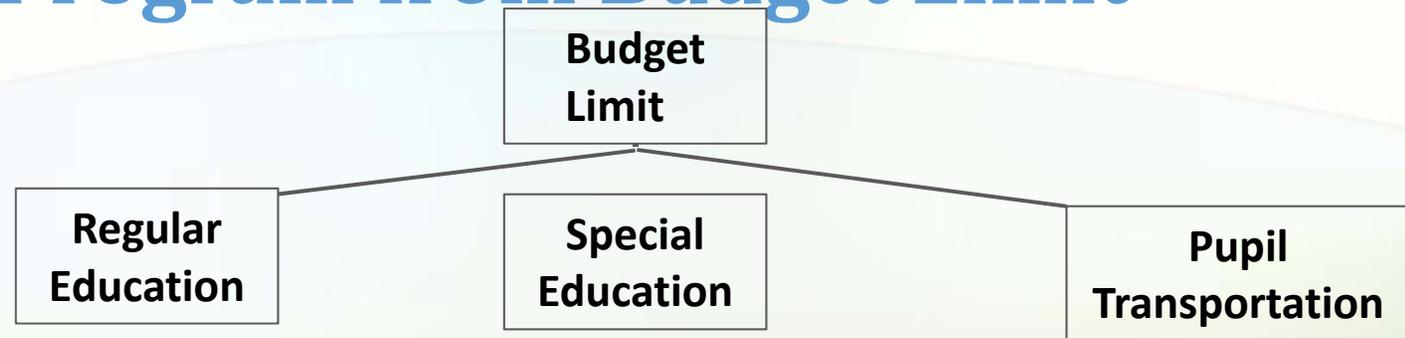
Extra funding for
specific students

=

Expenditures for
specific students

- Identification criteria clear
- Parents follow programs

School District Governing Board Allocates Funds to Regular, Special and Pupil Transportation Program from Budget Limit



Special Ed includes:

- A. Programs for disabled students
- B. Gifted education
- C. Programs for LEP students
- D. Remedial education
- E. Vocational and technical education

Other Major Revenue Sources

2015-2016

- Classroom Site Fund – Prop 301*
(\$327 Per weighted count)
- Instructional Improvement Fund – Indian Gaming
(\$40 per student)
- New Student Success Funding Program (\$21.5 Million)
Eliminated in 2015-2106

*Low of \$120 in FY2011 and FY2012/High of \$401 in FY2008

Up by \$32/10.8% in FY 2016

Local and Federal Funding Sources

- Overrides Voter approval/November Election
15% Limit
- Bonds Voter Approval/November Election
% of Property Values
- Federal Funds
- Grants & Donations

District Additional Assistance (DAA)

- Combined Capital Outlay Revenue Limit (CORL) and Soft Capital
- Can be used for Operations or Capital Costs

2015-2106

District Additional Assistance

- DAA K-8 = \$450*
- DAA 9-12 = \$492*
- DAA textbooks 9-12 = \$69.88*
- DAA (Cut by \$352.4 Million)

*Same amount since 1998-99

District Additional Assistance (DAA)

- No increase in formula amount
- Existing reduction of \$238,985,500 remains
- New reduction of \$113,457,200 added
- Total reduction for FY2016 \$352,442,700
- Reduction for districts with less than 1,100 students remains capped at \$5,000,000
- Estimate reduction of 85% for districts with more than 1,100 students

Rollover for FY2016

- Continues to defer \$930,727,700 in Basic State Aid for FY2016 in FY2017
- Continues to exempt school districts with less than 600 students
- Rollover payments to be made no later than July 12, 2016
- Continues to require school districts to include in FY2016 Revenue Estimates the rollover monies that they will receive

What is Group A Funding?

In the 1980's it was acknowledged that additional funding would be needed to service students with specific needs. The assumption at the time was that these types of students were evenly distributed across the state so an additional weight, Group A, was applied to all students with the intent of it being focused on the students with these needs. Here is how the Group A format differs from Group B.

	Group A	Group B
a Total Number of Students	10	10
b Number of Students with Need	1	1
c Funding needed to address each Student with Need	5,000	5,000
d Additional Funding for All Students	500	-
e Additional Funding for each Student with Need	-	5,000
f Total Funding to address the Need	5,000	5,000
Group A = a*d, Group B = b*e		

The end result was the same and it required less administrative burden so this practice was accepted. The assumption of equal distribution was fairly true until Charters and Open Enrollment were introduced in the mid 90s. The formula has not been corrected since then and now a cost neutral solution would create winners and losers.

Group A students are divided into two categories	
Category 1	Category 2
Developmental Delay	Gifted
Emotional Disability	Homebound
Mild Intellectual Disability	Remedial Education
Other Health Impairment	Career Exploration
Specific Learning Disability	Bilingual
Speech/Language Impairment	

A Group B weight was later created that captured many of the Group A categories. It's purpose was to assist with the summer school expenses for some of the special education students. It is the only true additional funding a District or Charter receives for educating these students and in 2014-15 it was \$10.25 per student.

Highs and Lows on Student Distribution (Source: ADE APOR/CHAR 55-1 Report, Payment 10)							
Charters	Students	Need*		Funding		2007 Cost Study	Remaining
		#	%	Group A	Group B	Category 1 Need	Per Pupil
Southwest Leadership Academy	273	0	0%	145,324	-	-	533
Lifelong Learning Research Institute,	71	0	0%	37,852	-	-	533
Shonto GB of Education, Inc.	66	0	0%	34,981	-	-	533
Founding Fathers Academies, Inc	101	25	25%	49,141	256	191,447	(1,406)
Discovery Plus Academy	96	24	25%	50,982	248	186,014	(1,409)
Hermosa Montessori Charter School	188	60	32%	100,004	615	460,276	(1,917)
Districts							
Topock Elementary District	107	2	2%	57,194	17	12,585	416
Alpine Elementary District	54	2	4%	28,627	21	15,348	248
Ganado Unified School District	1,375	66	5%	638,280	673	503,902	98
Pine Strawberry Elementary District	95	24	25%	50,696	242	181,302	(1,370)
Oracle Elementary District	398	101	25%	212,191	1,039	777,958	(1,418)
Concho Elementary District	146	40	28%	77,856	415	310,660	(1,591)

*Count of Group A-Category 1 students, Districts/Charters < 50 total students are excluded

**Remaining Per Pupil - funds available to address Group A Category 2 Needs or improve Regular Education

Summary: If you have a high population of these students then you subsidize Special Ed with Regular Ed funds, if you have a low population then you subsidize Regular Ed with Special Ed funds