State Constitutions, Federal Statutes & Education Rights in New Jersey

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Introduction

The quality of our public school systems matters. It matters for future civic engagement and leadership of our states and the nation, for scientific development, for economic growth, and for creative, cultural, and artistic enrichment. An investment in the quality (and quantity) of schooling is an investment in *human capital*, with benefits to each individual as well as that nation as a whole.[1]

Despite the national interest in elementary and secondary education, K-12 schooling in the United States is largely a state responsibility. 90 percent of funding in a typical year comes from state and local sources (with as much as 95 percent in wealthier states like New Jersey).[2] The level of funding for education is critically important: a vast body of research proves that robust investment is required to provide quality schooling and achieve the short- and long-term outcomes we expect for our children.[3] Money matters for school quality, and school quality matters for student outcomes: improved test scores, increased graduation rates, higher college attendance, larger lifelong income, and even decreased mortality and community crime rates.[4] High quality public schooling, built on sustained public investment, is necessary to keep New Jersey and our country moving forward.

Like any large scale public program or service, elementary and secondary schools are governed and financed by state legislatures and governors, who then pass along responsibilities for managing the details to state boards of education and departments of education. As part of their oversight, state school funding formulas—the calculations that determine which school districts get what—are adopted by state legislators. This includes determining amounts that should be raised in local revenues (which are usually collected in property taxes). Local boards of education then determine how funds are allotted between the schools and programs under their control.

In New Jersey, the amount of money put into the state school finance formula is first determined by the governor, who presents a budget that includes aid to local schools. The legislature then considers this proposal, and may choose to modify the governor's budget. Not all states follow this procedure: the balance of power between state legislatures and governors on budgeting varies across states. In all states, however, who the public elects matters, because year after year, they make important determinations about the quality of public schooling by way of budgeting and financing our education systems. In fact, by budget numbers (and share of state budget) alone, one

might argue that funding elementary and secondary education is state lawmakers' greatest responsibility.

School funding, however, is not simply a matter of political will; state leaders must adhere to the mandates enumerated in state constitutions. The U.S. Constitution provides no explicit right guaranteeing that children will be provided any particular type, level, or quality of education. Each state's constitution, however, does—including New Jersey's. Of course, constitutional requirements are only as good as the courts that are there to enforce them. While every state has constitutional language laying out the state's responsibility toward educating its children, only some state courts have decided that language is enforceable and, further, have decided to enforce it. Thankfully, New Jersey is one of those states.[5]

This report explains how depriving New Jersey's schools of adequate and equitable funding may rise to the level of a violation of the state's constitution. It then sets out four scenarios in which schools are underfunded, and argues how each may be viewed as unconstitutional. After a discussion of the potential tensions between state and federal rights that may impact school budgets, the report concludes with advice for public school advocates to help ensure adequate school funding for all of New Jersey's children.

Constitutional Rights and How to Apply Them

Of the major public programs and services financed through the New Jersey state budget, only elementary and secondary education has explicit constitutional protection. Rights granted to individuals under constitutions generally focus on what government cannot do—what freedoms individuals have from their government—such as free speech, press, religion, and freedom to not be unreasonably searched or detained. Constitutions don't typically provide *positive* rights regarding programs and services that government *must* provide to its citizens.[6]

Public schooling, however, is unique, in New Jersey and other states. New Jersey's constitution requires the following:

> *The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of five and eighteen years.*[7]

Through decades of case law—from *Robinson v. Cahill* in the 1970s through several rounds of *Abbott v. Burke* from the 1980s to 2010s—New Jersey's Supreme Court has determined this language to be enforceable, has enforced it, and has overseen that enforcement.[8] These decisions and their successful enforcement are a major reason why New Jersey public schools are among the nation's best.

Still, they are not perfect, as we have outlined in several recent reports.[9] These imperfections may, in some cases, rise to a level of constitutional violation, as the New Jersey constitution creates a

positive right for all children to have access to a thorough and efficient system of free public schools, and the legislature is obligated to provide that system.

