

Course Name: ELCS 6304
Law & Policy for School Leaders

Semester/Year: Fall 2020
Mondays (5:30 p.m.–8:30 p.m.)

Instructor Information:

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Office Location: Upon Request
Office Hours: Upon Request
Day(s) and Time Course Meets: Monday evenings from 5:30 p.m.-8:30 p.m.
Day and Time of Final Exam: Online during the week of November 30, 2020
Due by December 2, 2020 by midnight

Course Description:

The goals of this course are to introduce future school leaders to legal issues they may confront in their jobs and to enhance their ability to solve, avoid, or manage those legal problems. In addition, the course strives to heighten school leader's awareness of their responsibility to maintain a safe learning environment for students and to give them tools to help them make their learning environments safer.

Learning Objectives/Outcomes:

The major objective of this course is to teach the fundamental concepts of American school law. The course will strengthen knowledge, skills, and critical insights into school law.

Upon completion of this course, students will be able to:

1. Understand the historical aspects of school law and how laws of government(s) and governing agencies affect school administration;
2. Understand school law as applied in Texas and how it affects school policy, school leadership, and school administration;
3. Understand how the study of law prepares an administrator to lead and manage educational systems within the law, but without constricting exemplary practice;
4. Understand what it means to be sued in a court of law and how to appropriately respond; and
5. Know and be able to apply relevant professional legal and ethical standards.

Materials / Required Readings:

Required Textbooks

Essex, N.L. (2016). School law and the public schools: A practical guide for educational leaders. (6th ed.), New York: Pearson.

Walsh, J., Kemerere, F., & Maniotis, L. (2018). The educator's guide to Texas school law. (9th ed.), Austin: The University of Texas Press.

All additional texts/readings will be provided to students and/or placed on Blackboard for student access.

Great sources for writing non-experimental APA style research papers:

- Purdue OWL Online Writing Lab- <https://owl.english.purdue.edu/owl/resource/560/01/>
- Easy Bib- <http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/>
- Citation Machine- <http://www.citationmachine.net/apa/cite-a-book>

Critical Standards Project:

Each student will prepare an approximately 1.5 - 2-hour professional learning presentation for teacher leaders on a major topic or topics of school law affecting either students or educators. The presentation must include relevant local, state, and federal law and include any relevant case law specific to legal protections for students or faculty. The professional development should incorporate the following:

1. An analysis of at least **4 landmark court cases** related to the topic(s) of study (a list to choose from will be provided).
2. A review of at least **2 scholarly articles** related to the topic(s) of study.
3. Appropriate **audio/visual** presentation.
4. Appropriate **handouts** for the class (take-aways that will help the participants when they become administrators).
5. **Interactive virtual learning activities** for the participants to become involved in during the professional development.

Grading for Professional Development Presentation and Material Provided

(everything should be submitted to Blackboard by midnight Friday of the week of your presentation):

1. Each student will **upload the 4 court case analysis (following the rubric)** in Blackboard for grading. These are 4 assignments which will be graded and included in your overall course average.
2. **Each student will upload the 2 scholarly article reviews (following the rubric)** in Blackboard for grading. These 2 assignments which will be graded and included in your overall course average.
3. Each student should engage the class **in a professional development opportunity** which lasts approximately 1.5 -2 hours.

Presentation Components	Requirements	Point Value
Four (4) court case analysis Reports	<ul style="list-style-type: none"> • Upload all four reports for 4 grades (each worth 100 points). • Follow the rubric for each report. • Handouts for the class are provided for each court case. 	100 per case analysis (400 total)
Two (2) Scholarly Article Reviews	<ul style="list-style-type: none"> • Upload two reviews (each worth 100 points). • Follow the rubric for each review. • Handouts for the class are provided for both articles. 	100 per case analysis (200 total)
Handouts	<ul style="list-style-type: none"> • Each presentation should provide the class with appropriate handouts. 	/25
Audio/Visual Components	<ul style="list-style-type: none"> • Each presentation should include audio/visual components 	/25
Interactive Activities	<ul style="list-style-type: none"> • Each presentation should engage the class in interactive virtual learning resources. 	/25
Topics are Thoroughly and Accurately Covered	<ul style="list-style-type: none"> • The student engages the class in a professional development opportunity which lasts approximately 1.5 - 2 hours. • If time of the presentation is short, the student knows how to extend and challenge the participants in a meaningful discussion related to the topic(s) assigned. • Each topic listed in the course syllabus for the presentation assignment is thoroughly researched and presented. • The student's research is accurate. 	/25 (Total of 100 points for presentation)

