

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program**

**EDLE 612 Education Law
Fall 2014, Section 002**

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Office Hours: By Appointment

Schedule Information Wednesdays, August 27, through December 3, 2014

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Thompson Hall – Room L013

Course Description

EDLE 612 Education Law (3:3:0)

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 component of Special Education law.

Prerequisite(s): EDLE 620 or EDSE 743; EDLE 690 and EDLE 791.

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 subjected to judicial review. A wrong step can land the school administrator in court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize it and increase their chances of success in suits filed by knowing the law, anticipating problems, and taking precautionary steps. The body of school law, both statutory and case 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.

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K - 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

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 that 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.

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.

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 three performances:

1. Code of Ethics Development and Ethical Case Study Analysis
2. Legal Issue Analyses
3. Legal Updates – Case Briefs & Presentation

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

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; and
3. analyze key educational law issues in a manner which 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.

National Standards and Virginia Competencies

The course addresses VADOE Competencies, 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

Course Materials

Readings:

Required Text:

Principal's Legal Handbook 5th Edition (2013) Dayton, OH: Education Law Association

Recommended Text:

Stefkovich, Jacqueline A. (2014) Best Interests of the Student: Applying Ethical Constructs to Legal Cases in Education (2nd ed.). New York, NY: Taylor & Francis

Texts are 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://legis.state.va.us/Laws/CodeofVa.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/>

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 and online 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 and online discussions 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.

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

Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Type all work.
Use Times Roman or Arial 12 point font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!

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

Grading Scale:

A+	=	100 percent		B+	=	89 - 86 percent		C	=	79 - 75 percent
A	=	99 - 95 percent		B	=	85 - 83 percent		F	=	74 percent or below
A -	=	94 - 90 percent		B-	=	82 - 80 percent				

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/the-mason-honor-code/>).

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

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 (designated as such in the syllabus) is required to submit these assessments. In EDLE 612, the required performances are the Code of Ethics Development and Ethical Case Study Analysis, Legal Issue Analysis, and Special Populations Paper & Presentation. All three of these must be submitted to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessments 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.

*Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a student's work contains plagiarism, the student will receive no credit for the assignment.

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For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu>].

Weekly Schedule of Activity

NOTE: The following 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.

Class		Topic	Assigned Readings	Assignments Due
1	8/27	Syllabus Review Decision-making Models Analyzing a Court Decision	Ethical Leadership: A Case Study Framework (Taskstream) <i>ELA</i> : Chapter 1 <i>Stefkovich</i> : pgs.30-37	
2	9/3	Legal Framework of Education Developing an Ethical Code ✓Examine ethical dilemmas ✓Deconstruct bias ✓Reflect on values	"Are You Prepared to Defend the Decisions You've Made?" Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders (Taskstream) Ethical Decision Making (Taskstream) <i>Stefkovich</i> : pgs.1-29	Bring samples of Codes of Ethics from three different organizations
3	9/10	First Amendment - Religion Case Analysis Pair-Share: Review of Assignment One	<i>ELA</i> : Chapter 30 Intelligent Design (Taskstream) Of Textbooks And Tenets: <i>Mozert vs. Hawkins County Board Of Education</i> and The Free Exercise Of Religion (Taskstream)	Draft: Ethics Assignment Due
4	9/17	First Amendment ✓Freedom of Expression ✓FERPA	<i>ELA</i> : Chapter 3 & Chapter 5 (6.4) <i>BH v. EASTERN SCHOOL DISTRICT</i> (2013) (Taskstream) <i>HARDWICK HARDWICK v. HEYWARD</i> (2013) (Taskstream)	Final: Ethics Assignment Due
5	9/24	Due Process Student Discipline Search & Seizure	<i>ELA</i> : Chapter 2 & 4 Derailing the Schoolhouse-to-Jailhouse Track (Taskstream) (10.1) <i>GRUENKE v. SEIP</i> (2000) (Taskstream) (10.2) <i>DOE v. PULASKI</i> (2002) (Taskstream)	
6	10/1	Civil Liberties in Cyberspace ✓Cyberbullying ✓Sexting ✓Copyright	<i>ELA</i> : Chapter 9 and Chapter 31 <i>LAYSHOCK V. HERMITAGE</i> (2010) (6.1) <i>JS v. BLUE MOUNTAIN</i> (2011) (Taskstream) <i>MARCUS v. ROWLEY</i> (1983) http://law.justia.com/cases/federal/appellate-courts/F2/695/1171/443666/	Legal Analysis Assignment Due Scenario A

