PLANTATION EDUCATION CLASS SUPPLEMENTAL INFORMATION

PUBLIC EDUCATION DECISION-MAKING POWER AT DIFFERENT LEVELS

* U. S. President
* U. S. Department of Education, headed by the Secretary of Education (established in 1980 by President Jimmy Carter; some conservatives have opposed its existence ever since)
* U. S. Congress
* U. S. Supreme Court and other federal courts
* Governor
* State legislature, especially education committees and their Chairs in each house
* State Board of Education (appointed by the Governor in Georgia)
* State Superintendent (elected in Georgia)
* State Department of Education
* State Supreme Court and other state courts
* County and city governments
* School district officials: school board, district superintendent, administrative staff
* School officials: principals and vice-principals
* Employees at each school: teachers, counselors, social workers, nurses, police officers/School Services Officers (SSOs), cafeteria workers, custodians, bus drivers
* Students
* Parents and guardians
* Broader community

NATIONAL MANDATED POLICIES

* ESEA (Elementary and Secondary Education Act), first passed in 1965 as part of the War on Poverty, grants money to primary and secondary education. It imposes certain requirements but may not establish a national curriculum. The funds may be used for professional development, instructional materials, support of educational programs, and parental involvement promotion. Although the original law could last only five years, Congress has re-authorized it ever since.
* No Child Left Behind, the 2001 version of ESEA, with new policies and regulations supported by President George W. Bush, particularly a stronger emphasis on showing annual improvement in more standardized tests in literacy and math, with penalties for schools that did not make Annual Yearly Progress (AYP).
* Race to the Top, part of the 2009 American Reinvestment and Recovery Act, required districts to compete for money that came with certain requirements, including the use of standardized tests
* Current Titles (sections) of ESEA, regulating the distribution of funds in different areas for both public and private schools:
* Title I: Supplement resources for the education of children from poor families, children who are neglected or at risk of abuse, and some children of migrants. To qualify, at least 40% of a school’s students must be from families categorized as low-income by the standards of the U. S. Census. It offers assistance for both school-wide programs (for schools with at least 50% of the student body being eligible) and targeted assistance programs only for students who appear to be failing. To receive the money, schools must commit to improving their standing. Various regulations have been added and/or amended over time, theoretically to guarantee that the money helps the targeted students. Above all, districts are never supposed to use the funds to replace local funding. More than half of all public schools receive some Title I funds.
* Title II: School library resources, textbooks, and other instructional policies
* Title III: Language instruction for students with limited English proficiency and immigrant students
* Title IV: Educational research and training
* Title V: Strengthening state Departments of Education
* Title VI ( 1966): Aid to children with disabilities
* Title VII (1967): Program for bilingual education, which in 1968 was incorporated into the Bilingual Education Act (BEA), as well as aid for indigenous students.
* Anti-discrimination policies

PUBLIC SCHOOL FUNDING

* Property Taxes (millage rate determined by School Boards)
* State funds (determined by state legislature)
* Federal funds, generally established by the ESEA and the annual budget
* Soft money
* Non-profit foundation grants (Gates, others)
* Required donations from parents and guardians
* Corporate donations (scholarships, program sponsorships, internships)

CORPORATIONS AND PUBLIC EDUCATION

Contracted out services

* Private companies sign contracts with public school districts to take charge of transportation, custodial, maintenance, and food services.
* They usually pay their workers much less than the public school systems pay similar workers and grant them fewer or no benefits or job security.
* There are often complaints about problems with contracted-out services, including the high turnover and poor training of the workers which lead to poor personal connections with students.

Grants from corporations with strings attached

Sales of educational resources such as textbooks, tests, computers, and computer programs

**NATIONAL STUDENT BILL OF RIGHTS**

1. Right to free public education
2. Right to safe and secure schools
3. Right to free college education
4. Right to study curriculum that acknowledge and address young people’s material and cultural needs
5. Right to freedom from unwarranted search, seizure, or arrest
6. Right to Restorative Justice and Peer Evaluation
7. Right to safe and secure housing
8. Right to high quality food
9. Right to free health care
10. Right to free public transportation
11. Right to employment
12. Right to free day care for children
13. Right to physical activity and recreation
14. Right to Arts Education