EDL 656
Public School Law
3 Credits (3-0)

“The study of law is the study of relationships. Law considers what authority a government has over its citizens and the limitations that constrain that authority. School law is the study of the relationships a school has with the state, the community, its school board, its staff, its students, and its parents.”


Instructor: Barbara A. Klocko, Ph.D.
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Office Hours: By appointment. We can meet face to face, online, Skype or other electronic media. My communication to you will be through Blackboard. Please make sure that your cmich e-mail is set to forward to your e-mail account that you regularly check, so that you receive all communications relating to this course.

Course Dates: 1/12/2014 to 3/7/2014

Required Textbooks & Materials:

*You may purchase this DVD on the Wrightslaw website or Amazon.com.

DVD All Deliberate Speed (2004). This PBS video is directed by Peter Gilbert. It is available for rental on Netflix or Blockbuster. It is also available for purchase on Amazon.com.


Supplemental Readings:
These cases will be posted in Blackboard under Course Reserves. (Most of the cases are taken from the Alexander & Alexander, American Public School Law text.)
- Bd. of Regents v. Roth, 408 U.S. 564 (1972).
General Methodology Used in Teaching This Course: Lecture, discussion, small group activities, presentations, case studies, individual projects and other methods as developed by the instructor and class.

CLEAR Model Course Objectives:
This course seeks to help students understand that the profession of administration is Concept and knowledge driven, LEAner centered and Relevant to diverse settings and roles. After completing this course, the student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mastery Evidence</th>
<th>MDE/ELCC Standards</th>
<th>CMU CLEAR Model</th>
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</thead>
<tbody>
<tr>
<td>Interpret fundamental public education law principles and concepts and the underlying federal and state constitutions, statutes, regulations, and court opinions.</td>
<td>Legal Training</td>
<td>5.3, 5.5</td>
<td>(C, R)</td>
</tr>
<tr>
<td>Analyze significant legal issues confronting school districts and their operation in Michigan and throughout the United States including student and staff confidentiality, copyright and intellectual property protection, discrimination, due process, and special education.</td>
<td>Handbook Assignment Legal Training</td>
<td>4.2, 5.2, 5.5</td>
<td>(C, R)</td>
</tr>
<tr>
<td>Critique operational policies in a school system and make suggestions for improvement, when appropriate.</td>
<td>Handbook Assignment</td>
<td>2.3, 3.3</td>
<td>(C, LEA, R)</td>
</tr>
<tr>
<td>Identify relevant legal sources to answer legal questions in schools.</td>
<td>Handbook Assignment</td>
<td>3.2, 5.4</td>
<td>(C, R)</td>
</tr>
<tr>
<td>Demonstrate the ability to communicate with local, state, and federal authorities to advocate for improved policies, laws, and regulations.</td>
<td>Handbook Assignment</td>
<td>4.2, 4.5, 6.1, 6.2</td>
<td>(C, LEA, R)</td>
</tr>
</tbody>
</table>
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week 0</th>
<th>Topic(s)</th>
<th>Reading(s)</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning Expectations; System Set Up</td>
<td>Syllabus</td>
<td>Week 0 Activities Discussion Board Submit an online report</td>
<td></td>
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</tbody>
</table>


| Week 3 (1/26-2/1) | Rights of Students with Disabilities  | Read: Cambron-McCabe Chapters 7-8  
New Jersey v. TLO, 469 U.S. 325 (1985)  | Week 3 Discussion Board  
DUE Monday  
Week 3 Collaborate Classroom on Tuesday |
| Terms & Conditions of Employment  | Read: Cambron-McCabe, Chapter 9 & 12  
Bd. of Regents v. Roth, 408 U.S. 564 (1972)  
Your State’s Teachers’ Tenure Act (if one exists)  | Handbook Project DUE  
Week 4 Discussion Board  
DUE Monday  
Week 4 Collaborate Classroom on Tuesday |
DUE Monday  
Week 5 Collaborate Classroom on Tuesday |
| Weekend 6 (2/16-2/22) | Legal Topic Training DUE for Groups 1 & 2  |  
Week 6 Discussion Board  
DUE Monday  
Week 6 Collaborate Classroom on Tuesday |
| Week 4 (2/2-8) | Terms & Conditions of Employment  | Read: Cambron-McCabe, Chapters 9 & 12  
Bd. of Regents v. Roth, 408 U.S. 564 (1972)  
Your State’s Teachers’ Tenure Act (if one exists)  |  
| Student Harassment and Bullying (Group 2)  | Read: Cambron-McCabe, Chapters 5 & 10  
Tinker v. Des Moines, 393 U.S. 503 (1969)  
Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986)  
Morse v. Frederick, 551 U.S. 393 (2007)  |  |
### Week 7 (2/23-3/1)

| **Read:** | Teacher Liability for Student Injuries: Torts (Group 3)  
Corporal Punishment & Child Abuse Reporting (Group 4) |
|-----------|-----------------------------------------------------------|
| **Read:** | Cambron-McCabe Chapter 2  
Chapt. 7 How should I deal with child abuse and neglect? *Teachers and the Law.*  
Kirby, E. (Winter 2008). *A Legal Memorandum: Eliminate Bullying—A Legal Imperative*, NASSP, Vol. 8, No. 2,  
[www.principals.org/KnowledgeCenter/TopicsofInterest/BullyingPrevention/PrintResources.aspx](http://www.principals.org/KnowledgeCenter/TopicsofInterest/BullyingPrevention/PrintResources.aspx)  
Your state’s corporal punishment statute.  
Your state’s bullying law and/or policy.  
Your state’s child abuse reporting act. |
| **View:** | Dr. Patrick Shannon-Mandatory Reporting  
[http://www.youtube.com/watch?v=ReheeGPqZuw](http://www.youtube.com/watch?v=ReheeGPqZuw) |

### Week 8 (3/2-8)

| **Read:** | Teachers’ Substantive Constitutional Rights  
Cambron-McCabe, Chapter 10 |
|-----------|-------------------------------------------------|

### ASSIGNMENTS

**Discussion Board Postings (80 possible points):** Each week we will have a discussion forum for this course. The purpose of the discussion forum is to generate meaningful conversation around the course topics. *Post your response to each discussion question no later than Monday of each week.* Please feel free to respond to your colleague’s postings. Postings are worth 10 points each and may be evaluated based on the participation rubric.