Weekly Schedule of Activity - continued

Class		Topic		Readings	Assignments Due
		Topic			
7	10/8	School Safety/ Liability & Negligence ✓Bullying ✓Sexual Harassment ✓Title IX ✓Child Abuse		ELA: Chapter 8 and Chapter 26 Liability, Abuse – Federal and VA Statutes (Taskstream)	
8	10/15	Teacher Employment Rights ✓Teacher Accommodations ✓Academic Freedom and Censorship		ELA: Chapter 21 and Chapter 23 FINK V. RICHMOND et al (2009) (Taskstream) Taskstream Articles Employment, Speech & Instruction	
9	10/22	Equity, Equality, and Equal Protection ✓Homeless ✓English Language Learners ✓Desegregation		Compulsory Attendance and Homelessness Related Statutes (Taskstream) ELA: Chapters 35 through 37	Legal Analysis Assignment Due Scenario B
	10/25	EDLE LEADER LAUNCH FALL CONFERENCE			
10	10/29	Students with DisAbilities ✓IDEA ✓Section 504		ELA: Chapter 12 through 16 Taskstream Articles: SPED & 504	
11	11/5	Students with DisAbilities ✓Discipline ✓Parental Rights		ELA: Chapters 18 and 19 Discipline Of Children With Disabilities Technical Assistance Resource Document (Taskstream)	
12	11/12	Students with DisAbilities Case Analysis		Online Assignment TK. v. NEW YORK (2011) (Taskstream)	Online discussion board commentary consistent with the instructions provided
13	11/19	Analyzing School Finance Cases Legal Brief Review		ELA: Chapter 34 Taskstream Articles: School Finance Equity and Adequacy	Special Populations Assignment ✓Identify Topics and Groups
14	11/26	Workshop Class ✓Collaborative Planning			
15	12/3	✓Class Presentations ✓Course Evaluations			Special Populations: Case Briefs and Presentations Due

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: September 17, 2014

ASSIGNMENT VALUE: 25 Points

I. Develop a Code of Ethics.

- A. Identify key ethical and legal principles, personal values, and reference to the source of authority (e.g., theoretical, philosophical, personal beliefs, morals, etc...) for these principles and values.
- B. Examine at least 3 existing codes of ethics to support the development of your code. You should also provide the name and link to these codes in a reference list for this assignment, or a copy of each code in an appendix to the paper. Clearly 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 a case study about 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 the rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Code of Ethics 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 ethical 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.

Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>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%)</p>	<p>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.</p>	<p>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.</p>	<p>The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics, and/or discussion of the developed code lacks evidence of understanding of the ethical and legal principles that are critical to school leadership.</p>	<p>The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code. Discussion of the developed code lacks evidence of understanding of the ethical and legal principles that are critical to school leadership.</p>
<p>ELCC 5.3 Candidates understand and safeguard the values of democracy, equity, and diversity within the school. (25%)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Ethical Case Study Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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. (25%)	The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma; and analyzes the leadership decision demonstrating specific awareness of established ethical standards and practices.	The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.	The candidate describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.	The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the 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 a 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 a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	The candidate makes limited application of the code of ethics to the case and fails to clearly demonstrate a 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 a 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 numerous 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 (15 points per scenario)

Students are expected to respond thoroughly to the issues presented in sections A and B. Be sure to adhere to the expectations for written work, to the specific directions provided for each issue, and to the general guidelines in the Legal Issue Analysis Rubric for each part of the assignment. For each scenario, carefully explain how you ~ assume the role of an assistant school principal ~ would proceed given your astute legal knowledge.

**DUE DATE: October 1, 2014 (A)
October 22, 2014 (B)**

ASSIGNMENT VALUE: 30 Points

A. 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 other kids with whom they are friends are suspected gang members. As the assistant principal you have been keeping a fairly close watch over them because of your gang 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, specifically a marijuana joint. Is this enough information to conduct a search of Jane and Jack's pockets, book bags, 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 policies, 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.

B. 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 federal and state laws, cases, school policies and ethical principles that guide your reasoning and ultimate resolution of the issues.

Legal Issue Analysis Rubric (Part A and B) Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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 propose implementation of discipline management plans (for staff and students). (10%)	The 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. The candidate clearly evaluates and proposes the implementation of discipline management plans (for staff and students).	The 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. The candidate evaluates and proposes the implementation of discipline management plans (for staff and students).	The candidate identifies a school policy or procedure but provides a limited explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate evaluates but does not clearly propose the implementation of discipline management plans (for staff and students).	The 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. The 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 school students, families, and caregivers. (15%)	The 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.	The 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.	The 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.	The candidate omits citations of constitutional, statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.

Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%)	The candidate's written analysis of 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.	The candidate's written analysis of 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.	The candidate's written analysis of 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.	The candidate's written analysis of 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%)	The 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.	The 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.	The 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.	The 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%)	The candidate includes a thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.	The candidate includes a general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.	The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency.	The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.

Legal Issue Analysis Rubric (Part A and B) Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)	Candidate clearly demonstrates an in-depth understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate demonstrates a general understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	The candidate demonstrates limited understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	The candidate fails to demonstrate understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive. (10%)	The candidate gathers numerous (8-10) high quality sources; provides clear and thorough discussion; and conducts critical evaluations of references.	The candidate gathers several (6-7) high quality sources; provides solid discussion; and conducts evaluations of references.	The candidate gathers several (6-7) but not high quality sources; provides some discussion; and conducts limited evaluations of references.	The candidate gathers insufficient and poor quality sources; provides insufficient discussion; and conducts insufficient evaluations of references.
Organization, mechanics and proofreading of the paper. (10%)	The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	The paper is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.	The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.	The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.

APPENDIX C

Special Populations Paper and Presentation — 30 points: Candidates 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. Candidates will first independently complete five one page case briefs in which they analyze significant statutes, regulations, and court cases 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. Each case brief should identify and analyze recent case law (within the last 5 years) although one or two historic or landmark cases may be included as appropriate. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. Each case brief should be organized to include all elements of a court decision including: the case citation, the facts of the case, an overview of the issue, the court’s holding, an explanation and analysis of the court’s reasoning, as well as the implications and recommendations for school leaders. Candidates will then collaborate with peers who have selected issues in common to develop an in-class presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. Groups will have approximately 20 minutes to make their presentations. The presentation should include time for questions, discussion, and facilitate audience engagement.

DUE DATE: December 3, 2014

ASSIGNMENT VALUE: 30 Points

Special Populations – Case Briefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction 5%	The citation is addressed correctly. All significant details have been included.	The citation is included correctly, but certain details have been overlooked.	The citation is included, but it is partially incorrect.	The citation is either not included or is completely incorrect
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% FACTS & ISSUE	The candidate’s written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to reveal a clear understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and legal issue reveals a general understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and/or legal issue reveals a limited understanding of the policy and practice variables that impact equity and social justice for all students.	The candidate’s written assessment of the fact pattern and/or legal issue is missing or reveals a lack of understanding of the policy and practice variables that impact equity and social justice for all students.

Special Populations – Case Briefs Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<p>ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning. 15%</p> <p>HOLDING</p>	The candidate provides extensive discussion of the case holdings and how the courts' judgment impacts local, district, state and national laws and policies that affect student learning.	The candidate provides sufficient discussion of the case holdings and how the courts' judgment impacts local, district, state and national laws and policies that affect student learning.	The candidate provides limited discussion of the case holdings and how the courts' judgment impacts local, district, state and national laws and policies that affect student learning.	The candidate provides insufficient discussion of the case holdings and how the courts' judgment impacts local, district, state and national laws and policies that affect student learning.
<p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20%</p> <p>REASONING</p>	The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue.
<p>ELCC 6.1 Candidate advocates for school students, families, and caregivers. 25%</p> <p>IMPLICATIONS</p>	The candidate's written analysis includes clear and specific references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.	The 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.	The 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.	The 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.
<p>Organization, mechanics and proofing 5%</p>	The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.	The briefs are informed by the prescribed format. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present.	The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.	The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.

Special Populations Presentation

(Total: 10 Points)

Group Topic: _____

Group Membership: _____

Presentation

- | | | |
|--|-------|------------|
| Issue and legal context are clearly presented | _____ | (1 point) |
| Cases are identified & key points explained | _____ | (2 points) |
| Synthesis of impact on practice is clear | _____ | (1 point) |
| Suggestions for future implementation strategies are clear | _____ | (1 point) |
| Presentation is clear and accurate | _____ | (1 point) |
| Summary of overall key points is provided (hand-out) | _____ | (2 points) |

Discussion/Engagement

- | | | |
|--|-------|-----------|
| Design elements incorporated to engage colleagues in discussion, questions, or input | _____ | (1 point) |
| Overall communication skills | _____ | (1 point) |

Total Points _____ (10 points)

INSTRUCTOR COMMENTS: