WKU.

SCHOOL OF LEADERSHIP AND PROFESSIONAL STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

NOTICE: All information pertaining to this course, including course policies, is subject to change until the first day of term. Should changes need to be made after the first day of the term, such as for unforeseen events, academic calendar changes made by the university, significant developments in the field, etc., students will be informed, and changes will not penalize students.

Course Prefix, Number, Name and Term:
EDAD 603 SCHOOL LAW AND POLICY (3 semester hours credit)
Fall 2024

Instructor Contact Information:
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Zoom: https://wku.zoom.us/j/2707453062

Office Location and Hours: Main Bowling Green, KY campus, GRH 3088.
Tuesdays: 10 am to 11:30 am and 3 to 4 pm (phone only)
WKU-Owensboro Campus, Wednesday, 1 to 4 pm

I understand many of these times may not work in your schedule. I am happy to meet with you at a time that works best in your schedule. Please email me some times that work for you to meet via Zoom or phone if that is your preference.

Class Delivery Model and Dates:
This class will consist of at least [four, 2-hr sessions]. Our class meeting times are as follows:

- August 22, 6:30-8:30 pm ET, via Zoom: https://wku.zoom.us/j/2707453062
- September 5, 6-9 pm ET, via Zoom: https://wku.zoom.us/j/2707453062
- September 26 , 6-9 pm ET, via Zoom: https://wku.zoom.us/j/2707453062

Course Description & Rationale: A survey of the American legal system as it applies to P-12 education, Kentucky schools, and education policy. This course is the second class in the

sequence of courses designed to be taken by Principal and Director of Special Education students delivered concurrently with EDAD 608 in the fourth semester of the advanced educational leadership programs. It may also be taken by other educational leadership students with permission of the instructor.

Course Objectives/Specific Learning Outcomes/Standards:

1. Students will demonstrate the ability to evaluate moral and legal consequences of their decisions. (PSEL 2.a; PSEL 2.b; PSEL 2.f)
2. Students will model essential educational values such as democracy, community, individual freedom and responsibility, equity, social justice, and diversity. (PSEL 3; PSEL 5; PSEL 7)
3. Students will understand and be able to apply federal and Kentucky law and local district policies to improvement process cycles of inquiry. PSEL 9.h)
4. Students will articulate and communicate expectations and model compliance with applicable laws, rights, policies, and regulations as appropriate to promote student and adult success. (PSEL 4; PSEL 6; PSEL 9.h; PSEL 10)
5. Students will articulate and communicate expectations and model behaviors to ensure each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success. (PSEL 1.a; PSEL 1.c; PSEL 9; PSEL 10)

Major Course Topics:
- Historical and legal perspectives on education.
- Governance and public schools (state board and department of education, local districts, SBDM) with a specific focus on how local board and SBDM policy impacts leadership decision making.
- Federal and state legal dimensions of school leadership including equity concerns, building positive school cultures, fostering strong relationships with communities, and growing and developing teachers, managing resources, and leading school improvement. Special emphasis given to Kentucky law and regulation regarding the following:
    - Special education and the role of the Admissions and Release Committee (ARC)
    - Personnel evaluation, certification, contracts, tenure, and employee discipline
    - Student attendance
    - School Instructional Program
    - Student Records, FERPA
    - Church/state issue, student expression, search and seizure, due process
    - School finance and the law
    - Civil rights law and desegregation
- The political and policy landscape and its implications for school leadership.
- Distinguishing moral and legal dimensions of decision making.

Pre-requisites (if applicable):
Admission to Graduate Level Educational Leadership Program (Principal, DPP, DoSE, etc.) or by permission of instructor; course to be taken concurrently with EDAD 603 unless by instructor's permission

Student Expectations and Requirements:
The course will be divided into four modules. Assignments will consist of assigned readings in your texts, supplemental readings, recorded lectures, class discussions, virtual class meetings and application activities. Virtual lectures will be recorded and posted in a platform called Perusall.
There will be written assignments for each module in the form of discussion boards, online learning components, or stand-alone assignments. You will also complete field experiences relative to the course objectives. You will also have a final anchor assessment.

Required Texts and Materials:
- Essex, N. (2016). School law and the public schools: A practical guide for educational leaders, 6th ed. New York City, New York: Pearson.
- Yell, M.L. (2019). The law and special education, 5th Ed. New York: Pearson. (OPTIONAL REFERENCE TEXT)
- Kentucky School Laws Annotated – The 2020 version is available at the following link for viewing and download to your own device – do not print – it is over 1500 pages. https://education.ky.gov/districts/legal/Documents/Kentucky%20School%20Laws%202020 20.pdf

Course Assignments:

Assignment	Total Points
Quizzes: There will be two, open-note quizzes on Blackboard as part of this course. These will incorporate questions mostly from the assigned readings.	**50**
Field Experiences: WKU leader candidates will choose and complete three field experiences from five different options for this course. Examples and requirements for each experience will be listed on Blackboard.	**100**
Decision Making Scenario Assignments: Each module will include a 25-point assignment. This assignment may vary slightly by module (e.g., discussion board, completion of an outside learning module, PSEL alignment activity etc.).	**100**
Class Engagement: For each module, you will receive 25 points for attendance or virtual completion of online lectures and related discussions. Points will be deducted for lack of professionalism, completion in a timely manner, or absences. For the virtual lectures loaded on Perusall, your score is calculated by the amount of active	**100**

engagement in the lecture and participation in discussions. For live, virtual class meetings, you are expected to have your cameras on and be engaged in the lecture and content.	
Capstone Component(s): Identify legal considerations or compliance for your project. Students will identify the ways in which their project is procedurally and legally compliant.	**150***
Program PSEL Assessment: In this anchor assessment, WKU candidates will complete an audit of their available data sources relative to both students in general and those with disabilities. The final document will be in APA format following the 7th edition standards. Students will be required to demonstrate proficiency on the anchor assessments throughout the program before proceeding to the next semester.	**200**
Total	**700**

I reserve the right to make changes to the point value for the assignments and/or add points for small point value that may be completed as part of the virtual lessons.

90-100% of total points = A
80-89% of total points = B
70-70% of total points = C
60-69% of total points = D
Below 60% of total

Because participation in class and timely submission of work are important to the learning in this program, attendance, participation, and timely completion of work are expected of all students. Failure to attend class, participate in activities, and submit work in a timely manner may result in a reduction of points equivalent to a letter grade each (up to three letter grades).

Course Calendar
A course calendar will be provided with an outline of assignments, instructions, course topics, due dates, and required readings during the first face-to-face class meeting and on the Blackboard Course site at the beginning of the semester. This calendar is subject to change at the discretion of the instructor.

WEEK 1: Legal Framework & Education

Topics/ Learning Targets:
- Historical and legal perspectives on education
- Governance and public schools (state board and department of education, local districts, SBDM) with a specific focus on how local board and SBDM policy impacts leadership decision making.

- The political and policy landscape and its implications for school leadership.
- Distinguishing moral and legal dimensions of decision making.
- School finance and the law

To Read and Watch:
- Video Lectures: Introduction to School Law, School Finance and the Law
- Essex, Ch. 1, 13
- Cases: *Rose v. Council for Better Education*, *San Antonio ISD v. Rodriquez*

What Is Due:
- Discussion Board - Case Reflections
- Decision Making Scenario

WEEK 2: Legal 3R's- Rights, Restrictions, and Religion

Topics/ Learning Targets:
- Federal and state legal dimensions of school leadership including equity concerns, building positive school cultures, fostering strong relationships with communities, and growing and developing teachers, managing resources, and leading school improvement. Special emphasis given to Kentucky law and regulation regarding the following:
    - Church/state issue, student expression, search and seizure, due process
    - Student Records, FERPA
  - The political and policy landscape and its implications for school leadership.
  - Distinguishing moral and legal dimensions of decision making.