**Blackboard Collaborate Classroom (70 possible points):** Virtual classroom sessions will be held through Collaborate, a synchronous communication tool in Blackboard. There will be a total of 7 online sessions. The dates for these sessions are listed on the course schedule.

**Legal Research Exercise (60 possible points):** This group activity will ask you to perform legal research in order to find several legal resources. It is DUE on Monday of Week 2 in Blackboard under Assignments.

**Handbook Analysis Project (100 possible points):** The purpose of this project is to give you the opportunity to identify, analyze, and apply educational law to a local education agency’s policies and to communicate your findings to an educational leader. You must identify and analyze three policies from a school’s handbook. It may be from the school in which you

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work or a different one. Please indicate the handbook(s) used for this project. The analysis of each policy can be up to three double-spaced pages for a total of up to nine pages for this project. See the project description and rubric for more information. This project is DUE on Monday of Week 4 in Blackboard under Assignments.

Legal Training Project (100 possible points): For this assignment, groups of students will create and present training on a school law topic. The training is intended to be something appropriate for you to bring back to your school and present as professional development. With this goal in mind, it should be accurate, informative, engaging, and creative. The training project consists of several components: an oral presentation, written presentation materials, an informational brochure, a group participation evaluation, and an individual reflection. These trainings may be based on the book *Principals teaching the law: 10 legal lessons your teachers must know* by Schimmel, Eckes, and Militello. Changes should be made to the material as needed to meet the assignment requirements. This project is DUE on Tuesday of either Week 6 or Week 7, depending on your group. See the project description and rubric for more details.

**EVALUATION AND PERFORMANCE ASSESSMENT**

1. **Active participation and positive class contribution.** Attendance is required at all online class sessions. *Note:* There is no makeup work for missed attendance and students must be engaged in the Collaborate Classroom meeting and group activities. Classes will be archived for later reference.

2. **Late Assignments:** As a matter of fairness and courtesy to all class participants, assignments submitted after the stated deadlines will receive a lower grade than if turned in on time. The grade deduction will be indicated on the grading rubric.

3. **Professional quality oral and written communication.** Evidence of thoughtful reflection and construction of knowledge are an expectation of graduate study. It is recognized that graduate study is demanding and not always cut-and-dried. Students should endeavor to submit assignments of high quality and are encouraged to discuss any difficulties with the instructor, if and as soon as they arise. All students will be expected to do the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Legal Research Exercise</td>
<td>60</td>
</tr>
<tr>
<td>II</td>
<td>Handbook Analysis</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Legal Topic Training</td>
<td>100</td>
</tr>
<tr>
<td>Discussion</td>
<td>8 responses @ 10 points each</td>
<td>80</td>
</tr>
<tr>
<td>Collaborate</td>
<td>7 sessions @ 10 points each</td>
<td>70</td>
</tr>
</tbody>
</table>

Total = 410 possible points

The following **final grade interpretations** will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>385 to 410 points</td>
</tr>
<tr>
<td>A-</td>
<td>370 to 384 points</td>
</tr>
<tr>
<td>B+</td>
<td>355 to 369 points</td>
</tr>
<tr>
<td>B</td>
<td>340 to 354 points</td>
</tr>
<tr>
<td>B-</td>
<td>325 to 339 points</td>
</tr>
<tr>
<td>C</td>
<td>295 to 309 points</td>
</tr>
<tr>
<td>C+</td>
<td>310 to 324 points</td>
</tr>
<tr>
<td>E</td>
<td>Fewer than 295 points</td>
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</tbody>
</table>

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**Classroom Civility (University Policy):** Each CMU student is encouraged to help create an environment during class that promotes learning, dignity and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and subjected to disciplinary action under the *Code of Student Rights, Responsibilities and Disciplinary Procedures.*

**Academic Integrity Policy Regarding Student Work:** Written or other work that students submit must be a product of their individual effort (unless it is an assigned group project) and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating, and other forms of dishonest behavior, is prohibited.

**Accommodations Statement:** Central Michigan University provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities who require accommodation to participate in class activities or meet course requirements should contact the instructor as soon as possible so that arrangements can be made. Students with disabilities requiring accommodation to participate in class activities or meet course requirements must first register with the Office of Student Disability Services (120 Park Library; telephone 774-3018; TDD 774-2586). Reasonable accommodations will be determined on a case by case basis.

**Legal Advice:** Any law-related comment, verbal or written, made by the professor is not to be interpreted as legal advice. Such comments are only for instructional purposes.

**Subject to Revision:** The instructor reserves the right to revise this syllabus and any course policies throughout the semester as needed.

**General Information:**

*Note:* You are expected to read all of the items listed in the course syllabus. Since law is text-based, this course involves a lot of reading. The readings can be difficult at first because most of you will be unfamiliar with the format and the terms used. Please use the glossary in the Cambron-McCabe text and the reference material I have included in Blackboard to assist you with learning them. Also, please know that although it may be challenging at first, you will gain experience with it throughout the course. What I have heard from other students who have taken this course is that by the end of it, they have felt very comfortable and knowledgeable about legal terms and issues.
Additional Resources:


