

# THE CENTER FOR TEACHING AND LEARNING

## DEPARTEMNT OF EDUCATION

### COURSE OUTLINE

- A. School Law
- B. **EDAD 589:** This course is in the specialty component of the advanced program in Educational Administration and Certification. It provides an overview of school law.
- C. Instructor: Henry Williams  
E-mail:
- D. Course Description: School Law (5 credits). For students enrolled in either the M.Ed. in Administration or the Administrator Certification Program. This course helps school practitioners anticipate and identify common legal problems and issues in education. This course prepares graduate students to use legal decisions to assist individuals with disabilities in creating an appropriate educational environment.
- E. Course Rationale: EDAD 589 provides students with content and strategies so they are familiar with applicable school laws, can anticipate important issues and recognize when it is appropriate to seek legal advice, and gain the skills needed to turn misunderstandings into positive experiences instead of court battles. This course employs the constructivist model of learning in which students, in interactions with their physical and social environments, create knowledge. The course is consistent with the following institutional missions and themes:
- F. Texts:  
School Law and The Public Schools (2008). By N. Essex; Edition 4. Allyn & Bacon.
- G. Learner Outcomes and Assessment: While completing an approved preparation program, all candidates for school administrator certification in the State of Washington must demonstrate general knowledge and skill competency related to the Interstate School Leaders Licensure Consortium (ISLLC) standards and Washington State Certification standards (WAC 181-78A-270).

ISLLC STANDARDS
<b>Standard 1:</b> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
<b>Standard 2:</b> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
<b>Standard 3:</b> A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
<b>Standard 4:</b> A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
<b>Standard 5:</b> A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
<b>Standard 6:</b> A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Learner Outcomes:** In this course (School Law) major emphasis will be placed on learner outcomes reflected in the knowledge and skills base addressed in the state and ISLLC standards which are cited in WAC 181-78A-270. Specific learner outcomes are delineated in the following section. **LiveText portfolios** will be required in this course.

**Performance and Assessment:** Student performance of the following skills and knowledge at the level of 75% or above will assure successful completion of EDAD 589.

Measurement:

OUTCOMES	ACTIVITIES	ASSESSMENT
<p><b>Leadership:</b> Standards 1, 2, 3, 4, 5, &amp; 6</p> <p>(a) Identify administrator role expectancy for school/community relations.</p> <p>(b) Identify inherent problems in present and past school/community relations.</p> <p>(c) View schools as a series of systems as well as a system within a larger system.</p>	<p>(a) Reading Text</p> <p>(b) Discussion/Research Activities</p> <p>(c) Research own district school/community policies and activities</p>	<p>Class feedback</p> <p>Portfolio postings on LiveText for review</p> <p>Case analysis for review</p>
<p><b>Information Collection:</b> Standards 1, 2, 3, 4, 5, &amp; 6</p> <p>(a) Understand information collection as an ongoing process and its importance.</p> <p>(b) Collect information through multiple modalities; summarize and describe this information in written and oral form.</p> <p>(c) Diagnose the information collection needs of the school.</p>	<p>(a) Reading Text,</p> <p>(b) Information collecting exercise</p> <p>(c) Discussion</p>	<p>Class feedback</p> <p>Portfolio postings on LiveText for review</p> <p>Case analysis for review</p>
<p><b>Problem Analysis:</b> Standards 5 &amp; 6</p> <p>(a) Identify and analyze appropriate responses to specific school/community situations.</p> <p>(b) Identify potential “hot spots” for school/community relation break-down.</p>	<p>(a) Case studies</p> <p>(b) Discussion</p>	<p>Class feedback</p> <p>Portfolio postings on LiveText for review</p> <p>Case analysis for review</p>
<p><b>Judgment:</b> Standards 1, 2, 3, 4, 5, &amp; 6</p> <p>(a) Make effective judgments about what is a real or a potential problem.</p> <p>(b) Organize information to enhance understanding for internal and external publics.</p> <p>(c) Judge the reliability, quality, and importance of information and ideas.</p> <p>(d) Determine the availability of information to solve problems and make decisions, and to be alert to new and unexpected information.</p> <p>(e) Examine information and ideas and demonstrate an understanding of ideas as they relate to the big picture.</p> <p>(f) Reach conclusions based on logic, control, emotions, and bias.</p> <p>(g) Use reflection to enhance judgment.</p>	<p>(a) Study several situations and make group judgments</p> <p>(b) Reading Text</p> <p>(c) Discussion with specific examples</p> <p>(d) Role play</p>	<p>Class feedback</p> <p>Portfolio postings on LiveText for review</p> <p>Case analysis for review</p>
<p><b>Organizational Oversight:</b> Standards 1, 3, &amp; 6</p> <p>(a) Work with faculty, parents, students, and other school stakeholders to establish operation goals that support strategic goals</p> <p>(b) Work collegially with faculty, parents, students, and community to organize in ways that make them more responsive to their environment</p>	<p>(a) Reading Text</p> <p>(b) Discussion</p>	<p>Class feedback</p> <p>Portfolio postings on LiveText for review</p> <p>Case analysis for review</p>

(c) Develop a pattern of participatory decision making, team work, and two-way communication that permeates every aspect and activity of the school organization		
<u>Implementation:</u> Standards 1, 2, & 5 (a) Clarify internal and external public roles in the process of implementation of specific goals and possible results (b) Coordinate activities and encourage collaboration among implementers (c) Monitor process and evaluate outcomes (d) Be supportive of others during process and reward progress toward goal	(a) Reading text (b) Research (c) Discussion	Class feedback Portfolio postings on LiveText for review Case analysis for review
<u>Measurement and Evaluation:</u> Standards 1, 2, 3, 4, 5, & 6 (a) Communicate to faculty, students, parents, and the larger community: <ul style="list-style-type: none"> <li>the major components of an assessment program designed to evaluate student outcomes</li> <li>the relationship of assessment to strengthen curriculum and instruction</li> <li>the relationship of student assessment to school assessment</li> <li>the relationship of assessment at the school site to assessment policies and outcomes at the district, state, and national levels</li> </ul>	(a) Reading text, student presentation, activities, parent communication, discussion, standardized tests, activity: identify specific school/community related policies	Class feedback Portfolio postings on LiveText for review Case analysis for review
<u>Philosophical and Cultural Values:</u> Standards 1, 2, 3, 4, 5, & 6 (a) Identify and appreciate the tensions underlying values, conflicts in American Education (b) Be aware of the diversity of cultural values present in the school community	(a) Reading text & role play, discussion (b) Students analyze their own school community	Class feedback Portfolio postings on LiveText for review Case analysis for review
<u>Legal Regulatory Application:</u> Standards 1, 2, 3, 4, 5, & 6 (a) Knowledge of constitutional provisions for individual rights guaranteed by the 1 <sup>st</sup> , 4 <sup>th</sup> , and 14 <sup>th</sup> Amendments (b) Understanding of how individual rights can directly and indirectly affect school and community relations	(a) Reading text & role play, discussion (b) Student examples shared	Class feedback Portfolio postings on LiveText for review Case analysis for review
<u>Policy and Political Influences:</u> Standards 1, 2, 3, 4, 5, & 6 (a) Understand the formal relationship between federal, state, and local district and school site policies (b) Clarify the role and importance of the school board and its affect on school and community relations (c) Profile the power relationship in your school setting and how it affects and influences decisions (d) Be aware of the political/religious interests of group inside and outside of the school setting (e) Identify issues and challenges of running and collaborating on a levy/bond election	(a) Reading text (b) Student presentation (c) Discussion (d) Choice/voucher/charter far right group assignment/activity (e) Question/answer activity	Class feedback Portfolio postings on LiveText for review Case analysis for review

## Assignment 1

Each student will be assigned specific cases from this Module. The cases will be assigned by the professor. After the completion of the briefs on the stated date, they will be posted in your LiveText portfolio and you will be required to do a presentation to class members ( power point required). **Assignment 1 accounts for 15 points of the final grade.** The briefs should be no more than five double-spaced pages in length and should include the following 10 items:

1. Complete citation;
2. Parties involved in the case;
3. The date the case was adjudicated;
4. Place where the case was adjudicated;
5. The facts of the case;
6. Issues or legal questions raised in each case;
7. The court's decision and rationale for each issue;
8. The educational implications of each issue;
9. Dissenting opinion (if applicable) and the reason for it; and
10. Personal view and comment on the case.

**The cases listed below are the leading cases in educational law that students will be assigned to read and develop briefs.**

### Compulsory Attendance

- *Pierce v. Society of Sisters*

### Religion in the Schools

- *Engel v. Vitale*
- *School District of Abingdon Township v. Schemp* and *Murray v. Curlett*
- *Lee v. Weisman*
- *Edwards v. Aguillard*

### Use of Facilities

- *Good News Club v. Milford Central School*

### School Fees

- *Hartzell v. Connell*

### Health Services

- *Berg v. Glen Cove City School District*

### Freedom of Expression

- *Tinker v. Des Moines Independent Community School District*
- *Bethel School District No. 403 v. Fraser*
- *Hazelwood School District v. Kuhlmeier*
- *Sherman v. Community School District*

### Suspension, Expulsion, and Disciplinary Transfer

- *Goss v. Lopez*
- *Gonzales v. McEuen*
- *Allen v. Casper*

### Corporal Punishment

- *Ingraham v. Wright*

#### Search of Students and Lockers

- *New Jersey v. T.L.O.*

#### Participation in Extracurricular Activities

- *Palmer v. Merluzzi*
- *Beeson v. Kiowa County School District RE*

#### Nonrenewal and Dismissal

- *Board of Regents of State Colleges v. Roth*

#### Freedom of Expression

- *Pickering v. Board of Education of Township High School District 205*
- *Mt. Healthy City School District Board of Education v. Doyle*

#### Academic Freedom

- *Fowler v. Board of Education of Lincoln County*
- *Wilson v. Chancellor*

#### Personal Appearance

- *East Hartford Education Association v. Board of Education of Town of East Hartford*

#### Teacher as Exemplar

- *Erb v. Iowa State Board of Public Instruction*
- *Gillett v. Unified School District No. 276*
- *Barcheski v. Board of Education of Grand Rapids*

#### Employment Discrimination

- *Marshall v. Kirkland*
- *Eckmann v. Board of Education of Hawthorn School District*

#### Teacher Bargaining

- *Lehnert v. Ferris Faculty Association*

### **Assignment II**

#### **RESEARCH PAPER ON A TOPIC RELATED TO SCHOOL LAW**

Students are to select a topic on school law, research the topic, and write a six-page .12 points, double-spaced paper. Reference case laws and statutory laws as required in writing your paper. Topics for the paper may be selected from the following list: **Assignment II accounts for 15 points of the final grade.** Paper will be presented to class members and have it posted in LiveText portfolio for review. (Power point required)

- Religion in the Schools
- Use of Facilities
- School Fees
- Health Services
- Freedom of Expression
- Suspension, Expulsion, and Disciplinary Transfer
- Corporal Punishment
- Search of Students and Lockers
- Participation in Extracurricular Activities
- Nonrenewal and Dismissal of Teachers
- Freedom of Expression
- Academic Freedom

- Personal Appearance
- Employment Discrimination
- Collective Bargaining for Teachers
- Historical Perspective on School Desegregation
- Individuals with Disabilities and the Law

### **Assignment III**

**Reflection:** Discuss ISLLC standard 6 as it relates to “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.” Write a six-page .12 points, double-spaced paper and post in your LiveText portfolio for review.

Assignment III accounts for **10 points of the final grade.**

#### **H. Grading Procedures:    Due Dates**

Assignment I:	15 points	(July 7 <sup>th</sup> )
Assignment II :	15 points	(July 21 <sup>st</sup> )
Assignment III:	10 points	(July 28)
Mid-Term Exam	30 points	(July 14 <sup>th</sup> )
Final Exam	30 points	(July 28 <sup>th</sup> )

**TOTAL 100 pts.**

#### **2. Grading Scale:**

(A) Range = 100 – 90 (B) Range = 89 – 82 (C) Range = 81 – 75 (below 75 = unsuccessful)

This class will focus on the practical application and importance of school law. This is partly a straight lecture class; therefore what is missed often cannot be made up at a later time. Students are expected to actively participate in presentations, class discussions, research and to critique issues related to school law.

#### **I. Professional Considerations:**

- Preparation:** Students will be expected to prepare thoroughly for each class by completing all readings, assignments/key points.
- Attendance:** Assignments and class participation make attendance essential.
- Modeling:** All students (seeking Washington State administrator certification or not) are expected to model behaviors characteristic of effective school leaders.

#### **K. Americans with Disabilities Act (ADA):**

Students who have special needs or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.