Scholars and lawyers often refer to rulings like the *Abbott* cases as "school funding cases." These cases, however, aren't explicitly about funding. In New Jersey, the *Abbott* rulings focus on the state's obligation to provide a "*thorough and efficient system of free public schools*" for the state's children. It may indeed be the case that when some students are being deprived of access to a "thorough and efficient system," the cause is lack of sufficient funding, and the solution is to spend more. Increased funding, however, is not, by itself, the ultimate goal.

What then is required to make a case that someone or some group has been denied their constitutional right to an education? This report proposes that there are three steps:

> **Step 1: An individual or group is deprived of a constitutional (and positive) right.** Deprivation might be outright exclusion[10] from public schooling, or having only access to measurably inferior (in other words, neither "thorough" nor "efficient") programs and services.
>
> **Step 2: An individual or group incurs damages as a function of that deprivation.** Damages might be shown as lower outcomes on measures of academic achievement, lower rates of basic literacy required for civic engagement and financial self-determination, or lessened access to postsecondary education and the labor force. This, however, depends on how courts define what qualifies as "thorough and efficient." It is important that these damages be linked to the deprivation.
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> **Step 3: That deprivation is a function of state policies/actions/failures.** To the extent that deprivation of this state constitutional right is occurring, and damages incurred from it, it is ultimately the state's responsibility to remedy the deprivation, whatever the cause. Still, it is useful to outline how state policy actions and/or failures have led to the deprivation. The cause may not always be about state funding for schools, though it is necessarily a state obligation to fix it, whether with funding or not.

To illustrate how these steps may play out, this report offers four scenarios where inadequate or inequitable school funding may rise to a constitutional challenge.

Depriving Children Of Their Constitution Right To an Adequate Education: Four Scenarios

Scenario One

District state and local revenues are insufficient to provide children in a district with equal and adequate opportunity to achieve state mandated outcomes.

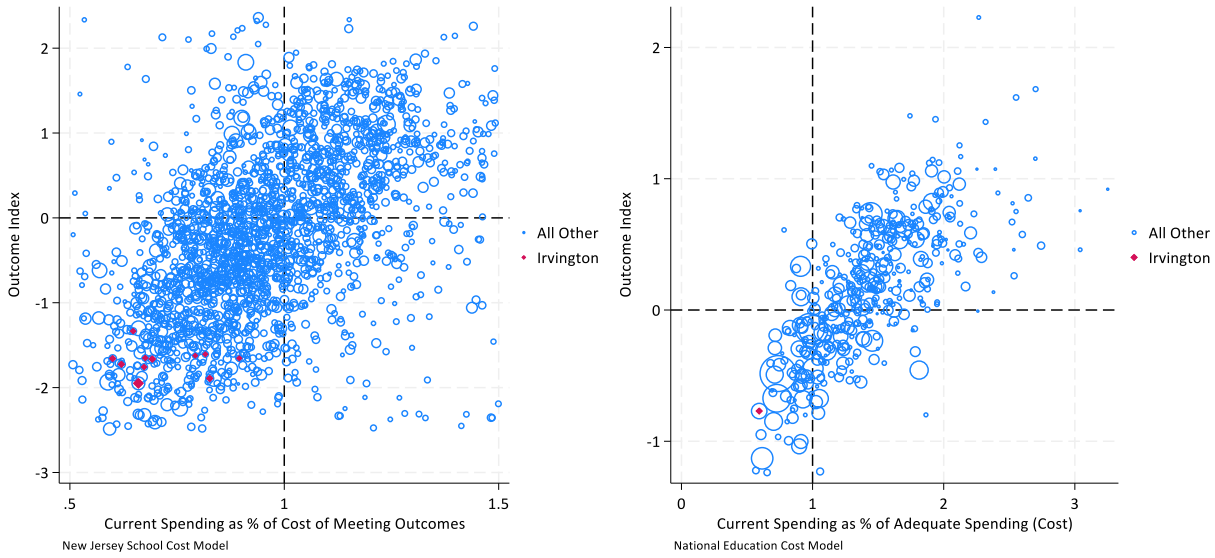
This scenario is similar to the claims of Abbott districts (the districts that were parties to the original lawsuit in *Abbott v. Burke*) from the 1980s to the 2010s. In their suit, the districts argued that, due to inadequate funding, they were unable to provide all of their resident children with an equal educational opportunity to achieve common outcome goals. In addition, as the state constitution demands a "thorough and efficient" system of schools, it is the state's responsibility to ensure that adequate resources—programs, services, facilities, early childhood preparation, etc.—are available to students in all school districts. The state Supreme Court found that the plaintiff school districts required additional support to provide these programs and services, and that the state should cover these costs as the districts, hobbled by low property values and low tax capacity, could not provide adequate funding by themselves. Notably, the ruling was ultimately about programs and services, and not spending, even if there were cost and spending implications.

