NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER CENTER FOR
THE ADVANCEMENT OF EDUCATION

EDUCATIONAL LEADERSHIP PROGRAM
EDL 520
SCHOOL LAW FOR ADMINISTRATORS

Course Syllabus

FALL 2, 2006
CRN # 25624, OL 6, Term 20072

Dr. Robert J. Safransky, Course Instructor:
Instructor Email:
Will check emails each day: Instructor Office Hours:

Program Professor:
Dr. Mel D. Coleman
Email:
Phone:

Revised by Robert J. Safransky, Ph.D.
October, 2006
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**NSU HELP DESK PHONE # -1 -800-541-6682 x 4357**

END OF COURSE EVALUATION: NSU requests each student to complete an online evaluation in last two weeks of course at: [http://www.nova.eduonline_evaluations](http://www.nova.eduonline_evaluations) Enter NSU Email account and password at the prompt. Complete the evaluation.
A. PROGRAM MISSION STATEMENT

The mission of the Educational Leadership Program is to prepare outstanding educational leaders who are able to perform effectively in the current climate of diversity and restructuring. The program affords opportunities for practicing educators to receive leadership training in order to facilitate career advancement as well as to foster professional growth of current educational leaders. The program is designed to provide students with the most current pedagogical background in school leadership consistent with state certification requirements. By engaging practicing administrators as adjunct professors and practicum advisors in the program, the students’ education is enhanced with a practical perspective to augment their academic preparation. Consistent with our commitment to the working professional, the Educational Leadership Program is designed to accommodate the students’ work schedules and is offered at least at a variety of geographical locations and delivery models.

B. SCHOOL LAW FOR ADMINISTRATORS COURSE GOALS

1. Involve students in developing knowledge of educational law that will be used by them throughout their entire educational careers.

2. Prepare students to complete successfully the Required In-Class Writing Assignment.

3. Provide students the opportunity to research a meaningful topic and report their findings according to accepted research canons.

4. Require students to examine their own beliefs about law and its role in schools, society, and our country.

5. Enable students to put into practice in their classrooms and in their schools the concepts and values learned in this course.

6. Equip each student with a basic understanding of current educational law and the desire to maintain their knowledge throughout their careers.

7. Prepare each student to successfully take and pass local, state, or national examinations on educational law.

C. STUDENT PORTFOLIO FOR THE FLORIDA PRINCIPAL COMPETENCIES

Introduction

In an effort to provide field experiences linked to the Florida Principal Competencies it is proposed that the Educational Leadership coursework contain a portfolio assessment component. This model will include recommended activities aligned with the Florida Principal Competencies for each course. As students progress through the program those activities are completed, evaluated by instructors and retained by the students. During the last course in the sequence, EL 600, students will have the opportunity to revisit these activities in preparation for the Comprehensive Exam in Educational Leadership and as preparation for state exam(s), targeted selection, or assessment center activities.

The student is required to maintain a portfolio throughout the duration of the program. The portfolio is a record of the student’s achievement of Accomplished Practices and/or specific program competencies acquired during the program. Specific course goals and/or objectives are marked to indicate that they are related to the Accomplished Practices
and/or the specific program competencies. Assignments and activities recommended for inclusion in the portfolio are also marked in the assignment section and in the activity section of the course guide. The student’s portfolio will be reviewed by faculty in each course as students progress through the program. Maintaining the portfolio is the responsibility of the student. This portfolio is also a requirement for graduation. More information can be found in the Graduate Teacher Education Program Course Guide for Florida Principal Competencies Assessment Portfolio which should be acquired by every new and beginning student.

COURSE

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GUIDELINES FOR ASSESSMENT PORTFOLIO

1. Using the STAR recording system, students document every completed activity in each educational leadership course on the Principal Competency Record Form.
2. Students condense the assignment description to fit on one side of the Principal Competency Record Form: Setting, Target of the problem, Action taken, Results = STAR.
3. As each activity is completed, students submit a competency record form to the course instructor for the instructor’s signature. A complete explanation with sample STARS and blank form will be found below at page
4. The completed assessment portfolio is submitted when the student is enrolled in EL 600. The portfolio will be reviewed and evaluated by the instructor. In order to receive a “PASS” in EL 600, the portfolio and comprehensive exam must be successfully completed.

