

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM
EDLE 612, Section A02, Summer 2014
EDUCATION LAW**

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Schedule Information

Location: Washington-Lee High School
1301 North Stafford Street, Room 2117
Arlington, VA 22201

Meeting Times: Monday & Wednesday, 4:30 p.m. – 7:30 pm

Course Description EDLE 612 Education Law

Catalog description: Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes a component on Special Education Law.

Nature of Course Delivery

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, and written and verbal assignments.

National Standards and Virginia Competencies

The course addresses VADOE Competencies, Educational Leadership Policy Standards (formerly the ISLLC Standards), and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3. Virginia competencies include: c(6) Legal issues and e(1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, candidates will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

General Goals

Content: Legal problems with students, parents, and community organizations are increasing in number and complexity, and official reactions and solutions to these problems are likely to be subject to judicial review.

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A wrong step can land the school administrator in court—with the accompanying expense, notoriety and often, embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize strife and increase their chances of success in suits if they know the law, anticipate problems and take precautionary steps. The body of school law, both statutory and case law, has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

Teaching and Learning:

1. Discussion is an important part of this course. All candidates are expected to make multiple, thoughtful contributions to each class discussion, based on careful reading of the text and consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing will be emphasized so that candidates will achieve the following objectives:
 - develop greater confidence in their ability to write expository, analytical, and persuasive prose;
 - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
 - produce written products immune to criticism from a skeptical public.

All written work is expected to be submitted on time as indicated below. All written work must be edited carefully before being submitted so candidates are turning in their best work.

Classroom Climate: A positive climate depends on cooperation among all students and with the instructor. Candidates need to work together to ensure that everyone has the confidence to participate honestly and energetically. Every candidate is expected to:

1. be fully prepared for each class session;
2. be attentive to others and respond thoughtfully and respectfully;
3. work toward a common purpose;
4. persevere through the common challenge of understanding education law; and
5. affirm one another's successes and help one another overcome weaknesses.

Course Objectives

This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students taking this course will:

1. Engage in reflective practice with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion and paper writing
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the Internet to obtain legal information.

Student Outcomes

The outcomes below are related to both suggested and required performances. All instructors are required to include the following performances:

1. Code of Ethics Development and Ethical Case Study Analysis
2. Legal Issue Analysis
3. Special Populations Paper and Presentation

Students will focus on major legal and ethical issues in education. At the end of this course, successful students will be able to:

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1. Verbally demonstrate an informed perspective on major topics in education law;
2. Analyze a case study involving the identification, placement and provision of programs and services for a student who is eligible pursuant to special education provisions;
3. Analyze key educational law issues in a manner that reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education.

Relationship of Course Goals to Program Goals

This course will enable students to develop knowledge, skills, and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials - Readings

Text: LaMorte, M. W. (2012). School Law: Cases and concepts (10th ed.). Upper Saddle, NJ: Pearson.

The required text is available in the GMU Bookstore in the Johnson Center.
Additional materials and hand-outs will be posted on Taskstream and/or distributed in class.

Virginia Code: <http://lis.virginia.gov/000/src.htm>

United States Code: <http://uscode.house.gov/search/criteria.shtml>

US Dept of Education: <http://www.ed.gov/index.jhtml>

George Mason University Library/LexisNexis Academic: <http://library.gmu.edu/>

Subscribe to National School Boards Association’s Council of School Attorneys’ Legal Clips:
http://legalclips.nsba.org/?page_id=2 (Weekly Digest)

Classroom Materials

In order to successfully complete required assignments, students must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and access appropriate websites (see recommended websites) for supplemental materials. **Correspondence by e-mail will use your Mason e-mail account.**

Outside-of-Class Resources

Candidates are required to use Taskstream (<http://taskstream.gmu.edu>) as part of this course. Vital information for the course will be posted on Taskstream; and we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Taskstream website. Online access is vital for the distance learning aspects of the course and is an important part of course participation grade. **All students are required to activate and monitor their GMU e-mail accounts.**

Cancellation Policy: If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Participation and Attendance (15 points)

Students are expected to attend every class for its entirety. **Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.** Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared (i.e., reading the assigned material)
- Demonstrate respect and civility (**avoid side conversations, multi-tasking, etc...**)
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class discussion in a meaningful manner
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

Written Assignments (85 points)

Since this is a graduate-level class, **high quality work** on all written assignments is expected. Students should refer to the appendices and rubrics for specific guidance on written assignments. Candidates are expected to submit their work on time; late papers will receive no credit, unless the Instructor is notified in advance and grants the request to submit work after the deadline has passed.