A rendering of this scenario is provided in Figure 1, using Irvington (one of the Abbott districts) as an example. The left-hand panel is based on a school-level model, using New Jersey public data sources, of the costs of achieving state average outcomes for every school in New Jersey in 2023.[11] The right-hand figure presents New Jersey school districts using the National Education Cost Model, which is based on national data.[12]

Both models estimate the cost for a particular district or school to meet a specific outcome (based on standardized test scores), given a district's child poverty level, wage costs in a district's labor market, and other important factors that affect education costs. The horizontal axis represents how much a district actually spends over or under its estimated cost target: districts on the right of the graph spend more than what the model estimates is need, while districts to the left spend less. The vertical axis shows the outcomes for a school (left panel) or district (right panel).

The most important thing to notice about each graph is the underlying pattern: **As spending, as a percentage of what's needed (cost) goes up, outcomes also rise.** Districts and schools that spend more than what they need tend get better outcomes, while districts and schools that spend less than what they need get worse outcomes. There are exceptions: the relationship between spending and outcomes is not perfect. But the overall correlation is very strong and provides compelling evidence that spending does, indeed, matter for schools.

Figure 1. Deprivation & Damages



The vertical axis might also be interpreted as measuring "damages," with the horizontal dashed line identifying the desired level of outcomes. The degree of deprivation, and commensurate damage, depends on where one draws the horizontal line for desired outcomes—outcomes expected of a "thorough and efficient" system of public schooling. The horizontal line ultimately determines where the vertical line will fall, as it represents the average cost of achieving the outcomes set by the horizontal line. These lines might slide somewhat upward/right or downward/left, depending on the level of outcomes the state sets. It is clear, however, that some schools and districts are so far in the lower left that "deprivation" and "damages" are indisputably occurring. This is where a conventional educational adequacy (and equal opportunity) case begins.

Alternatively, and perhaps more simply, one might measure whether a district's total funding from state and local sources is at least equal to what the state school finance formula identifies as adequate (called the "adequacy budget" in New Jersey). In this case, the court must ask: Are students in a district or school being shortchanged against the state's own defined adequacy target? This could occur because the state is not fully funding its share of the adequacy budget, as was the case for several years (or because of Scenario 2, which is discussed next).

Before embracing this approach, however, we must remember that the current school funding law—the School Funding Reform Act (SFRA)—was determined by the courts to meet constitutional standards back in 2009. Arguing that meeting SFRA's adequacy target guarantees constitutionality assumes that the formula still, 17 years later, provides sufficient resources for all students to meet current desired standards. Yet NJPP has explained, in numerous prior reports, that SFRA requires substantial recalibration to meet these goals, as the state's standards are much more rigorous than they were two decades ago.[13]

The New Jersey courts have ruled that SFRA, or any funding formula, is only constitutional if it links funding targets to student outcomes.[14] The model-based estimates of actual costs as in Figure 1 do

just this. Similar methods should be employed by the state to regularly update the formula, as is required by law.

Scenario 2

A local board of education fails to tax at adequate rate, leaving schools across their district generally deprived.

In addition to setting an adequacy budget for each school district, New Jersey's school funding formula sets a "local fair share" that should be raised by local districts (via property taxes) toward that adequacy budget. It then calculates the amount of aid that should come from the state to cover the difference.[15]

Local public school districts may fall below the state's own calculated adequacy budget if local boards of education choose not to levy the local property taxes that would cover the full local fair share, or if local boards can't levy the full local fair share in a given year because of state limits on property tax increases. In either case, if deprivation can be shown and damages incurred, it's the state's responsibility to address the lack of local funding.

While local boards of education have substantial leeway to set tax rates, they do not have the authority to deprive children under their watch of a state constitutional right. The state must remedy any such deprivation and mitigate damages caused by it. The state can, and does, step in when districts deny individual students their constitutional right to an adequate education. As an example: the state requires districts to provide alternative placements for students placed on long term suspension or expulsion because that would otherwise constitute deprivation of the child's constitutional right.[16] In the same way, the state must act when a local district does not provide adequate local revenues for its schools.

One way to ensure school districts raise enough funds locally is to make the Local Fair Share a hard, rather than soft, requirement. Districts would then be unable to evade their responsibilities to ensure they are part of a "thorough and efficient" system of public schools.

Scenario 3

A local school board decides to allocate budgets, programs, and services inequitably across schools within the district, leading to the deprivation of some students within the district.

The state school funding formula defines adequacy budgets for districts based, in part, on that district's overall student characteristics. Student populations, however, can vary substantially across schools *within* districts. As noted in Scenario 2, the state grants latitude to districts on whether they raise the local fair share of adequate funding. In the same way, districts have substantial latitude in determining how to spend their funds. Local boards of education set budgets for staff and programs at individual schools within their districts. It is possible, with deeper, school-

level analysis, that we might find that a local board of education has engaged in systematic deprivation of resources in some schools and for some students.

Recall that the right-hand panel of Figure 1 uses district-level data to show how far above or below a district's spending is compared to its cost. The Irvington school district (the red dot in the right-hand panel), is far in the lower left, indicating substantial deprivation (lower than needed funding) and substantial damages (lower than desired outcomes) for the district as a whole. In contrast, the left hand panel shows uses school-level data. Among the individual schools in Irvington (red dots) there is some variation; however, they are all still in the lower left. There is little room for district officials to move resources from one to another to eliminate or even significantly mitigate deprivation and damages, because the district's overall funding is so low compared to its needs.

It is conceivable, however, that more substantial differences in funding adequacy may be observed in diverse, somewhat better funded school districts. To be sure, there may be legitimate reasons for these differences: for example, there may be unmeasured variation in student characteristics between schools. It is also possible, however, that these differences are a function of local board of education budgeting practices that lead to genuine inequities in school funding. In this case, a claim of deprivation might be made against the local board of education.

The state has the authority—likely through departmental regulations, but possibly in legislation attached to SFRA—to require that local boards of education allocate funds to schools such that all children are provided equal educational opportunity to achieve common outcome goals. It is a "both/and" requirement: The state must *both* provide the districts with sufficient funding *and* require that districts pass through to their schools sufficient funding with respect to each school's needs and costs.

We discuss below one complicating factor which may limit re-allocation of resources across schools within districts: costs associated with providing programs and related services for children with disabilities, whose rights are protected under an entirely separate legal framework.

Scenario 4

A local board votes to allocate substantial district funds for services provided to students outside of district schools, leading to substantial deprivation of programs/services for children in district schools.

In Scenario 3, a local board deprives some children under their watch of a "thorough and efficient" education by inequitably allocating budgets across schools within the district. It is conceivable that a local board of education would also allocate disproportionate sums of money for services to children residing within the district, but accessing services through non-district providers. This is often the case for children with disabilities placed in out of district settings, which may come at very high cost and may also involve transportation and other related services and costs. The Lakewood School District, for example, has spent large sums of money for years on placing resident children with special education needs in non-public schools and providing courtesy

transportation. As a consequence, the districts faces a fiscal crisis and is unable to fulfill its constitutional obligation to its students enrolled in its own schools.[17]

The basic rule of law still applies: local boards of education do not have the authority to deprive children of a state constitutional right. If a local board of education diverts funding from district schools and the children they serve, such that those children are deprived of "thorough and efficient" education, the state is responsible for fixing it. The state could provide more money to that district to fill the gap, but the state also has the authority to impose regulations on the local board's budgeting practices (perhaps uniformly across all local boards and districts) to limit their ability to divert funds and guarantee that they meet the constitutional standards for all resident children of that district. To the extent that the diversion of resources is not related to complying with federal statutes, the state has full authority to regulate and order the allocation of those funds to district schools to meet state constitutional requirements.

Intersection With Federal Statutes

Federal laws protect rights for a limited category of students, including those with disabilities and those for whom language barriers exist. The federal Individuals with Disabilities Education Act (IDEA), for example, requires the provision of a "free and appropriate education" for children classified with learning disabilities. Laws like IDEA require attention to and resources for qualifying children, but they don't do so in relation to state constitutional standards.[18] They operate instead under entirely separate frameworks for determining compliance.

One problem with pursuing children's education rights through federal statutes is that federal courts have invariably focused on local school districts, and not states, as being fully and exclusively responsible for compliance. In legal challenges regarding the provision of services to English learners or children with disabilities, only local public school districts have been held responsible for meeting federal statutory requirements.[19] A district must comply with federal law, covering all costs, regardless of how much money the district has and regardless of programs and services for others attending the district.

The rights and programs required by federal law, therefore, exist only for specific identified classes of students, and the obligation to comply with federal law resides exclusively with public school districts. This creates a potential conflict: compliance benefitting some students under federal law may lead to deprivation for other students under the state constitution.

Because of this tension between state and federal obligations, a local board of education might argue that they are obligated under federal statutes to provide programs and services for some students that lead to the deprivation of "thorough and efficient" education for others.[20] Parents of children with disabilities have an individual right of action under federal law to challenge district placements, programs and services to ensure that their child receives a free and appropriate education under federal law. But parents of all others have a right of action to challenge that their children are being deprived of their state constitutional right to a thorough and efficient system of

public schooling. The former pathway—federal statutory challenges, with local districts as defendants—is the more efficient and effective pathway to garnering more resources. But it only serves the few, not all.

It is still a state responsibility to reconcile this tension. On the one hand, the state could simply cover the costs of compliance with Federal statutes. But the state also has the responsibility and authority to regulate how districts comply with Federal statutes for those covered by these statutes while ensuring a constitutionally adequate education for all.

Recommendations

Recommendations for the New Jersey Legislature

Much of this report addresses litigious pathways for correcting constitutional violations. That should be a last resort: litigation is a long, slow process and should not be entered into lightly. The legislature should not wait to have their hand forced by courts. And even if the courts choose not to force their hand, legislators should be focused on fulfilling their obligations to the children and families of New Jersey.

This starts with monitoring and knowing when, where, and to what extent the state school finance system is failing some or all children, and knowing when actions taken by local boards of education are doing the same.

Scenarios 1 and 2 can be preemptively mitigated with appropriate empirical analyses and attention to flaws in SFRA. The state should conduct relevant, rigorous and appropriate analyses as part of its three-year education adequacy reports to determine whether and to what extent SFRA is meeting needs of all students statewide and what adjustments can should be made to mitigate any potential constitutional violations.

Scenarios 3 and 4 can be preemptively mitigated with state regulations on local board budgeting practices. The state has access to detailed school-level financial data, along with information on staffing, programs, and services, in order to evaluate whether local board policies and practices are leading to deprivation. The state has authority to impose uniform, statewide regulations that would ensure the pass through of cost- and need-based budgets to schools within districts, including limiting the transfer or use of funds (state and local) to services for non-district schools.

When it comes to potential exorbitant spending caused by (or claimed to be caused by) compliance with federal law, the state could simply cover those costs by providing catastrophic aid to ensure other students in a district are not deprived as a result. But the state may also choose to audit and reasonably regulate spending claimed to be associated with federal statutory compliance.

Recommendations for New Jersey Advocates, Voters, and Citizens

Citizens and advocates also need monitoring tools. The School Finance Indicators Database (at schoolfinancedata.org) includes data visualizations like those in Figure 1 (right-hand side) for evaluating school district level funding adequacy (toward a modest goal of national average outcomes) using national data. We encourage advocacy groups to look out for not only themselves but for all, especially those most disadvantaged and marginalized by current policies.

1. Link: https://www.schoolfinancedata.org/dcdviz1/
2. Select: New Jersey
3. Tab: Adequacy/Outcomes graphs

School funding, and education policy more broadly, can be complicated. State legislators must deal with a wide array of policy issues, of which school funding is only one. That said, as noted at the outset of the brief, education funding is arguably the biggest issue legislators address. Many state legislatures have one or a few education and school funding experts—or at least those who are more knowledgeable about how school funding works (or should work), broader principles of fairness, and the ability to see beyond the wins and losses of their own districts. Advocates for public education should work with these state leaders, engaging them in conversations over the data which reveal shortcomings and potential fixes. If these legislators don't yet exist, or those presently in office show no interest, advocates should develop a new generation of more informed candidates and vote them into office.

Likewise, advocates should remind your local boards of education of their obligations to all kids: that they are local stewards of a state constitutional obligation. Local school board members are unique in this regard because of the explicit state constitutional requirements for public schooling. Potential school board candidates should answer questions about their understanding of and interest in upholding their role as stewards of state constitutional education rights. To the extent that the state school funding formula—in order to comply with constitutional mandates and judicial orders—provides more funding to districts with higher rates of children from low-income families and children who are English learners, are they committed to doing the same across schools within their district?

Finally, it's important to build broad alliances that include both those who may be disadvantaged and harmed most under current policies as well as those who are not, but willing to serve as allies. When it's time to fight the fight to make things better, emphasis must be on those with the greatest needs.

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[1] Sweetland, S. R. (1996). Human capital theory: Foundations of a field of inquiry. *Review of educational research*, *66*(3), 341-359.

[2] *Digest of Education Statistics*. "Revenues for public elementary and secondary schools, by source of funds and state or jurisdiction: School year 2020-21." National Center for Education Statistics. https://nces.ed.gov/programs/digest/d23/tables/dt23_235.20.asp?current=yes Table 235.20.

[3] Baker, B. D., & Knight, D. (2025). Does money matter in education?. *Albert Shanker Institute*. https://files.eric.ed.gov/fulltext/ED671888.pdf

[4] Baker, B. D., & Knight, D. (2025). Does money matter in education?. *Albert Shanker Institute*. https://files.eric.ed.gov/fulltext/ED671888.pdf

[5] Education Law Center. "*Abbott v. Burke Overview*." https://edlawcenter.org/litigation/abbott-v-burke/. Not surprisingly, state courts in Louisiana, Alabama, Mississippi, Georgia and Florida have denied any legally enforceable right, even though Florida voters ratified new, stronger language regarding education rights in 1998 and 2002; see: Baker, B.D. (December 5, 2025). *Financing a High-Quality System of Free Public Schools for Florida's Children.* https://schoolfinance101.com/wp-content/uploads/2025/11/florida_school_finance_12.02.25.pdf

[6] Chen, R. (Aug. 8, 2025). "The New Jersey Constitution: A Tool of Good Governance, Not Partisan Politics" *State Court Report*. https://statecourtreport.org/our-work/analysis-opinion/new-jersey-constitution-tool-good-governance-not-partisan-politics

[7] New Jersey Legislature. NJ State Constitution. https://www.njleg.state.nj.us/constitution

[8] Education Law Center. "Abbott Decisions." https://edlawcenter.org/litigation/abbott-v-burke/abbott-decisions/

[9] Weber, M. A. (2025) Resetting School Funding for New Jersey's Next Decade https://www.njpp.org/publications/report/resetting-school-funding-for-new-jerseys-next-decade/
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[10] New Jersey students have a fundamental right to alternative education programs in lieu of long term suspension or expulsion. See: Harkness, J. (Oct. 13, 2021) "Policy Update: An Overview of Policies on Student Conduct and Discipline." NJ School Boards Association. https://www.njsba.org/school-leader/policy-update-an-overview-of-policies-on-student-conduct-and-discipline/

[11] Baker, B.D. (2025) Estimating the Costs of an Adequate Education in New Jersey https://www.njpp.org/wp-content/uploads/2025/10/NJPP.BakerEstimating-Costs-of-an-adequate-education_2025.pdf

[12] Baker, B.D., Di Carlo, M., & Weber, M.A. (2026). *The Adequacy and Fairness of State School Finance Systems.* The School Finance Indicators Database. https://www.schoolfinancedata.org/annual-reports/2026

[13] Baker, B.D. and Weber, M.A. (2023) New Jersey School Funding: The Higher the Goals, the Higher the Costs https://www.njpp.org/publications/report/new-jersey-school-funding-the-higher-the-goals-the-higher-the-costs/
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[14] Baker, B.D. & Weber, M.A. (2023). *Unlocking Academic Success: Revitalizing New Jersey's School Funding Formula for Student Achievement.* New Jersey Policy Perspective. https://www.njpp.org/publications/report/unlocking-academic-success-revitalizing-new-jerseys-school-funding-formula-for-student-achievement/

[15] Weber, M.A. (2025). How Does New Jersey Fund Its Schools — And How Can We Make It Fairer? https://www.njpp.org/publications/explainer/how-does-new-jersey-fund-its-schools-and-how-can-we-make-it-fairer/

[16] Harkness, J. (Oct. 13, 2021) "Policy Update: An Overview of Policies on Student Conduct and Discipline." NJ School Boards Association. https://www.njsba.org/school-leader/policy-update-an-overview-of-policies-on-student-conduct-and-discipline/

[17] Carrera, C. (Apr. 6, 2026). "'Disappointing' end to Lakewood school funding case odyssey." *NJ Spotlight.* https://www.njspotlightnews.org/2026/04/disappointing-end-to-lakewood-school-funding-case-odyssey/

[18] Regarding children with disabilities, see *Endrew F. v. Douglas County School District Re-1*, 137 S. Ct. 29 (U.S. 2016). Regarding children with limited English language proficiency, see *Issa v. School District of Lancaster*, no. 16-3528 (3d Cir. Jan. 30, 2017).

[19] Two federal cases are illustrative of this problem. In *Horne v. Flores*, the lower court re-organized a case brought against Nogales, AZ school district regarding the provision of services to English Learners, making the state, not the district, the defendant because of the state's failure to provide sufficient resources to Nogales and other school districts to provide sufficient services for English learners under EEOA. (*Horne v. Flores*, 557 US 433 - Supreme Court 2009) In. *C.G. v. Commonwealth,* the Federal District Court of the Middle District of Pennsylvania certified English Learners and children with Disabilities across Pennsylvania school districts as a class with the state to be named as

defendant. But, the court of appeals declared that there was insufficient evidence that the Commonwealth of Pennsylvania was responsible for districts having insufficient resources to comply with IDEA and EEOA. *CG v. Commonwealth*, Court of Appeals, 3rd Circuit 2013. A few years later, Pennsylvania's high court ruled the school funding formula unconstitutional in a case which involved overlapping districts with those involved in *C.G. William Penn School Dist. v. PA Department Of Education*, 170 A. 3d 414 - Pa: Supreme Court 2017.

[20] Arguments to this effect were presented by district officials in state constitutional litigation in Connecticut. Connecticut district court judge Thomas G. Moukawsher, in a lower court ruling in *Connecticut Coalition for Justice in Education Funding (CCJEF)* issued a lengthy diatribe (attached to his opinion) declaring the state constitutional obligation to all of the state's children supersedes federal statutory obligations for the few. *Connecticut Coalition for Justice in Education Funding, Inc. v. Rell*, Superior Court, judicial district of Hartford, Docket No. XO7-HHD-CV-145037565-S (September 7, 2016)