D. Compliance with American With Disabilities Act (ADA)

Nova Southeastern University provides reasonable accommodations for students with document disabilities. If you have a disability for which you believe you require accommodations, please contact Dr. Mark Seldine (email: seldines@nova.edu) or telephone 1-954-262-8617 or 1-800-338-4723 x8617. You need to submit proper documentation one month prior to the first class meeting. To access the forms, click on http://www.nova.edu/gtep.

E. ATTENDANCE:

Students will be expected to attend each on line chat.

F. SPECIFIC COURSE ASSIGNMENTS

EXPLANATION OF ASSIGNMENTS
2. EDUCATION IMPACT READINGS:

a. Go to the Educational Impact Site and sign in.

b. Right hand of page, click on “Web of Support” “1. The Administrator’s Primer”

c. Click on “A”- Special Education: Compliance & Discipline with Jim Walsh, Esquire
Click on “C” – Student Discipline with Shellie Crow.
Click on “D” - Drugs and Weapons Searches with Shellie Crow.

d. Listen to each lecture and take notes to do your summary.

e. Take the assessment after each video and type your name into certificate and make a copy of it for your report.

f. WRITING THE THREE SUMMARIES OF THREE VIDEOS:
   1) Each video must have a minimum of one page SINGLE SPACED summary of the major points in the video.
   2) Each video will have your reaction to it: Answer these three questions: 1) What you learned about the topic as a result of watching the video. 2) What you liked or disliked about the video. 3) I will or will not recommend the video to my colleagues.

g. SUBMITTING THE ASSIGNMENT TO THE ASSIGNMENT DROP BOX:
   1) All three videos should be submitted under one file name, e.g., “EdImpactVideo
   2) Each video should have this format:
      Page 1 – Title Page – Educational Impact Videos submitted by _____________
      Page 2 - Copy of Assessment for “A” “Student Discipline,”
      Page 3  Your summary of video – list main points of lecture: if you need more than one page, fine!
      Page 4- Your reaction to the video – 1) What you learned about the topic as a result of watching the video. 2) What you liked or disliked about the video. 3) I will or will not recommend the video to my colleagues.
      Page 5 – Copy of the Assessment for “C” – Student Discipline.”
      Page 6 - Copy of Assessment for “C” “Student Discipline,”
      Page 7  Your summary of video – list main points of lecture: if you need more than one page, fine!
      Page 8- Your reaction to the video – 1) What you learned about the topic as a result of watching the video. 2) What you liked or disliked about the video. 3) I will or will not recommend the video to my colleagues.
      Page 9 - Copy of the Assessment for “D,” “Drugs and Weapons Searches.”
      Page 10 - Your summary of video – list main points of lecture: if you need more than one page, fine!
      Page 11 Your reaction to the video – 1) What you learned about the topic as a result of watching the video. 2) What you liked or disliked about the video. 3) I will or will not recommend the video to my colleagues.

EDUCATIONAL IMPACT VIDEOS DUE DATE: See Assignment Dropbox.

3. STARS - YOU MUST DO THEM ON SCHOOL LAW!
STARS ARE A PART OF YOUR PRINCIPAL COMPETENCIES.

ORGANIZATION OF THE PORTFOLIO

Introduction

The portfolio is organized by educational leadership courses so that every activity can be matched with an appropriate standard and documented using the STAR recording system. Upon registering for the first educational leadership course recommended in the sequence:

If a student starts with another class, the portfolio information should be downloaded in that class. During the last course in the sequence, EL 600, students will submit the portfolio to the instructor. The completed portfolio is one of the requirements for a “PASS” in EL 600.

Purpose

The purposes of the assessment portfolio are:
(1) document meeting specific Florida Principal Leadership Standards and
(2) preparation for taking the Florida Educational Leadership Exam and targeted selection or assessment center activities.

Guidelines for the Portfolio:
1. Using the STAR recording system, students select from the assigned standard one prompt that matches the theme of the course and the situation or task. This is recorded on the Principal Leadership Standards Record Form. While the same standard (i.e., 5.0) may be required in more than one course, each STAR form should address a different prompt within the standard (5.3, 5.5).

2. Students condense the description to fit one side of the Principal Leadership Standards Record Form: Setting; Target of the problem; Action taken, Results.

3. As each standard is completed, the students submits a form to the course instructor for the instructor’s signature. The instructor reviews the form to see that it addresses the theme of the course, contains the STAR elements, and meets NSU writing guidelines. Where no physical documents are available to support the form, a supervisor may sign to indicate that the activity did indeed take place.

4. The completed assessment portfolio is submitted when the student is enrolled in EL 600. The portfolio will be reviewed and evaluated by the instructor. In order to receive a “PASS” in EL 600, the portfolio must be successfully completed.

BEFORE DOING THE STARS, PLEASE WATCH THE POWER POINT “EDL 520 STARS EXPLAINED.”

EDL 520 SCHOOL LAW
2.0 Instructional Leadership
3.0 Managing the Learning Environment
Principal Leadership Standards

Sample Key Indicators

Early Career Principals

2.0 Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

2.3 Includes provisions in the instructional program for students with special needs.
2.13 Works to relate state standards, the needs of the students, the community and the school’s goals.

3.0 Managing the Learning Environment – High Performing Leaders manage the organization operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

3.1 Administers policies that provide a safe school environment.
3.11 Conforms to legal and ethical standards in the management of the learning environment.

5.0 Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

5.3 Explains and defends decisions made.
5.4 Uses data to inform decisions.
5.8 Conforms to appropriate legal standards.

6.0 Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.

6.7 Conforms to legal and ethical standards related to diversity.
6.9 Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them.
6.11 Has a plan for the hiring and retention of a diverse staff.

9.0 Human Resource Development – High Performing Leaders recruit, select, nurture, and where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

9.4 Demonstrates an understanding of the methods and principles of personnel evaluation.
9.5 Operates with the provisions of each contract as well as established enforcement and grievance procedures.
9.9 Understands the processes necessary for use in the hiring and retention of high quality teachers.

10.0 Ethical Leadership - High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.
10.1 Manifests a professional code of ethics and values.
10.5 Understands ethical and legal concerns educators face when using technology through teaching and learning environment.
10.7 Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.

PLEASE DO THE FOLLOWING TO SUCCESSFULLY COMPLETE THE STARS ASSIGNMENT:
1. Use the STARS form which is found on page 9.
2. Please send only the Six Stars Forms (Keep the support documentation for the EL 600 class).
3. PLEASE ENCLOSE A STAMPED SASE (SELF-ADDRESSED STAMPED ENVELOPE).
4. SEND YOUR STARS IN A #10 ENVELOPE WHICH IS A REGULAR LEGAL SIZE ENVELOPE (4 X 9 1/2”)
5. Instructor’s Name and Address:

PLEASE USE THE FORM BELOW ON WHICH TO SUBMIT YOUR STARS.

WHEN YOU TYPE UP YOUR STAR, PLEASE MAKE SURE THAT YOUR INFORMATION WILL FIT ON ONE PAGE! You may wish to reduce the font size to make it fit on one page.

NOVA SOUTHEASTERN UNIVERSITY
PRINCIPAL COMPETENCY RECORD (STAR)

Name: ___________________________________________ SS# ____________________

Date Submitted: ____________________________ Competency: # _______________________

Setting: Elementary _______ Middle Grades ________ Secondary _________ Post Secondary _________

Situation Narrative:

Or Task Narrative:

Baseline statistics that confirm the problem exists (if appropriate):

SAMPLE STARS

NOVA SOUTHEASTERN UNIVERSITY
PRINCIPAL COMPETENCY RECORD (STAR)

Name: Sam Sample
SS# 123-45-6789
Date Submitted: Today
Competency: # 1.7
Competency Title: Proactive Orientation: Takes Risks by Initiating...
Setting: Elementary ______  Middle Grades ______  Secondary X  Post Secondary ______
Situational Narrative:
I was concerned that the vocational curriculum of the school was not meeting the needs of the local community and business leaders.

Or, Task Narrative:
Baseline statistics that confirm the problem exists (if appropriate):
Feedback on community portion of annual school climate surveys.
Actions: What did you do? Be specific:
I asked to be placed on the agenda of the Chamber of Commerce, and local business zone association meetings. At the meetings, I asked for input on what kinds of training and programs would make our students more able to be hired and advance in their business. From their input I asked if a group of business people would be a part of a task force to develop a new
curriculum with focus on current and future employee needs in the community. The task force under my leadership met with local politicians to gather support for an “academy” curriculum. I recruited teachers, parents and students (other stakeholders) to serve on the task force.

Evaluation procedures (where applicable): ___________________________________________________
Results: Explain the outcomes:
The task force developed a unique “academy” curriculum. Due to the stakeholder “buy in” the program was approved at both the county and state level. By being proactive, I was able to improve the curriculum of the school.

As a follow up: The program has received national attention, and additional “academies” have been developed by the school and adopted by other schools in the district.

Evidence (artifact) is attached ___ or has been reviewed and is in the portfolio X.

Imaur Supervisor  
Director of Vocational Education
Supervisor’s Signature/ Title / Date  I confirm that this activity took place as stated.

Professor’s Signature / Date - STAR meets Nova standards.

Revised August 2001

NOVA SOUTHEASTERN UNIVERSITY
PRINCIPAL COMPETENCY RECORD (STAR)

Name: Sandra Sample SS# 123-45-6789
Date Submitted: Today
Competency Title: Concern for the School’s Reputation
Setting: Elementary X Middle Grades Secondary Post Secondary
Situation Narrative:

Or, Task Narrative:
To develop a school marketing plan.

Baseline statistics that confirm the problem exists (if appropriate):
The school is rated “D” and there is evidence of poor morale.

  a. I met with the school improvement committee and shared both the demographic and academic data on the school.
  b. I listened to the suggestions on what priorities the parents, teachers, and community representatives felt were most important to improve the reputation of the school.
  c. The common theme that emerged was that the school (both physically and with personnel) did not make a good first impression.
  d. A three-pronged marketing plan was developed to improve the way parents and visitors were greeted at the school and the visual image presented.
  e. I initiated training and support for students, teachers, and staff.
  f. The committee developed press releases and I met with the media.

Evaluation procedures (where applicable): ___________________________________________________

Results: Explain the outcomes:
The community got behind the plan with “action” days to beautify the school. The students, teachers, and staff adopted a “put a smile in your voice” theme when greeting each other and visitors. Morale became noticeably better as seen on everyone’s face as well as on the annual survey.

As a further follow up, teachers and students working on test scores seemed to work as a team not as a chore. The result was that we are now a “C” school looking forward to further improve. Our reputation has certainly improved.

Evidence (artifact) is attached X or has been reviewed and is in the portfolio ___.

Ima Administrator, Asst. Principal, xx/xx/xx
Supervisor’s Signature/ Title/ Date I confirm that this activity took place as stated.

Dr. Ed Leadership xx/xx/xx
Professor’s Signature/Date STAR meets Nova standards.

Revised August 2001

4. Brief Five Court Cases

You must brief these two cases:


c) United States Supreme Court Cases # 3, #4, and # 5 are your choice. They must relate to school law.

Look in Case Index in the textbook for case names.

To find a case, go to the internet and type the name and click on search. Vivisimo.com or Findlaw or OYEZ.ORG as your search engine to find the case.

HOW TO FIND A SUPREME COURT CASE TO BRIEF:

A. Select an U.S. Supreme Court case from footnotes or case index in textbook. Or from U.S. Supreme Court cases that you are interested in briefing.
B. Go to your internet web provider’s Search Function - click on Vivisimo.com or Findlaw or Oyez.org.  
1) Search and type in Perry Education Association -DO NOT STOP AT THE SYLLABUS, BUT READ THE WHOLE SUPREME COURT DECISION.  
2) Read the case and complete the brief.  

C. You may also just go to GOOGLE or Vivisimo.com and type in the name of a U.S. Supreme Court Case.  

ONCE YOU FIND THE CASE – READ THE SYLLABUS AND THEN SCROLL DOWN TO READ THE WHOLE OPINION! The concurring and dissenting opinions need to be read as well as the notes.  

FORMAT FOR TYPING YOUR BRIEF  

CASE # 1  

Citation:  Perry Education Association v. Perry Local Education Association, 460 U.S. 37 (1983)  
(Please note that the name of a court case is always in italics!)  


Date Decided: February 23, 1983  

Vote:  5-4: Preferential access to a school mail system does not violate the First Amendment and the differential access afforded rival unions does not constitute impermissible content discrimination. (To find a vote in a case: go to http://www.oyez.org and click on Supreme Court Cases and then click on your case. You want to find the picture of the Supreme Court Justices for that case and click on each one. It will give their name and their vote!)  

Facts of Case:  A union was elected as the exclusive bargaining agent for the teachers of a school district. Per its collective bargaining agreement with the school board, only the representative union would have access to the interschool mail system and teacher mail folders. A rival union, contending the preferential-access system violated the First Amendment and the equal-protection clause of the Fourteenth Amendment, brought suit. The district court entered a judgment for the defendants. The court of appeals reversed, holding that the school district’s preferential-access policy violated both the First Amendment and the equal-protection clause of the 14th Amendment.  

Legal Principles at Issue:  Whether the denial of equal access to an internal mail system within a school district to representative and rival unions violated the First Amendment and the equal protection clauses of the 14th Amendment.  

Legal Basis for Decision:  The Court adopted a three-part framework to evaluate different types of government-owned property. 

In traditional public forums, “places which by long tradition or by government fiat have been devoted to assembly and debate,” the rights of a state to limit expressive activity are more closely
scrutinized. In such forums, the government may not prohibit all communicative activity and may 
enforce content-based restrictions only to the extent that such regulation is necessary to serve a 
compelling state interest and that it is narrowly drawn to achieve that end. A second category of 
property is the limited public forum, public property, which the state has opened for use by the 
public for expressive activity. Although a state is not bound to retain the open character of the 
property indefinitely, as long as it does so it is bound by the same standards as apply to traditional 
public forum. Public property that is not by tradition or designation a public forum is designated 
as a nonpublic forum. The state may reserve the forum for its intended purposes as long as the 
regulation on speech is reasonable and not an effort to suppress expression because public 
officials oppose the speaker’s view. The Court determined that the school mail facilities at issue 
were a nonpublic forum. The Court based its decision on the fact that the school mail system was 
not open to the public and permission had to be obtained from the school principal. The record 
indicated that permission had been granted only to a few outside organizations, such as the 
YMCA, Cub Scouts, and other civic and church organizations. Citing *Greer v. Spock*, 424 U.S. 
828, 838 (1976), the court stated that this type of selective access does not transform government 
property into a public forum.

Quotable: “The existence of a right of access to public property and the standard by which limitations upon 
such a right must be evaluated differ depending on the character of the property at issue.”

Writing for Justice White delivered the opinion of the court in which Burger, C.J.; Blackmun, Rehnquist, and 
O’Connor, J.J., joined.

Writing dissenting opinion(s): Justice Brennan filed a dissenting opinion in which Marshall, Powell and 
Stevens, J.J., joined.

5. PRINCIPAL INTERVIEW

1. Principal or Supervisor Interview: You must use these FOURTEEN questions and FOUR of your own 
   QUESTIONS FOR A TOTAL OF 18 QUESTIONS. Please type up the eighteen questions and submit to your 
   principal or assistant principal several days PRIOR to the interview.

   a. The First Fourteen Questions:

   1) How do you use your School Advisory Committee to carry out the mission of your school?
   2) How do you and your teachers accommodate and discipline exceptional education students?
   3) Cite one case where you as the principal had to consider both teacher and student rights?
   4) Describe how you work with employee union representatives? (Support and Teacher Unions)
   5) Have you ever non-recommended a teacher or support employee? Why?
   6) Have you ever had employee(s) file a grievance?
      a. Why?
      b. What provisions of the contract were said to have been violated?
   7) What is your policy on a teacher’s right to speak on controversial issues in the classroom?
1. Must they get prior permission from you?
2. What if they insist on speaking on a controversial subject, what do you do?
3. What precautions have you enacted when students or employees are using computers at school?
4. How do you instruct teachers and support staff to report child abuse cases?
   a. Have you reported any as either a teacher or administrator?
   b. Have you or staff report any child abuse cases this school year?
5. How do you enforce the copyright law?
6. How do you inform parents of their rights to inspect their child’s student records?
   a. When do you inform them of their rights to inspect their child’s records?
7. Do you have a school safety plan?
   a. Does it deal with bomb threats and a lockdown of school?
   b. Do your teachers and students know it?
   c. Have you rehearsed it with them?
   d. Have you prepared and distributed to your teachers a guide to the safety plan?
8. Have you informed your parents of these No Child Left Behind requirements: a) Our school met or did not meet Adequate Yearly Progress; b) Our school has __ Qualified Teachers and __ Unqualified Teachers.
9. Does your school have surveillance cameras? What areas have cameras? Who monitors the cameras? Is a record made of each camera’s surveillance? How long is it kept?
10. Your question.
11. Your question.
12. Your question.
14. Does your school have surveillance cameras? What areas have cameras? Who monitors the cameras? Is a record made of each camera’s surveillance? How long is it kept?
15. Your question.
16. Your question.
17. Your question.
18. Your Question.

