

OLD GOVERNANCE LAW

NEW GOVERNANCE LAW

<h2>School Leadership Teams</h2>	<h2>School Leadership Teams</h2>
<p>SLTs</p> <ul style="list-style-type: none">• The law requires school leadership teams to develop an annual school comprehensive educational plan (CEP) that is aligned with the school-based budget. Such plan is to be submitted to the district superintendent and be made available for public inspection.	<p>SLTs</p> <ul style="list-style-type: none">• The SLT develops the CEP.• The SLT consults on the school-based budget, which must be developed concurrently with the CEP, to ensure they are aligned.• The budget must now be aligned with the CEP, rather than the other way around.• The CEP has to be submitted to the superintendent with the principal's written justification demonstrating that the budget is aligned with the CEP and the SLT's response to the principal's justification, if any. The superintendent has to certify to the alignment.• In the case of specialized, academic, vocational and other high schools that are not under the jurisdiction of a community superintendent, the plan has to be submitted to the chancellor with the principal's written justification and the SLT's comments, and the chancellor must certify that the budget and the CEP are aligned.• CEPs should be developed in the spring. <p>SLT members</p> <ul style="list-style-type: none">• SLT members are not only to make recommendations on the selection of a new principal but the chancellor is responsible for having "all members consulted prior to the appointment of any principal candidate to its school."• SLT members have the right to challenge decisions of the principal to the superintendent as not consistent with the CEP, as described above.• The SLT is to provide the superintendent with an annual assessment of the principal's record of developing an effective shared decision-making relationship with the SLT members so the superintendent can include this in the principal's evaluation.

Closing, Restructuring & Re-siting Schools

Summary

- The chancellor has the power to open or close a community school or substantially expand or reduce programs within a community school as he chooses.

Closing, Restructuring & Re-siting Schools

Summary

- If the chancellor is proposing to close a school or make a significant change in a school's utilization, the chancellor has to prepare an educational impact statement, which has to include a long list of specific details such as:
 - The current and projected enrollment of the affected school
 - The prospective need for the school building
 - The ramifications of the school closing or utilization change upon the community
 - The initial costs and savings resulting from the closing or utilization change
 - The potential disposability of any closed school
 - And much more.
- A "significant change in utilization" includes the phase-out, grade reconfiguration, re-siting or collocation of schools.
- The impact statement has to be completed and made public at least six months before the start of the next school year. It has to be posted on the Web, and copies given to the central board (PEP), the impacted Community Education Councils (CECs), community boards, community superintendents and members of the SLT.
- Within 30 to 45 days after issuing the impact statement a joint public hearing has to be held by the chancellor and the affected CEC and SLT(s), at the school in question.
- The closing or utilization change has to be approved by the PEP and cannot take effect until all of the above process is completed and the school year in which PEP approval was given has ended.

Panel for Educational Policy (PEP)

PEP members

- The mayor has seven appointments, borough presidents have five.
- The chancellor is voting member and chairperson
- All members serve at the pleasure of the appointing authority.

PEP meetings

- Requires twelve meetings per year and any additional meetings at the request of the chair.

Responsibilities of the PEP

- Approve standards, policies and objectives proposed by the chancellor directly related to educational achievement and student performance
- Consider and approve any other standards, policies and objectives as specifically authorized or required by state or federal law or regulation.

Panel for Educational Policy (PEP)

PEP members

- Mayor has eight appointments, borough presidents have five.
- Two of mayor's appointees must be parents of public school students.
- In addition, the chancellor serves as non-voting *ex officio* member.
- The board elects the chair.

PEP meetings

- At least once a month and at least once a year in each borough; agenda must be posted at least 10 days before meeting and circulated to superintendents, CECs, community boards and SLTs.
- The agenda must list and briefly describe each issue. Any issue that requires a vote must also have the name and contact info of a knowledgeable person who can answer questions and receive comments.
- There must be sufficient time at each meeting for public comment on any item before a vote. Minutes must be published no later than the next meeting.

PEP responsibilities have been expanded to include

- Approval of all Chancellor's Regulations
- Approval of the capital plan and any amendments
- Approval of all budgets issues, including revenue needed, capital expenditures and allocations to community districts and schools
- Approval of a procurement policy
- Adoption of a policy, proposed by the chancellor, to promote diversity in the workforce
- Approval of almost all contracts
- Conducting an annual survey to allow parents, teachers and school personnel to evaluate the performance of the DOE and the chancellor.

<p style="text-align: center;">PEP Continued...</p>	<p style="text-align: center;">PEP Continued...</p> <p>Significant Changes</p> <ul style="list-style-type: none"> • While the mayor still has the majority on the PEP, the importance of the new law is that we will have access to all of their policy proposals well before they vote on them. • All items that require PEP approval have to be voted on publicly and are not effective until after the vote. • For all items that require a vote, except the diversity policy review and the contracts, there is an extensive public review process prior to the vote. • Each item must be noticed publicly at least 45 days before a vote. Once notice is given, a public comment period begins. • Then prior to the vote, the board has to publish an assessment of the public comments received. • There is a process for emergency adoption where necessary to preserve student health, safety or general welfare.
<p style="text-align: center;">Citywide Councils</p> <p>Summary</p> <ul style="list-style-type: none"> • Requires Citywide Council on special education 	<p style="text-align: center;">Citywide Councils</p> <p>Summary</p> <ul style="list-style-type: none"> • In addition to the existing citywide special education council, an ELL council and a high school council have been added. <p>ELL Council and High School Council</p> <ul style="list-style-type: none"> • The ELL council will advise on policy, issue an annual report on the effectiveness of ELL programs and make recommendations for improvement; and meet at least once a month. • The high school council will advise on any educational or instructional program involving high schools; issue an annual report on the effectiveness of the DOE-provided services to high school students and hold at least one public meeting a month. <p>Special Ed Council</p> <ul style="list-style-type: none"> • Responsibility and membership expanded to cover parents of all students with IEPs, not just District 75.

<p style="text-align: center;">Chancellor</p> <p>Summary</p> <ul style="list-style-type: none"> • Chancellor promulgates rules and regulations • Chancellor submits to the mayor data estimates, as adopted by the city board, of the total sum of money which it deems necessary for the operation of the system (other than the functions to be financed from funds provided for in the capital budget of the city) during the next fiscal year, together with estimates from the district Community Education Councils. 	<p style="text-align: center;">Chancellor</p> <p>Summary</p> <p>In addition to the impact of the changes described above, the following changes were made to the chancellor’s powers and duties:</p> <ul style="list-style-type: none"> • The chancellor submits all budget issues to the PEP, with 45 days for comment, before the vote. • The chancellor has to provide information, as requested by the director of the Independent Budget Office (IBO) or the comptroller of the city of New York in a timely fashion. • The chancellor shall hold a public meeting in conjunction with each CEC at least once every two years to report on school finances, student performance, educational goals and priorities and to receive public comment.
<p style="text-align: center;">Transparency</p> <p style="text-align: center;">(Silent on this issue)</p>	<p style="text-align: center;">Transparency</p> <p>The comptroller has the authority to conduct operational and programmatic audits, in addition to financial audits, to the same extent as city agencies.</p> <p>The IBO is authorized to provide analysis and issue public reports regarding financial and educational matters, to enhance official and public understanding of such matters, including but not limited to:</p> <ul style="list-style-type: none"> • Student graduation and dropout data • Student enrollment projections • School utilization, class sizes and pupil-to-teacher ratios • Student assessment data • The delivery of services to students who are in bilingual or ELL programs • The delivery of services to students with disabilities

<p style="text-align: center;">Transparency, Continued...</p>	<p style="text-align: center;">Transparency, Continued...</p> <ul style="list-style-type: none"> • The utilization of federal funds, including Title I funds directed at parental involvement • Matters relating to city district finances. <p>The IBO is given independent additional funding to carry out these functions.</p>
<p style="text-align: center;">District Superintendents</p> <p>Summary</p> <ul style="list-style-type: none"> • Chancellor selects and appoints district superintendents pursuant to Chancellor's Regulations • No dedicated staff to handle parent complaints is required • No access to school records for evaluations is provided • No public hearings on the topic of district achievement and areas of improvement are required • No requirement that district superintendents must focus on district matters. 	<p style="text-align: center;">District Superintendents</p> <p>Summary</p> <ul style="list-style-type: none"> • Required to work predominantly in their districts and to be assigned no tasks that interfere with their ability to perform their duties within their districts; provided access to all information necessary to perform their duties; supervise and evaluate principals; approve school-based budgets; and solve parent complaints and provide parents access to information. • Superintendents shall establish an office within the district and hire sufficient staff to respond to parents' information requests, input, comments and complaints. • Superintendents delegate their powers at their "sole discretion." • Superintendents shall hold at least two public forums annually to report on district progress, school performance and school improvement; they shall receive public input and comment and shall provide adequate public notice. • The chancellor shall consult with CECs in making decisions about appointing superintendents.