Presentation Topics and Dates

Presentation Date	Topics of Study	Textbook Chapters	Court Case Choices (4 required)
1. Sept. 21	Religion in the Public Schools	Essex- 2 Walsh- 7	<ul style="list-style-type: none"> • Engle v Vitale • Good News Club v. Milford Central School • Santa Fe Independent v. Doe • Lee v. Weisman • Lemon v. Kurtzman • Everson v. Board of Education
2. Sept. 21	Students' Rights and Restrictions Discipline and School Safety	Essex- 3, 4 Walsh- 6*, 8, 9*, and pp. 49-54.	<ul style="list-style-type: none"> • Tinker v. Des Moines Independent Community School District • Carey v. Piphus • Bethel School District No. 403 v. Fraser • Hazelwood School District v. Kuhlmeier • Goss v. Lopez • Ingraham v. Wright • New Jersey v. T. L. O • Horton v. Goose Creek ISD
3. Sep. 28	Students with Disabilities Liability and Student Records	Essex- 5, 7 Walsh- 3, 9*	<ul style="list-style-type: none"> • Board of Education of Hendrick Hudson Central School District v. Rowley • Thomas v. Atascadero Unified School District • Hoffman v. Board of Education of City of New York • Garlick v. Oak Park and River Forest High School District #200 • Rhea v. District Board of Trustees of Santa Fe College • Owasso ISD No 1-011 v. Falvo • Grube v. Bethlehem Area School District • Timothy W. v. Rochester
4. Oct 12	School Personnel and Liability School District Liability Qualified Immunity Teacher Freedoms	Essex- 6, 8 Walsh- 6*, 9*, 10	<ul style="list-style-type: none"> • Wood v. Strickland • King v. Kartenson • Roberts v. Robertson County Board of Education • Hawkins County v. Davis • Rogers v. Butler • Hyman v. Green

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5. Oct 19	Discrimination in Employment Recruitment, Tenure, Dismissal and Due Process	Essex-9, 10 Walsh- 4, 5	<ul style="list-style-type: none"> Gebser v. Lago Vista Independent School District Davis v. Monroe County Board of Education Board of Regents of State Colleges v. Roth Eckmann v. Board of Education of Hawthorn School District Barcheski v. Board of Education of Grand Rapids Public Schools Ysleta ISD v. Monarrez Cleveland Board of Education v. Loudermill East Hartford Education Association v. Board of Education of Township of East Hartford
6. Nov 9	Instructional Programs Attendance Campus and District Accountability School Finance	Essex- 11, 13 Walsh- 1, 2*	<ul style="list-style-type: none"> San Antonio Independent School District v. Rodriguez Rose v. Council for Better Education Zelman v. Simmons-Harris TEA v. Leeper Edgewood ISD v. Kirby Campbell County School District v. State
7. Nov 9	School Desegregation Ethical Leadership	Essex- 12 Walsh- 2* Texas Administrative Code, Chapter 247 (Code of Ethics and Standard Practices for Texas Educators)	<ul style="list-style-type: none"> Plessy v. Ferguson Brown v. Board of Education of Topeka (1954) Brown v. Board of Education of Topeka (1955) Green v. County School Board Swann v. Charlotte-Mecklenburg Board of Education Keyes v. School District No. 1 7 Milliken v. Bradley
*Some chapters overlap with several assigned topics. Students should reference the chapters for their topic.			

(Self-Selected) Court Case Analysis Report

Each student will prepare a total of six (6) court case analysis reports during the semester (2 individual reports and 4 reports connected to your assigned presentation topic). In the **Educator's Guide** textbook, you will find in Appendix A information regarding court case reports (How to Find and Read a Court Case). Reading this along with the information in the **Essex text**, will prepare you for this task.

- **Each student will be responsible for 4 court cases, related to their assigned presentation topic, to analyze.** Students will upload each of your analysis reports for grading AND present the case analysis during their presentation.
- Additionally, each student will self-select **2 additional court cases** to independently analyze and upload for grading.

Using this template as a guide, in narrative form develop your case analysis report. You will note that there is one added reflective component to this task. You will write a brief (200 words minimum) reflective paragraph on the learning experiences of this task and how it may affect your future as an administrator.

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Court Case Analysis Report Rubric

Item	Contents	Point Value	Points Earned
1	<u>Title and Citation</u> <ul style="list-style-type: none"> The title of the decision contains the name of the litigants. A judicial citation contains the volume number and page number of the reporter system(s) in which the decision appears. The year in which the decision was issued A complete citation includes reference to all reporter systems, official or unofficial, in which the decision appears. Use an essay format. List the level and type of court. Use APA format for sources. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	10	
2	<u>Facts</u> <ul style="list-style-type: none"> Facts include the actual circumstances, events, or occurrences involved in the case. Disputed facts must be resolved at the trial level. Appellate courts do not decide questions of facts. Their decision is based on the facts given. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	20	
3	<u>Issues</u> <ul style="list-style-type: none"> An issue is a disputed point or question of law on which a legal action is based. One of more issues may be presented in a single case. Issues are of two types: <ul style="list-style-type: none"> <u>Procedural</u>- involve specific disputed questions of law, and these issues are the basis for an appeal to a higher court. <u>Substantive</u>- involve broader question of legal rights and principles No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	15	
4	<u>Holding</u> <ul style="list-style-type: none"> The court's decision consists of a holding or holdings in regard to the question or questions before it and usually includes an opinion stating reasons for the particular holding(s). No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	15	
5	<u>Legal Doctrine</u> <ul style="list-style-type: none"> Court decisions generally are based on a particular legal doctrine or principle. Analysis of a decision includes identifying the doctrine or principle and determining how it is affected by the decision. Discuss the significance of the court case decision. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	15	
6	<u>Reflective Synthesis (Requirement: At least 200 words)</u> <ul style="list-style-type: none"> Reflective paragraph on the learning experiences of this task and how it may affect your future as an administrator. Personal connection to you as an educational leader (Self-selected cases) No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	20	
7	<u>References and</u> <ul style="list-style-type: none"> APA Format No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	5	
8	Total Points	100	