- | | |
|---|-----------------------------------|
| 1. Ethics Code and Case Study Analysis (25 points) | Directions & Due Date: Appendix A |
| 2. Legal Issue Analysis (30 points) | Directions & Due Date: Appendix B |
| 3. Special Populations Paper and Presentation (30 points) | Directions & Due Date: Appendix C |

Expectations for Written Work

Use appropriate grammar.

Writing should be the caliber of a graduate student.

Use Times Roman or Arial font and 12-point type size

Include a cover page with name, date, & assignment.

Follow APA guidelines (double space, references, etc.).

Spell correctly.

Type all work.

Write clearly.

Find a good proofreader!

Avoid plagiarism!!!!

Grade Appeals: Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.

| | | | |
|------------------------------|-----|---|---------------------|
| <u>Grading Scale:</u> | A+ | = | 100 percent |
| | A | = | 95 - 99 percent |
| | A - | = | 90 - 94 percent |
| | B+ | = | 86 - 89 percent |
| | B | = | 83 - 85 percent |
| | B- | = | 80 - 82 percent |
| | C | = | 75 - 79 percent |
| | F | = | 74 percent or below |

George Mason University Policies and Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).

b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

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c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

TASKSTREAM REQUIREMENTS

Every student registered for any Education Leadership course with a required performance-based assessment is required to submit their assessments to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Draft of Weekly Schedule and Reading Assignments

| Class | | Topic | Readings | Assignments Due |
|--------------|----------------------------------|---|--|--|
| 1 | April 28 | Review Syllabus & Course Intro to Law & Education Legal Brief(Reading & Analyzing Cases) | Reading Assignment for 4/28 Powerpoints (hand-out) Appendices A & B TEXT: Preface, pp.1-16 | |
| 2 | April 30 | Educational Governance Compulsory Attendance Homeschooling Finding Cases & Legal Resources | Reading Assignment for 4/30: Governance & Attendance Powerpoints (Taskstream) pp.16-24, Appendices C & D | |
| 3 | May 5 | Religion in Schools, Prayer, Equal Access Act Discuss Ethics assignment | Reading Assignment for 5/9: Religion Powerpoint(Taskstream) TEXT: pp. 24-29, 32-55, 59-68, 75-77 | Review sample Ethical Case Study |
| 4 | May 7 | Law & Ethics Work on Ethics assignment – --Brainstorm ethical dilemmas --Discuss ethical codes | Reading Assignment for 5/7: Horner.Ethics and Bon. Crossroads articles (Taskstream) Law&EthicsPowerpoint (Taskstream) | Bring a draft version of your Professional Code of Ethics |
| 5 | May 12 Online Activity | No Face-to-Face Class Ethical Case Study | Reading Assignment for 5/12: Ethical Case Study (Communications Taskstream tab) | |
| 6 | May 14 | Student Free Speech Rights Student Discipline FERPA & Defamation | Reading Assignment for 5/14: Free Speech, Discipline, FERPA Powerpoints (Taskstream) Case Study (assigned) TEXT: pp. 85-105, 110-129 | Ethics Assignment Due: May 16, 2014 |
| 7 | May 19 | Search & Seizure Athletics and Bullying Out-of-School Conduct | Reading Assignment for 5/19: Search & Seizure, Extracurricular Powerpoints, Bullying articles (Taskstream) TEXT: pp. 129-146,148-152, 154-157 | |
| 8 | May 21 | Liability & Negligence Child Abuse and Reporting Sexual Harassment | Reading Assignment for 5/21: Liability & Abuse and Harassment Powerpoints (Taskstream) TEXT: pp. 326-341, 345-349 | |
| 9 | May 26 | No Class – Memorial Day | | |
| 10 | May 28 | Teachers and the Law Due Process, Free Speech Academic Freedom Drug Testing | Reading Assignment for 5/28: Employment, Speech & Instruction Powerpoints Taskstream) TEXT: pp. 158-179,183-185, 189-197, 200-205 | Legal Issue Analysis Assignment Due: May 29, 2014 |
| 11 | June 2 | No Face-to-Face Class Employment Discrimination Online Activity | Reading Assignment for 6/2: TEXT: pp. 206-209, 213-214, 217-220, 226-228 | |
| 12 | June 4 | Students with Disabilities | Reading Assignment for 6/4: Special Education Powerpoints (Taskstream) TEXT: pp. 254-277, 284-286 | |
| 13 | June 9 | Choice Plans, Homeless Students English Language Learners Homeless Students NCLB & ESEA | Reading Assignment for 6/9: Taskstream Materials | Presentations (focus on ELL/Homeless/other disadvantages) |
| 14 | June 11 | | Reading Assignment for 6/11: | Presentations (focus on |

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|--|-------------------|-----------------------------|---|--|
| | Last Class | Choice Plans, Desegregation | Powerpoints & Articles (Taskstream) TEXT: pp. 229-240, 248-253, 312-3315, 320-325 Bring article on NCLB/ESEA | Student Race/Economic challenges/Students with disabilities) Special Populations Paper Due: June 11, 2014 |
|--|-------------------|-----------------------------|---|--|

NOTE: *The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.* ***Online activities are in lieu of face-to-face class meetings.**

APPENDIX A

Ethics Code, Case Study & Analysis

This assignment has three parts as described below and in detail in the Ethical Case Study Rubric:

DUE DATE: 5/16 /2014

ASSIGNMENT VALUE: 25 Points

I. Develop a Code of Ethics.

- A. Identify key ethical and legal principles, personal values, and provide a reference to the source of authority (e.g., theoretical, philosophical, personal beliefs, morals, etc...) for these principles and values.
- B. Examine several (at least 3) existing codes of ethics and provide the name and link to these codes in reference list for this assignment. Explain the influence of these codes on your personal development of a code of ethics.
- C. Develop your own personal code of ethics.

II. Identify and write about a case study that involved an ethical dilemma in your school system, then use your Code of Ethics to analyze the case study.

- A. Identify the rights and interests of all individuals involved in the case study.
- B. Explain how you used your code of ethics to analyze the ethical dilemma in your case study.
- C. Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Ethics Code to analyze the identified ethical dilemma.

- A. Explain briefly why you chose this colleague and describe the general nature of the discussion.
- B. Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethics code to the case study analysis.
- C. Formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of decision making in the school.

EDLE 612 Ethics Code & Case Study & Analysis

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does Not Meet Expectations | Score/Level |
|---|--|--|--|---|-------------|
| ELCC 5.1 Candidates demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principles. (15%) | The candidate develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics; and clearly explains how the developed code reflects understanding of the ethical and legal principles that are critical to school leadership. | The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics; and explains how the developed code reflects general understanding of the ethical and legal principles that are critical to school leadership. | The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics; and explains how the developed code reflects general understanding of the ethical and legal principles that are critical to school leadership. | The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics; and discussion of the developed code lacks evidence of understanding the ethical and legal principles that are critical to school leadership. | |
| ELCC 5.3 Candidates understand and safeguard the values of democracy, equity, and diversity within the school. (25%) | The candidate thoroughly describes an ethical dilemma and carefully evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates in-depth understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate briefly describes an ethical dilemma and evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate poorly describes an ethical dilemma and evaluates school policy and procedures that would support resolution of the dilemma. The candidate demonstrates limited understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate fails to describe an ethical dilemma, and also fails to evaluate school policies and procedures that would support resolution of the dilemma. The candidate fails to demonstrate understanding of the need to promote democratic values, equity, and respect for diversity. | |
| ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, | The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an | The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma; | The candidate describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the | The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the | |

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does Not Meet Expectations | Score/Level |
|--|---|--|---|---|--------------------|
| and ethical behavior as related to their roles within the school. (25%) | ethical dilemma; and analyzes the leadership decision demonstrating specific awareness of established ethical standards and practices. | and analyzes the leadership decision, explaining established ethical standards and practices. | leadership decision, explaining established ethical standards and practices. | leadership decision, explaining established ethical standards and practices. | |
| ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (25%) | The candidate uses the code of ethics to analyze the case and clearly demonstrates commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate applies the code of ethics to the case and demonstrates commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate inadequately applies the code of ethics to the case and fails to clearly demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate fails to apply the code of ethics to the case and fails to demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | |
| Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. (10%) | The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent. | The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good. | The paper contains spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are adequate. | The paper contains far too many spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor. | |

APPENDIX B

Legal Issue Analysis

Students are expected to respond thoroughly (*4-6 pages double-spaced per question*) to questions #1 and #2. Be sure to adhere to the expectations for written work, the specific directions provided for each issue, and to the general guidelines in the Legal Issue Analysis Rubric for each segment. For each scenario below, carefully explain how you ~ assume the role of an assistant school principal ~ would proceed in this scenario given your astute legal knowledge. ☺

DUE DATE: 5/29/ 2014

ASSIGNMENT VALUE: 30 Points

1. Students' Rights (Focus on discipline, search & seizure): Focus on the key issues - **discipline and search & seizure**. Jane I. and Jack B. are two students who are suspected of being involved in a gang because some of their friends are suspected gang members. As the assistant principal, you have been keeping a fairly close watch over them because of your suspicion and because of their recent discipline incidents – both students were suspended for fighting in the past month. You then witnessed both students after school, still on school grounds, passing around what appeared to be an illegal substance, possibly a marijuana joint. Is this enough information to conduct a search of Jane's and Jack's pockets, backpacks, and lockers to find out additional information to support your investigation into their activities? Explain why or why not. Would Jane or Jack be suspended under your school policy? Explain how your policy applies and what due process must be afforded to the students. Be sure your responses to these questions are clearly supported using local policy, key cases, state statutes, and constitutional provisions. Conclude your discussion with sound legal, ethical, and practical advice regarding the fair and ethical treatment of students, and identify school-wide practices that administrators should adopt and follow in their quest to maintain a safe and secure school while also protecting the educational and constitutional rights of students.

2. Non-constitutional issues (Focus on sexual harassment, child abuse, immunity, liability): Identify and discuss the key cases and state and federal statutes that are applicable to the following fact pattern – focus on the issues identified – sexual harassment, child abuse, immunity, liability. You were conducting a safety inspection of the athletic fields and stadium area on Friday after school and observed an unusual incident on the soccer field. At first you just dismissed the interaction between coach and player; specifically you observed a hug that appeared to be intimate and lasted far too long. You have encouraged coaches to limit the degree of familiarity between coach and player given increasing news reports of inappropriate relationships. You are worried that what happened between the student-player and her coach was sexual harassment or maybe even child abuse. As the assistant principal, you realize that you have both an ethical and legal obligation to protect students from sexual harassment, to report suspected child abuse or sexual harassment, and to limit the school system's liability for negligence. At the same time, you are aware that the coach has rights also and so you are hesitant to risk ruining the coach's reputation if you simply misinterpreted the incident. Identify the various issues involved in this scenario and provide a careful discussion of the statutory laws, cases, school policies and ethical principles that guide your reasoning and ultimate resolution of issues.

EDLE 612 Legal Issue Analysis

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaches Expectations | Falls Below Expectations | Score/Level |
|---|--|---|---|--|--------------------|
| Introduction (5%) | Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview of the case study analysis for the reader. | Analysis begins with a general statement of purpose. The introduction provides a basic overview of the case study analysis for the reader. | Analysis begins with an unclear or limited statement of purpose. The introduction provides an incomplete overview of the case study analysis. | Analysis begins with a confusing and unclear statement of purpose. The introduction fails to provide an overview of the case study analysis. | |
| ELCC 3.3 Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Candidates evaluate and proposes implementation of discipline management plans (for staff and students). (10%) | Candidate identifies at least two school policies or procedures and thoroughly explains how these policies and procedures are applicable to promoting a safe school environment for staff and students. Candidate clearly evaluates and proposes the implementation of discipline management plans (for staff and students). | Candidate identifies at least two school policies or procedures and explains the school-based policies and procedures that are applicable to promoting a safe school environment for staff and students. Candidate evaluates and proposes the implementation of discipline management plans (for staff and students). | Candidate identifies a school policy or procedure but provides a limited explanation of how the policies or procedures are applicable to promoting a safe school environment for staff and students. Candidate evaluates but does not clearly propose the implementation of discipline management plans (for staff and students). | Candidate identifies a school policy or procedure but fails to explain how the policy or procedure is applicable to promoting a safe school environment for staff and students. Candidate fails to evaluate or propose the implementation of discipline management plans (for staff and students). | |
| ELCC 6.1 Candidates understand and can advocate for schools, students, families, and caregivers. (15%) | Candidate includes multiple citations of constitutional, statutory and case laws, policies and regulations that inform decision making and advocacy for all members of the school community. | Candidate includes citations of constitutional, statutory and case laws, policies and regulations that inform decision making and advocacy for all members of the school community. | Candidate includes citations of constitutional, or statutory and case law, policies and regulations that inform decision making and advocacy for all members of the school community. | Candidate includes omits citations of constitutional, statutory and case law, policies and regulations that inform decision making and advocacy for all members of the school community. | |
| ELCC 6.2 Candidates | Candidate's written analysis of | Candidate's written analysis of | Candidate's written analysis of | .Candidate's written analysis of | |

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaches Expectations | Falls Below Expectations | Score/Level |
|---|--|--|---|--|--------------------|
| understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%) | political, social, economic, legal and cultural context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders. | political, social, economic, legal and cultural context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders. | political, social, economic, legal and cultural context is limited. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders. | political, social, economic, legal and cultural context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders. | |
| ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%) | Candidate presents a comprehensive discussion that includes specific references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students. | Candidate presents a general discussion that includes specific references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students. | Candidate presents a general discussion that includes implied references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students. | Candidate presents an inadequate discussion with no reference to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students. | |
| ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (10%) | Candidate includes a thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency. | Candidate includes a general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency. | Candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency. | Candidate includes omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency. | |
| ELCC 5.4 Candidates understand and can evaluate the potential moral | Candidate clearly demonstrates an in-depth understanding and awareness of the | Candidate demonstrates a general understanding and awareness of the | Candidate demonstrates limited understanding and awareness of the | Candidate fails to demonstrate understanding and awareness of the need to consider | |

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaches Expectations | Falls Below Expectations | Score/Level |
|---|--|---|---|---|--------------------|
| and legal consequences of decision making in the school. (10%) | need to consider moral, ethical, and legal consequences of decisions that impact the school environment. | need to consider moral, ethical, and legal consequences of decisions that impact the school environment. | need to consider moral, ethical, and legal consequences of decisions that impact the school environment. | moral, ethical, and legal consequences of decisions that impact the school environment. | |
| Discussion of information and references is useful and instructive. (10%) | Candidate gathers numerous (8-10) high quality reference sources; provides clear & thorough discussion; and conducts critical evaluations of references. | Candidate gathers several (6-7) high quality reference sources; provides solid discussion; and conducts evaluations of references. | Candidate gathers several (6-7) but not high quality reference sources; provides some discussion; and conducts limited evaluations of references. | Candidate gathers insufficient and poor quality reference sources; provides insufficient discussion; and conducts insufficient evaluations of references. | |
| Organization, mechanics and proofing of paper. (10%) | Paper is well-organized; error-free; non-discriminatory language is used, clear sentence structures are used; correct APA format is used. | Paper is organized; occasional grammatical or word errors; non-discriminatory language is used, clear sentence structures are used; a few unclear word choices; APA format is used. | Paper is somewhat organized; several errors; language is discriminatory, sentence structures are unclear; word choices are confusing; incorrect APA format is used. | Paper is poorly organized; many errors; discriminatory language, sentence structures are poor; word choices are confusing; no APA format is used. | |

APPENDIX C

Special Populations Paper and Presentation

This assignment has two parts as described below; please also carefully review the **Special Populations Paper Rubric**:

DUE DATE: June 11, 2014

ASSIGNMENT VALUE: 30 Points

Students are expected to identify an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students as well as the rights of families and caregivers. Students will then complete a 5-7 page report in which they analyze significant statutes, regulations, court cases, and recent literature/references that are pertinent to the issue or topic of interest, **specifically an issue related to students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student learning and educational opportunities.** This 5-7 page report should provide an overview of significant laws and policies and identify recent case law (within past 5 years); although students may include one or two historic or landmark cases as appropriate, as well as include a reference page of all cases, materials, literature, policies, laws consulted in preparation of the report. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. The 5-7page report must include an appendix with at least 5 case briefs that lay the foundation for the issue and concepts discussed in the paper. This report should be organized to provide an overview of the issue, a legal and ethical critique of the laws, policies and cases, a synthesis of impact on practice, and suggestions for future implementation strategies. A one page summary of the report (or powerpoint) will be shared with colleagues during an in-class presentation. Students will have approximately 15-20 minutes for an in-class presentation to summarize the policies, laws, regulations, key ideas, and strategies emerging from their legal updates report. The presentation should include time for questions, discussion, and interaction with colleagues. See class schedule for presentation dates depending on paper topic selected.

EDLE 612 Special Populations Paper and Presentation

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Falls Below Expectations | Score/Level |
|--|--|--|---|--|-------------|
| Introduction 5% | Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview. | Analysis begins with a brief statement of purpose. The introduction provides a basic overview. | Analysis begins with an unclear or limited statement of purpose. The introduction fails to provide a sufficient overview. | Statement of purpose is confusing and unclear. The introduction fails to provide an overview. | |
| ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. 20% | Candidate's written analysis of school policies and practices is outstanding and reveals clear commitment to promote equity and social justice for all students. | Candidate's written analysis of school policies and practices is thorough and reveals commitment to promote equity and social justice for all students. | Candidate's written analysis of school policies and practices is sufficient and reveals commitment to promote equity and social justice for all students. | Candidate's written analysis of school policies and practices is minimal and fails to reveal commitment to promote equity and social justice for all students. | |
| ELCC 6.2 Candidates understand local, district, state, and national decisions affecting student learning. 20% | Candidate provides extensive discussion of the local, district, state and national policies, laws and court decisions that affect student learning. | Candidate provides sufficient discussion of the local, district, state and national policies, laws and court decisions that affect student learning. | Candidate provides limited discussion of the local, district, state and national policies, laws and court decisions that affect student learning. | Candidate provides insufficient discussion of the local, district, state and national policies, laws and court decisions that affect student learning. | |
| ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 15% | Candidate identifies at least 3-4 ethical (moral) and legal principles from highly relevant sources that support decision making about the identified topic/issue. | Candidate identifies at least 3-4 ethical (moral) and legal principles from appropriate sources that support decision making about the identified topic/issue. | Candidate identifies 2-3 ethical (moral) and legal principles from acceptable sources that reasonably support decision making about the identified topic/issue. | Candidate identified only 2 ethical (moral) and legal principles from questionable sources that insufficiently support decision making about the identified topic/issue. | |

| Levels/Criteria | Exceeds Expectations | Meets Expectations | Approaching Expectations | Falls Below Expectations | Score/Level |
|---|--|--|---|--|--------------------|
| ELCC 6.1 Candidates advocate for schools, students, families, and caregivers. 15% | Candidate's written analysis includes clear and specific reference to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education. | Candidate's written analysis includes several references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education. | Candidate's written analysis includes minimal reference to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education. | Candidate's written analysis fails to include references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education. | |
| Discussion of information and references is useful and instructive. 15% | Candidate gathers at least 8 high quality reference sources; provides clear & thorough discussion; and explains applicability of references. | Candidate gathers 6-8 references, but not all are from high quality sources; provides solid discussion; and explains applicability of references. | Candidate gathers at least 6 references sources, but few are from high quality sources; provides some discussion; and weakly explains applicability of the references. | Candidate gathers insufficient and poor quality reference sources; provides insufficient discussion; and poorly explains applicability of the references. | |
| Organization, mechanics and proofing of paper. 10% | Paper is well-organized; nearly error-free; candidate uses non-discriminatory language, clear sentence structures; and correct APA format. | Paper is organized; contains few grammatical errors; non-discriminatory language, clear sentence structures; a few unclear word choices; and correct APA format. | Paper is somewhat organized; several errors; discriminatory language, unclear sentence structures; confusing word choices; and incorrect APA format. | Paper is poorly organized; extensive errors; discriminatory language, poor sentence structures; confusing word choices; no APA format. | |