To Read and Watch:
- Video Lectures: School Law and Religion, Student Rights
- Essex, Ch. 2-4, 7
- Cases: *Tinker v. Des Moines BOE, New Jersey v. PLO*

What Is Due:
- Discussion Board - Case Reflections
- Decision Making Scenario
- Mid-Term Quiz

WEEK 3: Education of ALL Students by the Law

Topics/ Learning Targets:
- Federal and state legal dimensions of school leadership including equity concerns, building positive school cultures, fostering strong relationships with communities, and growing and developing teachers, managing resources, and leading school improvement. Special emphasis given to Kentucky law and regulation regarding the following:
    - Special education and the role of the Admissions and Release Committee (ARC)
    - Student attendance
    - School Instructional Program
    - Civil rights law and desegregation

- The political and policy landscape and its implications for school leadership.
- Distinguishing moral and legal dimensions of decision making.

To Read and Watch:
- Video Lectures: Students with Disabilities, School Instructional Program, Civil Rights
- Essex, Ch. 5, 11-12
- Cases: *Plyer v. Doe, BOE v. Rowley*

What Is Due:
- Discussion Board - Case Reflections
- Decision Making Scenario
- Field Experiences
- PSEL Assessment

WEEK 4-6: Employment Law

Topics/ Learning Targets:
- Federal and state legal dimensions of school leadership including equity concerns, building positive school cultures, fostering strong relationships with communities, and growing and developing teachers, managing resources, and leading school improvement. Special emphasis given to Kentucky law and regulation regarding the following:
  - Personnel evaluation, certification, contracts, tenure, and employee discipline
  - Civil rights law
- The political and policy landscape and its implications for school leadership.
- Distinguishing moral and legal dimensions of decision making.

To Read and Watch:
- Video Lectures: Personnel law & Liability, Teacher Rights &Discrimination Issues, Tenure, Dismissal and Due Process
- Essex, Ch. 6, 8-10
- Cases: *Pickering v. BOE, Connick v. Myers*

What Is Due:
- Discussion Board - Case Reflections
- Decision Making Scenario
- PSEL Assessment
- Final Quiz

Professional Standards for Educational Leaders (PSEL) Alignment

EDAD 603 EDUCATION LAW AND POLICY

PSEL STANDARDS	ALIGNMENT WITH COURSE ASSIGNMENTS/ACTIVITIES (list assignments/activities/tasks aligned with specific standards and/or elements of standard)
Standard 1: Mission, Vision & Core Values	Course objective 1 Discussions Assigned readings Field experiences Capstone *
Standard 2: Ethics & Professional Norms	Course objectives 1, 2,3,5 Lecture Written assignments Field experiences Capstone *
Standard 3: Equity & Cultural Responsiveness	Course objective 1, 5 Module written assignments Class meetings Discussions PSEL program Assessment Capstone *
Standard 4: Curriculum, Instruction & Assessment	Course objectives 1, 2, 4 PSEL Program Assessment Discussions Lectures Capstone *
Standard 5: Community of Care & Support for Students	Course objectives 2, 5 Field experiences Written assignments Capstone *
Standard 6: Professional Capacity of School Personnel	Course objectives 2, 5 Field experiences PSEL Program Assessment Capstone *
Standard 7: Professional Community for Teachers and Staff	Course objective 2, 4, 5 Field experiences PSEL Program Assessment Capstone *
Standard 8: Meaningful Engagement of Families & Community	Course objective 3, 5 Field experiences Assigned readings Lecture Capstone *

Standard 9: Operations & Management	Course objectives 3, 4 Field experiences PSEL Program assessment Class Meetings Capstone *
Standard 10: School Improvement	Course objective 4 Field experiences PSEL Program assessment Capstone *

*Capstone assignment will be driven by individual students' problem of practice.

COURSE, DEPARTMENT, AND UNIVERSITY POLICIES

Assignment Format
Unless instructed otherwise, written materials should be typed or word-processed in 12-point consistent font, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. Per the School of Leadership and Professional Studies, APA style (7th edition) will be used for all papers and written assignments unless otherwise indicated by the instructor. Assignments may be submitted as Word document or a Google Document (be sure to grant access to instructor).

All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.
https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-27th-edition.pdf

Plagiarism Policy/Academic Integrity
The School of Leadership & Professional Studies expects all undergraduate, graduate, and doctoral students to demonstrate academic integrity and not participate in academic misconduct as defined by the University (https://www.wku.edu/studentconduct/process-for-academic-dishonesty.php). The SLPS has developed two tiers for academic misconduct. Examples of academic offenses include (but are not limited to) any act of plagiarism, cheating, or falsification or misuse of academic records.

Tier 1 Violations

Acts of plagiarism that involve not citing all sources and/or using papers previously written and submitted in other courses are considered a Tier 1 violation. Students committing violations in Tier 1 will meet with the instructor to discuss the incident and work toward a resolution. Students may receive a zero on the submitted work with feedback stating the issue; students are responsible for checking grades and reading feedback. Instructors will follow the policy for Tier 2 violations for additional Tier 1 violations.

Tier 2 Violations

Tier 2 violations include but are not limited to sharing passwords and login information with individuals not enrolled in the course, failing to cite any sources in submitted work when outside sources were obviously used, cheating on an assignment or test, employing a person, website, or artificial intelligence

program to complete an assignment, and/or committing a second Tier 1 violation. Students committing violations in Tier 2 will meet with the instructor to discuss the incident and review evidential materials. If the instructor determines a Tier 2 violation has occurred, the instructor should report the student to the Office of Student Conduct and request that the Office of the Registrar issue a failing grade for the course. If the academic misconduct is severe and flagrant, the student may be dismissed from the program. Students who wish to dispute the allegation, dismissal, or grade should follow the Student Complaint Policy (https://www.wku.edu/handbook/academic-complaint.php).

Attendance, Participation, and Communication
Regular attendance and participation are necessary for success in the course. Learners are expected to complete all assigned readings, attend classes face-to-face or virtually, and participate in all discussions.

A student's final grade for the course will be adversely affected by a lack of regular participation in-class activities and/or failure to complete graded/non-graded assignments.

There is an expectation that students' work will be completed in a timely manner. Excessive and/or consistent lateness in completing assignments will impact students' final grades in the course.

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class. Students are expected to check their University e-mail on regular business days (Monday-Friday) to receive information or notices from the instructor.
It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements
Students should have access to the internet and e-mail and should check WKU e-mail and the course site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Statement of Diversity
The School of Leadership and Professional Studies believe that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Academic Integrity
All university academic dishonesty policies, as well as professional ethical guidelines, are in effect for this course. See pages 61 – 63 at the link below of the current faculty handbook, sections XI.H through XI.I for a detailed explanation of Western Kentucky University's Academic Dishonesty, Plagiarism, Cheating, Disposition of Offenses, Other Types of Academic Dishonesty/Research Misconduct, etc.
https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-25th-edition.pdf

Tools for Online Learners
A Student Resource Portal is available at the link below with detailed information and links including academic support, financial support, library research, success strategies, and tech support.
https://www.wku.edu/online/srp/

Students with Disabilities/ADA Accommodation
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Title IX/Discrimination & Harassment
Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender- based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Safety and Evacuation
At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.
https://www.wku.edu/emergency/

Writing Center Assistance
The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.
Take a video tour of the Writing Center or learn about our thesis writing workshops on our Resources for Thesis Writers page!https://www.wku.edu/writingcenter/

Regular and Substantiative Interaction: The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.
In this course, regular and substantive interaction will take place in the following ways:
● Regular synchronous sessions with faculty and students,
● Faculty participation in discussion boards,
● Weekly announcements, and
● Timely and detailed feedback on assignments provided within one week of submission.