Scholarly Article Review/Reflection (2)

Scholarly Article	Points
<ul style="list-style-type: none"> A scholarly source was used. A correctly written APA title page and running header is provided. APA errors will receive point deductions. 	/10
<ul style="list-style-type: none"> Provide a brief summary of the article (200-300 words). No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/30
<ul style="list-style-type: none"> Provide your reflective response to reading this article (200-300 words). The reflection should specifically state how this article will impact you when you become an administrator. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/30
<ul style="list-style-type: none"> Formulate 2 questions you would ask your classmates if you were presenting this article to them. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/20
<ul style="list-style-type: none"> Include a properly formatted reference page, as per APA guidelines. 	/10
Total Points Earned	/100

Each presentation will review and reflect on **two (2) scholarly news articles** which relate school law topic(s) assigned. Students write a review of each article which should include a summary (200-300 words) and a personal reflection (200-300 words), specifically discussing how the information in the article will impact the learner when they become an administrator.

Students should search for scholarly news articles from a scholarly source, such as the following:

Examples of scholarly sources:

- ASCD Educational Leadership
- Phi Delta Kappan
- American Educational Research Journal
- Educational Administration Quarterly
- NASSP Principal Leadership
- NAESP Principal
- AASA School Administrator

"Online Blackboard" Professional Journal Case Study Assignments (6) and Due Dates

Each Professional Learning Journal (PLJ) should be posted on the **DISCUSSION BOARD** for other students to read and respond. Each "Online Blackboard" class date will have two choices of PLJs to read and respond, based on the prompts in the textbook. Students must select **one** case study and post onto Blackboard. Follow the rubric below for full credit. In addition, you must respond to your **non-selected** topics' posts in order to receive the 100 points for your discussion response.

Due Date	Essex Page #	Case Study
1. Aug. 31, 2020	15	<i>Local School Board Policies</i>
2. Aug. 31, 2020	48	<i>Religion and Student Expression (Example here)</i>
3. Sept. 14, 2020	98	<i>Search of Student Involving Protruding Object</i>
4. Sept. 14, 2020	124	<i>Cyberbullying</i>
5. Oct. 5, 2020	154	<i>Isolation and Restraint</i>
6. Oct. 5, 2020	184	<i>Liability and Playground Supervision</i>
7. Oct. 26, 2020	200	<i>Student Records and FERPA</i>
8. Oct. 26, 2020	204	<i>Student Records and Breach of Confidentiality</i>
9. Nov. 2, 2020	220	<i>Flag Salute- A Nonconforming Teacher</i>
10. Nov. 2, 2020	224	<i>Negative Comments on Facebook Posted by a Teacher</i>
11. Nov. 16, 2020	280	<i>Insubordination- Failure to Change a Student's Grade</i>
12. Nov. 16, 2020	313	<i>Immunizations and Religion</i>

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Professional Learning Journal for Case Studies Rubric

Criteria	Points
Addresses all Questions in Prompt <ul style="list-style-type: none"> The student clearly and coherently addresses every aspect of the case study prompt in the textbook. The student uses an essay format and adheres to APA guidelines (Do not simply answer the questions in a numbered format. This lack of effort will earn you a zero on the assignment). The student's answers and explanations are detailed and clearly stated. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/40
Supports Answer <ul style="list-style-type: none"> The student <u>references and cites BOTH textbooks</u> within the students' paper (properly documented) to support answers and explanations. The student <u>references and cites at least ONE additional reference source</u> within the student's paper (case law, internet resource, or scholarly books/articles). No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/40
APA Format <ul style="list-style-type: none"> The student has a correctly formatted paper, according to APA guidelines. The student correctly credits reference sources within their text, according to APA guidelines. The student has a correctly formatted reference page, with all sources used for reference listed, according to APA guidelines. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions). 	/20
Total Points for Initial Post	/100
Response to Other Students' Posts <ul style="list-style-type: none"> Read and respond to <u>one</u> additional students' posts. Make a connection to what they share, add to their post, or ask clarifying questions. "Online Blackboard" discussions should be viewed as professional email communication, so be sure to use proper grammar, spelling, and punctuation. 	/100

Field Experience Assignment – Administrator Interview/Survey

Schedule a time and conduct an interview with three campus- or district-level administrators (**one district level administrator is required**). Ask the questions on the rubric **and at least three appropriate follow-up or related questions**. Record (in notes) the responses and obtain the permission signature of the administrator at the end of this form. You will upload your recorded notes, signature pages, and reflection paper to Blackboard by the due date. (You may type the responses or turn in hand-written responses (must be legible) to the questions. You may use additional pages if needed. If you use a recording device, you must add that information to the permission section of this assignment.) This will be 10% of your grade.

Field Experience Rubric

Item	Content	Points
1	The student asks three current campus- or district-level administrators six questions, including the following: a) What legal issues do you deal with the most in your job? b) What legal issue causes you the most stress? How do you manage your job to prevent this issue from affecting your school and career? c) What advice can you give a prospective school leader about keeping up with legal issues that may affect school policies? d) Follow-up question e) Follow-up question f) Follow-up question	/10
2	The student records each administrator's answers in a coherent manner. No errors expected (grammatical, punctuation, and spelling errors will receive point deductions).	/30
3	Each administrator interviewed signed a permission form, and all forms are uploaded with student's final paper.	/10
4	The student explained the following in an essay format: a) What did you learn from the results of these interviews? b) Did the responses align with the article by Perry Zirkel (refer back to the first night of class)? If so, how? If it does not align, what are the major differences? c) How will the results of these interviews impact your preparation in becoming a school or district administrator? d) What will you do differently as a result of these interviews?	/50
Total Points		/100

Midterm Exam Essay

There is a midterm exam which will cover information presented in the class, PowerPoints, and assigned readings. Each chapter will have key terms to guide your studying. The format of the exam will be to select and respond to 3 essay prompts from a list of 5. No make-up exams will be given. It is advisable to take the midterm by the scheduled time. You will only be allowed one attempt. All semester exams will be available on Monday starting at 12:00 noon and will close by 11:59 p.m. Central on Friday. **The midterm will be 10% of your grade.**

Final Exam Essay

The Final Exam is cumulative, covering information presented in the class, PowerPoints, and assigned readings. Each chapter will have key terms to guide your studying. The format of the exam will be to select and respond to 3 essay prompts from a list of 5. No make-up exams will be given. It is advisable to take the final exam by the scheduled time. All semester exams will be available on Monday starting at 12:00 noon and will close by 11:59 p.m. Central on Wednesday. You will only be allowed one attempt at the Final Exam, and no make-ups will be offered. **The final exam will be 10% of your grade.**

Essay Exam Rubric

Category	Requirements	Points Earned
Addresses Question (for each question)	<ul style="list-style-type: none"> The student clearly, coherently, and thoroughly answers the question in an essay (written paper) format. The student is detailed and provides examples and support for their explanation. The student's answer and explanation are sound, logical, and supported by law and research. The student adheres to APA format. The student uses standard English and has no grammatical/punctuation/spelling errors. 	/12.5
Supports Answer for Question (for each question)	<ul style="list-style-type: none"> The student uses both class textbooks to support answer. Both textbook authors are cited within the student's paper. Court cases related to the topic are referenced and cited in the student's paper. Each reference to class textbooks are correctly cited as per APA format. The student uses standard English and has no grammatical/punctuation/spelling errors. The student includes a correctly formatted reference page, using APA (just one reference page for entire exam). 	/12.5
Total Points Earned Per Question		/25

The following criteria will be used to determine a weighted average for the course grade.

Assignment	Weight	Syllabus Page
1- Critical Standards Project (all information listed on the rubric, 4 court case analysis reports, and 2 scholarly articles)	25%	2
2- Self- Selected Court Case Analysis (2)	20%	5
3- "Online Blackboard" Professional Learning Journals (6)- 1 per week when not meeting "Face-to-face Zoom".	25%	7
4- Field Experience: Interview of 3 administrators	10%	8
5- Midterm Essay: Address 3 of 5 prompts/scenarios	10%	8
6- Final Essay: Address 3 of 5 prompts/scenarios	10%	8

TOPICAL OUTLINE

- | | |
|--|---|
| 1. Educational Governance and Legal Framework | 7. Individuals with Disabilities and the Law |
| 2. Religion in Public Schools | 8. School Desegregation |
| 3. Student Discipline | 9. Liability |
| 4. Freedom of Expression (students and school personnel) | 10. Family Educational Rights and Privacy Act of 1974 |
| 5. School Personnel and the Law | 11. School Finance |
| 6. Compulsory Attendance | 12. Ethics in Leadership |

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Weekly Schedule of Topics

August 24, 2020 ("Face-to-Face Zoom")**Topics**

Introduction of course and course requirements
 Textbook requirements
 Legal framework
 Sources of law
 Why do campus leaders need to know the law?

Laws, Procedures, Guidelines, and Policies
 District Policies and Regulations
 Top 10 legal issues for principals
 Sign up for presentation dates
 Syllabus and Professional Integrity Statement

Research Requirement: Research your district's and school's cell phone/electronic device policy (for both staff and students) and be ready to share at our "Face-to-Face Zoom" class on September 21, 2020.

Required Reading

1. Essex Chapter 1
2. Walsh Chapter 1
3. Review course syllabus
4. **Article:** The Top 10 Legal Issues for K-8 Principals: A 25-year Retrospective by Perry Zirkel
<https://www.naesp.org/resources/2/Principal/2005/S-Op10.pdf>

Assignments Due

1. All weekly assignments are due each Friday by midnight, unless otherwise noted below.
 2. All assignments related to your presentation must be uploaded for grading the week of your presentation.
 3. Syllabus and Professional Integrity Statement (complete and upload to Blackboard)
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August 31, 2020 ("Online Blackboard")**Topics**

Religion in the public schools:
 Equal access
 Distribution of religious materials

Lemon test
 Use of the Bible
 Religious displays

Required Reading

1. Essex chapter 2
2. Walsh chapter 7

Assignments Due

1. Professional Learning Journals (PLJ) #1 - Completed on Blackboard; responding to two other students' posts.
-

September 14, 2020 ("Online Blackboard")**Topics**

Student rights
 Due process
 Procedural
 Substantive

Pledge of Allegiance
 FERPA

Required Reading

1. Essex Chapters 3 & 4
2. Walsh Chapter 8
3. *The Privacy of a Student's Backpack* by Julie Underwood (Kappan, 2017)

Assignments Due

1. Professional Learning Journals (PLJ) #3 or #4- Completed on Blackboard; responding to two other students' posts.
-

September 21, 2020 ("Face-to-Face Zoom")**Topics**

Religion in the Public Schools
Students' Rights and Restrictions
National Security and School Safety

Presentation #1: *Religion in the Public Schools*

Presentation #2: *Students' Rights and Restrictions
& National Security and School Safety*

Required Reading

1. Be sure you have already read each chapter listed above for both textbooks.

Assignments Due

1. Self- Selected Court Case Analysis #1
-

September 28, 2020 ("Face-to-Face Zoom")**Topics**

Students with Disabilities
Liability and Student Records
[Guest Speaker- Emma McMorris- Office of Special
Education Services Senior Manager, Northwest
Area, HISD](#)

Presentation #3:

*Students with Disabilities and Liability and Student
Records*

Required Reading

1. Essex Chapters 5 & 7
2. Walsh Chapters 3 & 9

Assignments Due

1. Self- Selected Court Case Analysis # 2
 2. [Prepare 1-2 questions for guest speaker](#)
-

October 5, 2020 ("Online Blackboard")**Topics**

Students with Disabilities
Liability and Student Records

Required Reading

1. Be sure you have already read each chapter listed above for both textbooks.

Assignments Due

1. Professional Learning Journals (PLJ) #5 or #6- Completed on Blackboard; responding to two other students' posts.
-

October 12, 2020 ("Face-to-Face Zoom")**Topics**

School Personnel
School District Liability
Teacher Freedoms
Social Media and School Personnel

Presentation #4: *School Personnel, School District
Liability, & Teacher Freedoms*

Research Requirement: Research your district's and
school's social media policy (as it relates to employees)
and be ready to discuss in class next week.

Required Reading

1. Essex Chapters 6 & 8
2. Walsh Chapters 4, 6, & 10
3. Complete the research listed above and be ready to share and discuss.

Assignments Due

1. Field Experience- Administrator Interviews & Reflection
-

October 19, 2020 ("Face-to-Face Zoom")**Topics**

Discrimination in Employment & Recruitment Types
 of Contracts
 Tenure
 Dismissal
 Employee Due Process
[Guest Speaker- Catosha Woods, HISD General Counsel](#)

Presentation #5: *Discrimination in Employment & Recruitment, Tenure, Dismissal and Due Process*

Research Requirement: Research your district's policy regarding employees transporting students in their personal vehicles and be ready to discuss in class next week.

Required Reading

1. Essex Chapters 9 & 10
2. Walsh Chapters 5
3. Complete the research listed above and be ready to share and discuss.
4. [Prepare 1-2 questions for guest speaker](#)

Assignments Due

1. Be sure you have all the above assignments completed and turned in (court cases 1, 2, 3; PLJ 1, 2, 3, 4, 5, 6; field experience - interview assignment)
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October 26, 2020 ("Online Blackboard")**Topics- Midterm Exam**

- | | |
|--|--|
| 1. Educational Governance and Legal Framework | 5. School Personnel and the Law |
| 2. Religion in Public Schools | 6. Individuals with Disabilities and the Law |
| 3. Student Discipline | 7. Liability |
| 4. Freedom of Expression (students and school personnel) | 8. Family Educational Rights and Privacy Act of 1974 |

Required Reading

1. Be sure you have already read each chapter listed above for both textbooks.
2. Be sure to use both textbooks for your exam.

Assignments Due

1. Professional Learning Journals (PLJ) #7 or #8- Completed on Blackboard; responding to two other students' posts.
 2. Midterm Exam- Due Friday by midnight.
-

November 2, 2020 ("Online Blackboard")**Topics**

Teacher Freedoms
 On Campus and Off Campus
 Due Process for Staff
 Procedural and Substantive
 Social Media and Staff
 Religious Discrimination- Title VII
 FMLA

Required Reading

1. Be sure you have already read each chapter listed above for both textbooks.

Assignments Due

1. Professional Learning Journals (PLJ) #9 or #10- Completed on Blackboard; responding to two other students' posts.
-

November 9, 2020 ("Face-to-Face Zoom")**Topics**

Instructional Program
School Finance
School Desegregation
Ethical Leadership
Guest Speaker- Erika Carter, Principal, Key Middle School

Presentation #6: *Instructional Program & School Finance*

Presentation #7: *School Desegregation & Ethical Leadership*

Required Reading

Essex Chapters 9 & 10
Walsh Chapter 5

Essex- 12
Walsh- 2*

Assignments Due

1. Prepare questions for guest speaker
-

November 16, 2020 ("Online Blackboard")**Topics**

Discrimination in Employment
Recruitment, Tenure, Dismissal and Due Process
McKinney Vento Homeless Assistance Act

Research Requirements:

- 1.) Research your district's policy and procedures for non-renewal and termination of employment for teachers and para-educators. What documentation and due process is required? Is it different for probationary and continuing contract employees? Is it different for para-educators?
- 2.) Find out if your school has students who fall under the McKinney-Vento Homeless Assistance Act. Who on campus is responsible for providing these students with supplies and arranging transportation? Are there any extra expenses associated with this act for your school and/or district?

Required Reading

1. Complete the research listed above and be ready to share and discuss.

Assignments Due

1. Professional Learning Journals (PLJ) #11 or #12- Completed on Blackboard; responding to two other students' posts.
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November 23, 2020 ("Online Blackboard")**Topics**

Discrimination in Employment
Recruitment, Tenure, Dismissal and Due Process
Non-renewal and termination of employment
McKinney Vento Homeless Assistance Act

Required Reading

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2. Essex Chapters 11 & 13
3. Walsh Chapter 2

Assignments Due

2. Be sure you have all the above assignments completed and turned in (2 court cases; 6 PLJ; 1 field experience - interview assignment; and all presentation materials and assignments)
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November 30, 2020 ("Online Blackboard")**Topics- Final Exam**

- | | |
|--|---|
| 1. Educational Governance and Legal Framework | 7. Individuals with Disabilities and the Law |
| 2. Religion in Public Schools | 8. School Desegregation |
| 3. Student Discipline | 9. Liability |
| 4. Freedom of Expression (students and school personnel) | 10. Family Educational Rights and Privacy Act of 1974 |
| 5. School Personnel and the Law | 11. School Finance |
| 6. Compulsory Attendance | 12. Ethics in Leadership |

Required Reading

1. Be sure you have already read each chapter listed above for both textbooks.
2. Be sure to use both textbooks for your exam.

Assignments Due

1. Final Exam- Due Wednesday by Midnight
2. All class assignments are due by WEDNESDAY by midnight.

Course Standards

<p>ELCS 6304, Law & Policy for School Leaders</p> <p>Course Purpose: The goals of this course are: to introduce future school leaders to legal problems they may confront in their jobs and to enhance their ability to solve, avoid, or manage those legal problems. In addition, the course strives to heighten school leader's awareness of their responsibility to maintain a safe learning environment for students and to give them tools to help them make their learning environments safer.</p> <p>Course Objectives: The major objective of this course is to teach the fundamental concepts of American school law. The course will strengthen knowledge, skills, and critical insights into school law.</p> <p>Upon completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the historical aspects of school law and how laws of government(s) and governing agencies affect school administration; 2. Understand school law as applied in Texas and how it affects school policy, school leadership and school administration; 3. Understand how the study of law prepares an administrator to lead and manage educational systems within the law, but without constricting exemplary practice; 4. Know and be able to apply relevant professional legal and ethical standards. 5. Know and be able to apply relevant federal, state, district, and school policies 	<p>Texas Principal Certificate Standards</p> <p>The principal</p> <p>(d)(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;</p> <p>(d)(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;</p> <p>(f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p> <p>(f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.</p> <p>(g)(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);</p> <p>(g)(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;</p> <p>(g)(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;</p> <p>(g)(4) models and promotes the continuous and appropriate development of all learners in the campus community;</p> <p>(g)(5) ensures all students have access to effective educators and continuous learning opportunities;</p>	<p>Professional Standards for Educational Leaders</p> <p>Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p>Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.</p> <p>Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</p> <p>Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p> <p>Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</p> <p>Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community</p>	<p>TEXES 268, Principal as Instructional Leader, Assessment Domains</p> <p>Domain I: School Culture (School and Community Leadership) Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community). Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.</p> <p>Domain III: Human Capital (Human Resource Management) Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally. Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.</p> <p>Domain IV: Executive Leadership (Communication and Organizational Management) Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences. Competency 008: The entry-level principal knows</p>
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<p>and how to advocate for needed policy change.</p> <p>Critical Standards Project: The student will prepare and present a presentation on a major topic of school law affecting either students or teachers at a specific school campus. The presentation must include applicable local, state, and federal law and relevant case law specific to the topic.</p>	<p>(g)(6) promotes awareness and appreciation of diversity throughout the campus community;</p> <p>(g)(8) articulates the importance of education in creating engaged citizens in a free democratic society; and</p> <p>(g)(10) treats all members of the community with respect and develops strong, positive relationships with them.</p>	<p>of teachers and other professional staff to promote each student's academic success and well-being.</p> <p>Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</p> <p>Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</p> <p>Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</p>	<p>how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.</p> <p>Domain V: Strategic Operations (Alignment and Resource Allocation) Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes. Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.</p> <p>Domain VI: Ethics, Equity, and Diversity Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.</p>
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Texas Principal's Certificate Standards (Chapter 149 Commissioner's Rules Concerning Educator Standards)

STANDARD 1- INSTRUCTIONAL LEADERSHIP: You are responsible for ensuring every student receives high-quality instruction.

Rigorous and Aligned Curriculum and Assessment

1a. You implement rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

Effective Instructional Practices

1b. You help develop high-quality instructional practices among your teachers that improve student performance.

Data-driven instruction and interventions

1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.

Maximize Learning for All Students

1d. You ensure that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap.

STANDARD 2- HUMAN CAPITAL: You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

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Targeted Selection, Placement, and Retention

2a. You select, place, and retain effective teachers and staff.

Tailored Development, Feedback, and Coaching

2b. You coach and develop teachers by giving individualized feedback and appropriately aligned professional development opportunities.

Staff Collaboration and Leadership

2c. You implement collaborative structures and provide leadership opportunities for effective teachers and staff.

Systematic Evaluation and Supervision

2d. You conduct rigorous evaluations of all staff using multiple data sources.

STANDARD 3- EXECUTIVE LEADERSHIP: You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

Resiliency and Change Management

3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.

Commitment to Ongoing Learning

3b. You proactively seek and act on feedback, reflect on personal growth areas while seeking development opportunities, and accept responsibility for mistakes.

Communication and Interpersonal Skills

3c. You tailor communication strategies to the audience and develop meaningful and positive relationships.

Ethical Behavior

3d. You demonstrate the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators.

STANDARD 4- SCHOOL CULTURE: You are responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Shared Vision of High Achievement

4a. You develop and implement a shared vision of high expectations for students and staff.

Culture of High Expectations

4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.

Intentional Family and Community Engagement

4c. You engage families and community members in student learning.

Safe School Environment

4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline

4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

STANDARD 5- STRATEGIC OPERATIONS: You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Strategic Planning

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized Learning Time

5b. You implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical Resource Management

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

Policy Implementation and Advocacy

5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

General Course Expectations

Communication Guidelines and Feedback:

1. A portion of this class will involve "Online Blackboard" coursework/discussions. All "Online Blackboard" posts and completed assignments must be the student's own work. Please review the University of Houston's academic honesty policy for additional information.
2. Late assignments will not be accepted for full consideration unless prior arrangements have been made with the instructor. Unauthorized late assignments will have deductions from the total possible percentage points listed in the syllabus.
3. Effective communication is a critical component of the program. Therefore, all written communication is expected to reflect graduate scholarship (APA 6th edition), including correct punctuation and grammar.
4. Differing opinions and practices strengthen this course and are conducive to critical thinking; please be respectful of others' beliefs, statements, and feedback.
5. Course grades and feedback will be provided in a timely manner through to the student and updated in Blackboard.
6. All technical error reports must include screenshot proof attached to an email message. Students are encouraged to start assignments early to help reduce last minute technical issues.

PC/Windows tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

MAC/Apple tutorial: <http://www.wikihow.com/Take-a-Screenshot-in-Mac-OS-X>.

With all of these, be careful when you copy and paste. All lines after the first line of an APA reference should be indented like the following example:

Technology Requirements:

This "Face-to-face Zoom" course uses a learning management system called Blackboard to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. The use of mobile devices may prevent course materials to not display or work properly. Below are the minimum technology requirements to be successful in this course:

- Supported operating system (e.g. Windows/PC or Apple/MAC computer)
- USB Flash Drive (at least 1 GIG)
- Stable internet connection (ethernet connection preferred over wireless)
- CougarNet Login credentials <http://accessuh.uh.edu>
- Email account (UH alias or personal)
- Microsoft Office 2007 or later
- Adobe PDF Reader <http://get.adobe.com/reader/>
- Two supported internet browsers (e.g. Mozilla Firefox, Google Chrome)
- Pop-up blockers disabled for trusted sites (e.g. UH, Blackboard)
- Cookies enabled for trusted sites (e.g. UH, Blackboard)
- Java plug-in <http://www.java.com/en/download/installed.jsp>

Support Services:

Student assistance for Blackboard can be found by visiting <http://www.uh.edu/blackboard/help/>, calling 713-743-1411, or emailing support@uh.edu. If you cannot purchase or download the suggested software programs, utilize the CITE computer lab for available computers (<http://www.coe.uh.edu/cite>). CITE is located on the third floor of Farish Hall in the suite 300N rooms. Software or hardware can be purchased at the UH Bookstore or UH CougarByte Discount website (<http://www.cougarbyte.com/>). Additional UH computer labs are available all over campus. Learn more by visiting <http://www.uh.edu/infotech/services/facilities-equipment/comp-labs/>

Technology Competencies/Skills:

Students enrolled in the course must be prepared to perform the basic tasks below.

