



Know Your Rights Handbook

Guide to the 2007-08 New York State
Education Budget and Reform Law

And

What It Means for Your School District

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Overview

Campaign for Fiscal Equity (CFE) v. State of New York: **The Constitutional Right to the Opportunity for a Sound Basic Education for Every Public School Student in New York State**

Since 1993, the Campaign for Fiscal Equity, Inc. (CFE) has worked to ensure that every child in the State of New York receives his/her constitutional right to the opportunity for a **sound basic education**¹. In two landmark rulings, the New York Court of Appeals, the highest court in the state, agreed with CFE, declaring that such an opportunity means that students are entitled to a meaningful high school education that prepares them for competitive employment and productive citizenship. CFE, along with the Alliance for Quality Education (AQE), has led the effort to secure these constitutional rights through litigation, advocacy, and policy development -- with the input and active support of parents and communities across New York State.

In April 2007, the New York State Legislature with the leadership of Governor Eliot Spitzer, passed historic education legislation to provide a multi-year, massive infusion of new school funding; the creation of a clear cut system of

¹ Throughout the text of this guide, various terms appear in bold the first time they are used. Definitions for these terms can be found at the end of the Handbook in **Appendix B--Explanation of Education Terms**.

accountability that will focus on putting into practice key educational strategies; and a fair and simple funding formula, known as **Foundation Aid**, to distribute school aid to districts based on the needs of students, not politicians. This new Foundation Aid formula replaces the old **operating aid** category of school funding made up of over 30 separate aid formulas. There is now a single Foundation Aid formula that determines the lion's share of state aid a district will receive to pay for its school programs.

The legislation provided for the first down payment on a four-year commitment to provide adequate resources to districts across the state. For the 2007-08 school year, that means a \$1.76 billion statewide increase in total education funding. \$712 million of that increase is earmarked for New York City, including \$469 million in Foundation Aid. By the 2010-11 school year, annual statewide school aid will increase by \$7 billion, with \$3.2 billion for New York City, including \$2.35 billion in new Foundation Aid. In order to make certain that these new monies are being spent wisely to improve teaching and learning for students with the greatest needs, the legislation establishes a new accountability system. The law requires that 56 high-needs districts, including New York City, must complete an annual **Contract for Excellence** (Contract), a plan that lays out how each district will spend its new Foundation Aid. The **New York State**

Commissioner of Education (Commissioner) must approve a district's Contract before the plan can be put into action.

The law also requires the state to develop a new way to measure how well a district is doing in steadily improving each student's progress toward meeting state standards. The "**growth model**" looks at a student's progress over time as well as other factors like high school graduation rates and the number of graduates who go on to attend college. This allows students to be measured on more than "high stakes" testing as in the current system.

Additionally, the law creates a Distinguished Educators Program that identifies educators with proven track records in educating all children to high standards and assigns the educators to help low-performing districts better educate their students.

Finally, answering the CFE and AQE call for parent and stakeholder involvement, the law requires districts to seek public input through consultation and hearings during the development of the Contracts, and requires the establishment of clear complaint procedures.

CFE and AQE have developed this "Know Your Rights" handbook so that parents, concerned communities, and stakeholders across the state can understand and monitor district spending to ensure that it leads to improved student performance.

MAKING THE RIGHT A REALITY: THE CONTRACT FOR EXCELLENCE

Following the passage of a law, the legislature requires the state agency in charge to issue **regulations**. These regulations are legal instructions on how to put into place, or implement, the law. In this case, the **New York State Education Department** (SED) has that responsibility. The **New York State Board of Regents** (Regents), the governing body appointed by the legislature to direct the state's education policy and oversee SED, must approve these regulations. By law, all regulations must be available for public comment before they receive final sign off from the Regents.

In 2007-08, SED will issue both emergency and permanent regulations for this law. On April 24, 2007, the Regents approved emergency regulations outlining the requirements for the Contracts. In July, the Regents will approve proposed final regulations on the Contracts. Then after allowing for public comment, the final Contract regulations will be issued in September 2007. The regulations for the other parts of the law (like the new "growth model" for accountability and Distinguished Educators Program) will be finalized by the end of the year.

For the 2007-2008 school year, the Contracts are due on July 1, 2007. The SED will then decide whether to approve the Contracts. SED will make all

Contracts available on their website (www.nysed.gov) so the public can review and monitor the implementation of the Contracts.

What districts are required to submit Contracts?

The school districts that are required to complete a Contract are selected for two reasons. First, at least one school in the district has been identified by the state as a **school requiring academic progress (SRAP)**, a **school in need of improvement (SINI)**, needing **corrective action**, or **restructuring**. Second, each of the Contract districts must receive an increase in Foundation Aid of \$15 million or at least 10% compared to last year, whichever is less, or, as in the case of Yonkers, receive a supplemental educational improvement plan grant. In 2007, there are 56 districts in New York State, including New York City, which are now required to complete an annual Contract (for a full list see Appendix A at the back of this handbook). For New York City, both the Department of Education as well as each New York City **Community School District (CSD)** must prepare a Contract. The CSD Contracts will be integrated into the larger citywide Contract.

What is in a Contract for Excellence?

A district is required to explain how the amount of new Foundation Aid covered by the Contract will be spent to support new or expanded research-proven programs and activities in five specific areas:

- Reducing class size;
- Increasing student time on task;
- Improving teacher and principal quality;
- Re-structuring middle and high schools;
- Establishing full day kindergarten for five year olds or full-day pre-kindergarten for four year olds.

The Contract must specify how these choices will be used to benefit student achievement, and include, as necessary, any high quality professional development needed to ensure successful implementation of a program.

There are a number of rules that each district must follow when spending the new money. First, new money must “predominately,” or mostly, benefit students with the greatest educational needs including those in poverty, with disabilities, and with Limited English Proficiency (LEP). Second, the new money must expand, not replace existing program funding. Third, districts must show per pupil spending from all funding sources (local, state, and federal). Fourth, districts must report all spending on a school-by-school basis.

Reducing class size

What are the new class size requirements?

New York City must create a five-year plan to reduce class size. For the 2007-08 school year, the city must show progress in reducing average class size for all grades from pre-kindergarten through 12th grade. The Commissioner will then convene an expert panel to set mandatory goals for the city's class size reduction plan for the next four years. Further, the city must show how the class size reduction plan relates to the Department of Education's five-year capital plan. In New York City, class size reduction must be targeted at low performing and overcrowded schools.

Districts outside of New York City where class sizes are currently above these targets are also required to meet the Commissioner's prescribed goals and show measurable progress towards reaching those targeted class sizes. Districts where class sizes are already at or below the Commissioner's goals have the option to use Contract money to reduce class sizes even more.

How can a district reduce class size?

Districts must prioritize reducing class size in low performing or overcrowded schools and can do so in a number of ways. First, in existing schools where space is available, the district can add new teachers and form

additional classes. Second, where there is no space available, districts can create or construct new classrooms. Third, districts can assign more than one teacher to a classroom to reduce student-teacher ratio. In New York City, CFE and AQE see this last option as a temporary measure since the priority should be to create new individual classes in separate classrooms as proven most effective by research. For districts outside of New York City, placing additional teachers in a classroom will only be allowed if the district can show that no physical space is available for creating new classrooms.

While the current regulations allow districts to create new classrooms and buildings using operating aid rather than **building aid**, in New York City CFE and AQE believe it is important that operating aid be used only for additional teachers to reduce class size. CFE and AQE believe that all monies used to construct new schools or classrooms should come from the city's five-year capital plan.

Other methods to reduce student-teacher ratio may be used, but must be approved by the Commissioner.

Increasing student time on task

How can districts use more time on task?

For kindergarten through 12th grade, more “time on task” means providing students with additional instructional time in major subject areas like math, English, science, and

social studies to improve students' content knowledge and help them meet the **New York State Learning Standards** (Learning Standards).

Districts can increase time on task for students by lengthening the school day or year, making scheduling changes, and providing intensive tutoring. Reforms in each of these areas must meet certain regulatory rules.

- *Lengthened school day.* At the middle and high school levels, a longer school day can include after-school programs, and must focus on core subject areas and graduation requirements. Student support services such as guidance, counseling, parent outreach, and instruction of study skills must also be provided with the lengthened day.
- *Lengthened school year.* This can include summer school for selected students. All additional time must be used for instruction and student support services must be provided.
- *Dedicated instructional time.* A district can create extended blocks of time in core subject areas to give students additional opportunities to improve their content knowledge.
- *Individualized tutoring.* This is primarily for students who are at-risk of not meeting Learning Standards. Tutoring must emphasize core subject areas and graduation requirements. Tutoring will enhance the general curriculum and can be provided by a certified teacher, paraprofessional, or other qualified individual as approved by the superintendent.

Improving teacher and principal quality

How will a district improve the quality of teachers and principals?

A district must show that all teachers and principals have appropriate certification and that teachers in all core academic subjects are “**highly qualified**”

according to federal **No Child Left Behind** (NCLB) standards. SED has committed to further define the term “highly qualified,” in the final regulations, with standards that exceed NCLB.

Districts can improve quality through:

- Putting in place new and improved methods to recruit and retain quality teachers;
- Forming mentoring programs for first and second-year teachers and principals;
- Creating incentives to encourage highly qualified teachers to work in low-performing schools (this incentive cannot be used to increase salaries across the school or district);
- Providing certified coaches for teachers and principals.

Restructuring middle and high schools

How can districts restructure schools with the new infusion of dollars?

Restructuring only applies to middle schools and high schools. Districts can create new instructional programs that provide challenging academic content and learning opportunities or intervention programs to help at-risk students meet Learning Standards. They can also re-organize a school with programs such as schools within schools, ninth-grade academies, or creation of teacher teams to meet the varying needs of students.

Establishing full-day kindergarten for five years olds or full-day pre-kindergarten for four year olds

How will a district improve pre-kindergarten and kindergarten?

Districts can use new Foundation Aid to create full-day pre-kindergarten programs for four year olds. Working with community-based organizations, these full-day programs can also include additional hours to meet the needs of families. As part of pre-kindergarten expansion, districts can also create programs to integrate students with disabilities into the classroom. Full-day kindergarten programs for five-year olds can be created and expanded according to the same rules.

Can a district spend new money in areas besides these five strategies?

The law allows districts to spend up to 15% of the new increase in Foundation Aid on experimental programs, but only if they can demonstrate that these programs are effective strategies that improve student achievement. Districts must outline these programs in a plan submitted to the Commissioner for approval. The plan must show how the experimental program will be effective and what measures will be used to evaluate the program. Furthermore, the district

must partner with a college, university, or other organization with proven experience in implementing experimental programs.

For the 2007-08 school year, school districts can use up to \$30 million or 25%, whichever is less, of the increase in Foundation Aid to pay for the maintenance of existing programs and activities that are included in the Contract menu.

USING OUR DOLLARS WISELY: ACCOUNTABILITY AND REPORTING

What are my rights as a parent or guardian to comment on my district's Contract?

CFE and AQE fought to ensure that parental voices and concerns would be an integral part of the process. The recently passed legislation guarantees that your voices will be heard.

For the 2007-08 school year, SED's emergency regulations require that all school districts solicit public comment on their Contracts. Though neither the law nor the regulations as of yet specifically detail the process for collecting those comments, it is critical that parents, community-based organizations, and other stakeholders make their opinions known this year. Beginning with the 2008-2009 school year and for all following years, a district must develop its Contract through a public process that requires consultation with parents and those in **parental relation**, teachers, and administrators, and must include at least one public

hearing. The transcripts of all hearings must be submitted to the Commissioner along with the district's Contract.

In New York City, public hearings must be held in each borough on the citywide Contract. Additionally, each **Community School District (CSD)** Contract must be submitted by the community superintendent to the **Community Education Council (CEC)** for review and for public comment. This will allow parents in New York City the opportunity to review and comment at the local level even before the CSD Contracts are submitted to the New York City Schools Chancellor.

CFE and AQE will make sure that Contract plans are well publicized and made available for public comment as required by law.

What if I have evidence that my district isn't fulfilling the promise of the Contract?

By law, school districts must follow complaint procedures as established by SED so that parents or those in parental relation can file complaints regarding the implementation of their district's Contract. If a district fails to properly or fully implement its Contract, parents have the right to question why the plan wasn't followed.

In New York City, complaints are first filed with the principal and can be appealed to the community superintendent. Or, the complaint can be filed directly

with the community superintendent. An appeal of the superintendent's decision can be made to the Chancellor.

In the rest of the state, complaints can be filed with a principal with an appeal to the superintendent of schools in that district, or can be filed directly to the superintendent with an appeal to the local board of education.

In all districts, the decision of the Chancellor or board of education can be appealed to the Commissioner.

How will I know how my district has spent its new money?

By law, the school district must publicly account for its expenses. It must report on how it spent the money in the Contract by individual program or activity and in total. So for each school and for district-wide programs, the district must show:

- Expenditures in the prior year (i.e., for 2007-08, this will be the 2006-07 school year);
- Budgeted expenditures for the current year;
- Actual expenditures for the current year.

Additionally, except for Board of Cooperative Educational Services (BOCES) and districts with fewer than eight teachers, every district is required to have an audit performed by an independent certified public accountant. In New York City, the City Comptroller will conduct this audit. For all districts required to

submit a Contract, the audits must show that the increase in school aid has added to, and not replaced, school funding for the base year.

What are other key provisions of the new education law that I should know about?

A New Accountability System

By law, the Board of Regents must create an improved state accountability system. This new growth model system will provide a more accurate and fair measure of school and student progress toward success as compared with the traditional “snap shot” measures of student testing in a single year. A temporary new system should be in place by the start of the 2008-09 school year with an expanded growth model fully in place by the 2010-11 school year.

As part of implementing this new system by July 1, 2008, the Regents must establish targets for school-level and district improvement that not only takes into account state test scores, but also graduation rates, student retention rates, and college attendance and completion rates.

There will be consequences for districts failing to show adequate improvement. The Regents will also expand and improve the **Schools Under Registration Review (SURR)** process that affects the state’s lowest performing schools. The new process will identify up to 5% of schools in New York State as

SURR. The Regents will provide increased support and interventions for SURR, SINI, corrective action or restructuring schools.

In addition to providing a school quality review team to assist schools that the state identifies as low performing, each school will also be assigned a “distinguished educator.” The Regents will establish a Distinguished Educator Program that identifies proven educational leaders who have demonstrated their ability to improve student performance for all students in challenging school environments. These distinguished educators will assist and advise low-performing school districts to improve student achievement. The Commissioner will also appoint distinguished educators to assist districts that have failed to make the **adequate yearly progress** (AYP) required by the state for four or more years. All school districts must accept the appointment.

New Ways to Understand and Evaluate Our Schools

By July 1, 2008, districts must prepare progress reports for all students to be sent to parents and those in parental relation. These progress reports will include information on the child’s performance on state assessments over multiple years of testing and will explain how to obtain more information about their child’s progress in school. The Commissioner will also develop new materials that make

state assessments and the Learning Standards easier to understand for teachers and the general public.

The Commissioner will develop a school leadership report card as well as separate school progress report cards. The leadership report card will help boards of education and the public evaluate the performance of school leaders including superintendents and principals. Additionally, the publicly available report cards will show a school's progress in achieving standards of excellence that include parent involvement, teacher quality, curriculum, and accountability measures.

The Regents will explore creating a new, comprehensive pre-kindergarten through college data system that tracks a student's performance as he/she moves through the system. By collecting data in this new way, testing can be used as a tool to improve teaching and student performance.

The improved access to student data will make it possible to better measure teacher quality and decide which teachers should be given tenure (permanent job security or appointment to a school after a probationary period). Teachers seeking tenure will be evaluated on their successful use of student data as a tool in creating curriculum and guiding instruction to support all the students in their classrooms. Performance reviews will be expanded to include peer reviews by other teachers.

The Commissioner is required to ensure that teacher certification and appointments meet all applicable laws and rules. The new law requires the Commissioner to review and develop new ways to certify teachers.

LOOKING TOWARD THE FUTURE: NEXT STEPS

CFE and AQE have long fought for transparency, accountability, and public participation in the development of school reforms that better serve students with the greatest needs first. We believe that public dollars used to put these reforms to work must be used wisely and efficiently. That is why we are working to make sure that the SED regulations for using the new education dollars are clear and reflect the views of parents and advocates. CFE and AQE will continue to work to bring these important voices into the SED process and make sure that they help guide the final regulations.

We must communicate our concerns or issues regarding the emergency regulations by July 1, 2007. The Regents will then review the emergency regulations and comments and propose final regulations. There will be 45 days for the public to comment on the proposed final regulations before the Regents vote on their adoption at their September 2007 meeting. The schedule for developing regulations on the remaining accountability issues has not yet been set.

Informed and active parents, communities and advocates, who exercise the rights provided in this new law, are essential if we are to turn this Campaign for Fiscal Equity law into Contract For Excellence reality. Join CFE, AQE, and thousands of concerned New Yorkers across the state to make sure that every child receives his/her constitutionally guaranteed right to the opportunity for a sound basic education.

You can make the difference!

APPENDICES

Appendix A

**SCHOOL DISTRICTS (OUTSIDE OF NYC) THAT WILL HAVE TO FILE CONTRACTS
FOR EXCELLENCE FOR THE 2007-08 SCHOOL YEAR**

ALBANY	MASSENA
ALEXANDER	MIDDLETOWN
AMSTERDAM	MONTICELLO
ARLINGTON	NEWBURGH
AUBURN	NORTHEASTERN CLINTON
BINGHAMTON	NORWICH
BRENTWOOD	OSSINING
BUFFALO	OSWEGO
CAIRO-DURHAM	PORT CHESTER
CAMDEN	PORT JERVIS
CARTHAGE	ROCHESTER
CENTRAL SQUARE	RUSH-HENRIETTA
CLYDE-SAVANNAH	S. GLENS FALLS
COPIAGUE	SCHENECTADY
DUNKIRK	SOUTH COLONIE
E. IRONDEQUOIT	SPENCER-VAN ETTEN
ELMIRA	SPENCERPORT
FALLSBURGH	SYRACUSE
FULTON	TARRYTOWN
GENEVA	UNADILLA VALLEY
GREECE	UTICA
HANNIBAL	VALLEY-MONTGOMERY
HAVERSTRAW-STONY POINT	WAPPINGERS
HYDE PARK	WATERTOWN
JAMESTOWN	WATERVLIET
LANCASTER	WESTBURY
LANSINGBURGH	WHITE PLAINS
	YONKERS

Source: New York State Education Department
<http://emsc32.nysed.gov/C4E-4-9-07-guidance.mht> 4/11/2007

Appendix B

EXPLANATION OF EDUCATION TERMS

State and federal education law can often look like a confusing bowl of alphabet soup. To help you sort through the definitions, we are including a glossary of key terms here.

Adequate Yearly Progress (AYP): This is a way to measure a school's improvement. Under the No Child Left Behind (NCLB) Act, schools that receive federal funds must develop goals to bring all students to "academic proficiency" by the end of the 2013-14 school year.

Building Aid: A state funding formula that provides reimbursement for new school construction as well as improvement or expansion of existing school facilities. Every district must create construction plans that must be sent to SED for approval. In New York City, the **School Construction Authority (SCA)** creates a five-year capital plan. The SCA was created by the State Legislature and is charged with designing, building, and renovating school buildings in all five boroughs.

Contract Amount: Refers to the new Foundation Aid money. Each district required to complete a Contract for Excellence must show how this new money will be used in the five key strategies to improve teaching and learning:

- Reducing class size;
- Increasing student time on task;
- Improving teacher and principal quality;
- Re-structuring middle and high schools;
- Establishing full-day kindergarten for five year olds or full-day pre-kindergarten for four year olds.

Corrective Action Schools: This is a category for second-year SINI schools that have not made adequate improvement. Districts with these schools must make at least one of the following changes: replace inadequate school staff, institute a new curriculum, reduce the management authority at the school, appoint an outside expert as a school advisor, extend the school day or year, or restructure the internal school organization. These schools receive additional funding to carry out the required reforms.

Foundation Aid: Also known as **Operating Aid**. Foundation Aid is money used to run school programs. Under the new law, the state determines the amount of Foundation Aid a district receives through a formula based on student need. This formula is based on the number of students in poverty, English Language Learners, and special education students. It is this money that is used for the Contract for Excellence.

The Foundation Aid formula simplifies school funding by collapsing over 30 separate aid formulas into a single formula. This formula is fair and transparent because it prioritizes funding based upon student need and links school funding to the cost of successfully educating students..

Growth Model: A type of evaluation that measures the academic progress of a group of students or individual students over time, not merely by test scores. This model is sometimes called “value-added assessment.”

Highly Qualified Teachers: According to the NCLB Act, to be considered highly qualified, teachers must have: 1) a bachelor's degree; 2) full state certification or licensure; and 3) prove that they are competent in each subject they teach. NCLB requires schools to have highly qualified teachers in all core subject areas such as language arts, math, science and social studies.

New York State Board of Regents: The Regents are the governing educational policymakers in New York State. They appoint and oversee the New York State Commissioner of Education. They are responsible for setting education policy in New York State from pre-kindergarten to graduate school.

There are 16 Regents who are elected by the State Legislature for five-year terms. Each of the state's 12 judicial districts is represented by one regent. Four of the Regents are elected to serve at-large, so they do not represent any particular district. The Regents select a chairperson to oversee their board. This officer is known as the Chancellor to the Board of Regents and is not to be confused with the New York City Schools Chancellor. The Regents serve without salary.

New York State Commissioner of Education: The Commissioner is chosen by the Regents and heads SED. The Commissioner is responsible for carrying out policy set by the Regents.

New York City Community Education Council (CEC—Sometimes referred to as the CDEC): New York City is divided into 32 Community School Districts. In 2002, legislation was enacted creating Community Education Councils for each district to replace the former Community School Boards. The CEC is a board, made up mostly of parents, designed to address elementary and middle school concerns within a community school district. The councils are comprised of nine parent members elected by officers of school [parents associations](#), two community members appointed by borough presidents and one non-voting student member chosen by the district superintendent. Their duties include: meeting with and evaluating the [district superintendent](#); meeting with and evaluating instructional leaders assigned to district schools; and are also responsible for zoning and other policies. Under the new state budget and reform law, the CECs must be consulted in the preparation both the CSD and citywide Contracts for Excellence.

New York City Community School Districts (CSD): In New York City there are 32 Community School Districts that include public elementary and middle schools. Each district has a local superintendent and receives input from the district CEC. Each CSD is, ultimately, under the jurisdiction of the New York City Department of Education and the Chancellor, the head of the NYC schools as appointed by the mayor.

New York State Learning Standards: Created by the Regents, the Learning Standards represent the core of what all students should know, understand, and be able to do as a result of attending school. There are two parts to the Learning Standards:

- 1) content standards describe what students should know, understand and be able to do;
- 2) performance standards define levels of student achievement relating to content.

New York State Education Department (SED): SED is headed by the Commissioner and oversees all public and private education in New York from elementary school through graduate school. The Regents and SED are constitutionally responsible for setting education policy, standards, and rules-- and are legally required to make sure that the appropriate organizations or individuals carry out these regulations.

No Child Left Behind Act (NCLB): A federal law passed in 2001 that overhauled the existing law about public schools with specific emphasis on standards and increased accountability at the local and state levels. To learn more about this law see www.ed.gov.

Operating Aid: Unrestricted aid to school districts for school programs. While this term refers to all the money used for this purpose, it is often used to refer to **Foundation Aid**.

Parental Relation: New York education law defines this term to include parents, guardians or others who have lawful care, custody, or control of a minor child.

Regulations: Legal instructions that show how a law is to be implemented. In New York, the appropriate state agency creates regulations once the Legislature passes a law. So, in the case of education law, SED takes that responsibility.

Restructuring Schools: Schools that have been chosen as needing corrective action but failed to make AYP are required to develop and implement a restructuring plan.

Schools In Need of Improvement (SINI): The term for any Title 1 school that does not make AYP for two consecutive years in the same subject and grade. According to the NCLB, these schools are required to offer public school choice, an opportunity for parents to transfer a child to a non-SINI school subject to space availability. These schools must also provide other supplemental educational services.

Schools Requiring Academic Progress (SRAP): Not all schools in New York receive Title 1 funds and therefore do not fall under the NCLB provision for SINI. However, they still fall under regulations set by the Regents and must make AYP. Schools that fail to do so are designated as SRAP and are required to develop improvement plans in the area for which they are identified. However, SRAP schools are not required to offer public school choice or supplemental educational services.

Schools Under Registration Review (SURR): Schools that have spent two years in corrective action without sufficient improvement and are then placed under state

management and reorganization. If a school's reorganization is not successful, the school is supposed to be closed by the state.

Sound Basic Education (SBE): The highest court in the State of New York, the Court of Appeals, defined the "opportunity for a sound basic education" to be the constitutional right for every public school child in the state. The Court further defined this to mean a "meaningful high school education" that prepares students for competitive employment and productive citizenship.

Title 1: Is the common name used for the section of the federal education law that authorizes special funding to high-poverty-area schools with students who are considered at-risk of not meeting Learning Standards.

Resources:

To learn more about state and federal education law, as well as schools in New York State, consider the following helpful websites.

The Campaign for Fiscal Equity, Inc.: www.cfequity.org

The Alliance for Quality Education: www.aqeny.org

The United States Department of Education: www.ed.gov

The New York State Education Department: www.nysed.org

The New York City Department of Education: www.schools.nyc.gov

Inside Schools: www.insideschools.org A project of Advocates for Children, that provides an independent guide to New York City Schools.