1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc) for trouble shooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer;
10. Save files to an external device (e.g. flash drive, CD, or DVD);

NOTE: Information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Participation/Attendance:

It is critical for students to be present and participate during "Face-to-face Zoom" and "Online Blackboard" class meetings. **Failure to attend required class meetings or participate in class or "Online Blackboard" will result in points taken off the final average.** Be sure to communicate in advance to the professor regarding any extenuating circumstances and obtain information regarding the makeup assignments for the class missed.

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates:

<http://www.uh.edu/academics/catalog/academic-calendar/>

In a case of emergency, it is the student's responsibility to keep posted on all official University alerts or closures by visiting: <http://www.uh.edu/emergency>.

Assignment details and points:

Assignments are expected to be submitted and/or turned into Blackboard by the assigned due date. Technology failures will not be accepted as reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student's responsibility to identify alternative ways to complete or submit an assignment. For example, if the Blackboard Learn system is offline consider emailing the assignment before the due date. Students are required to follow all UH deadlines:

<http://www.uh.edu/academics/catalog/academic-calendar/>

Evaluation:

Percentage %	Grade	Description
95 and Above	A	Excellent, superior achievement
90-94	A-	
88-89	B+	
84-87	B	Good, exceeding all requirements
80-83	B-	
78-79	C+	
74-77	C	Average, satisfactorily meeting all requirements
70-73	C-	
68-69	D+	
65-67	D	
Below 65	F	Failing or withdrawal while doing failing work
	I	Incomplete

This course follows all UH grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted. <http://www.uh.edu/dos/studenthandbook/> and <http://catalog.uh.edu/content.php?catoid=6&navoid=1077>

Academic Honesty:

Plagiarism or cheating will not be tolerated. Notification to all concerned parties will be made immediately.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1025>

Accommodating Students:

In accordance with 504/ADA guidelines, reasonable academic accommodations will be provided to students who request and require them. Please call 713-743-5400 (<http://www.uh.edu/csd/>) for more assistance.

Counseling and Psychological Services:

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to the demands of a professional program, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis.

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No appointment is necessary for the "Let's Talk" program, a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

Student Responsibility:

A responsible student is a successful student. At the University of Houston, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their professors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at the University of Houston.

<http://catalog.uh.edu/content.php?catoid=6&navoid=1082>

Online Student Etiquette:

This course may host synchronous online meetings. During those meetings consider the following:

- **Keep chats on topic.** Avoid inappropriate conversations that may distract others from the course topic or objective.
- **Avoid strong/loud language. Be polite.** Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- **Use emoticons to express feelings.** Nonverbal cues can reinforce the feeling of a message. Use sparingly. :-)
- **Respect privacy of peers.** Do not post someone's personal information online without their expressed permission.
- **Use appropriate dress code on camera.** During a video conference, dress as if attending a "Face-to-face Zoom" class. Avoid offensive clothing.
- **Be mindful of background noise and scene/location.** Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.
- **Be helpful.** Assist fellow classmates in understanding course materials.

Syllabus and Professional Integrity Statements

Student Name: _____ UH ID #: _____

Syllabus and Professional Integrity Statements

1. I have read the syllabus and participated in class discussions, through which I am aware of all topics listed and described. Such topics include—but are not limited to—the following:

- Course description; course sequence in curriculum and prerequisite information;
- Instructor information and learning resources;
- Course learning objectives;
- Topical outline and learning strategies;
- Assessment for learning: requirements and grading standards;
- Participation and attendance requirements;
- Student responsibility/ online etiquette;
- The content of this syllabus and the subject to change at the discretion of the professor.

By answering **TRUE**, I affirm that I have read and understand the contents of this course statement. I understand that at any time during the course, I may request clarification if needed.

Student Answer: _____ (True or False)

2. To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats or plagiarizes, that student will receive a "0" for the assignment and may fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and may fail this course.

Examples included below:

- Copy another person's paper/project/work or part of that and turn it in as your own;
- Copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- Include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- Submit a paper/project or large parts of a paper/project you have done for another class at UH or another institution to this class (always get a professor's approval before using a prior work or topic from a different class);
- Have someone write part or all of your paper/project/work
- Share your work with others;
- Falsify references (listing nonexistent references, editing content in any way, sharing references, citing references not used in the paper, etc.); or
- Falsify fieldwork documentation.

By answering **TRUE**, I affirm that I have read and understand the contents of this course statement. I understand that at any time during the course, I may request clarification if needed.

Student Answer: _____ (True or False)

I have read and understand the syllabus for this class. I understand that the content of this syllabus and the topical outline are subject to change at the discretion of the professor. **I promise to uphold the Academic Integrity Policy at University of Houston and will not tolerate its violation by others.**

Student Signature: _____

Date Signed: _____