Your Reaction to the Interview – You MUST Answer these three questions:
1) What did you learn?
2) What was your principal’s reaction to the questions?
3) How do you perceive the tasks of an administrator after talking to your administrator?

PRINCIPAL INTERVIEW PAPER FORMAT FOR DROPBOX:

1) Title Page - Your name and date; Name of administrator interviewed, position, school/office, date.
2) Page 2 – Describe your school AND your position: Use these FIVE HEADINGS:
   a. Name and grade level of school,
   b. Name of the county or city it is located in; Type of community – city, suburb, or rural;
   c. Composition of school – minorities, free and reduced lunch statistics,
   d. Curriculum of school – magnet, charter, any special curriculum, test data, ESE population;
   e) Subject(s) and grade level that you teach.
3) Page 3 – The eighteen interview questions.
4) Page 4 and following:
   Q. 1. How do you use your School Advisory Committee to carry out the mission of your school?
   A. I use the SAC to .............
5) FINAL PAGE OF PAPER: Your reaction to the interview:
   You MUST Answer these three questions:
   1) What did you learn?
   2) What was your principal’s reaction to the questions?
   3) How do you perceive the tasks of an administrator after talking to your administrator?
6. Major Research Paper or Project

GUIDELINES:

A. YOU ARE TO SELECT A TOPIC THAT INTERESTS YOU! Must have instructor’s prior approval.

B. YOU HAVE YOUR CHOICE OF:

1. DO A PAPER or one of the following:
2. POWERPOINT PRESENTATION OF AT LEAST 35 SLIDES (TITLE SLIDE, REFERENCE SLIDES, AND “THE END” SLIDES DO NOT COUNT IN 35) OR
3. A BROCHURE ON A TOPIC OF INTEREST OR CONCERN AT YOUR SCHOOL. DUE TO SPACE LIMITATIONS, BROCHURE REFERENCES SHOULD BE SUBMITTED ON A SEPARATE PAGE.
4. YOU MUST HAVE TEN REFERENCES NO MATTER WHICH FORMAT YOU CHOOSE TO USE. You CANNOT use textbook as a reference!!

C. Paper should be seven to ten pages in length with a minimum of ten (10) sources or references in the bibliography. Paper format:

1) Title Page with title of the paper, your name, course name and number, date, and submitted to: Name of Instructor;
2) Executive summary – one page long – An executive summary is a synopsis of your paper – it tells the reader what you investigated, why, and what you found.
3) Foreword, if you want to write one;
4) Table of Contents if you need one;
5) Paper – minimum of seven (7) pages to ten (10) or more pages of text;
6) One inch margins in the paper; Times Roman 12 point type; full margins; page number in upper right hand corner of page;
7) Bibliography – minimum of ten (10) sources; do not use the textbook as a reference if you do, you will lose a point from your paper or project’s grade; YOU MAY USE: web sites, articles, interviews are sources; and

MAJOR CHANGES IN APA MANUAL, 5th ed. (2001)

1. Pagination, Upper Right Hand Corner of the page throughout; no small Roman numerals for front matter; no pagination of the title page.
2. Spacing, Double-space throughout, except for long tables and figures. References and Bibliographies are single spaced within entries and double-spaced between entries. Consistent with OL’s Form and Style.
3. References and Bibliography, Hanging indent of one tab for all lines under author’s name. Cities known as publishing centers can be listed without the state identifiers.
4. References titles in text or back matter, Underscoring replaced by italics.
5. Margins, Now permits 1 ½ margin at left to allow binding of document.
6. Numbers in text. If you begin a sentence with a number, it must be spelled out as a word, while numerals are permitted within sentences. EXAMPLE: “Two thousand sports fans attended the event but 110 picketed outside the arena.”
7. Web-based online resources, There is significant new information about these resources and how to cite them. For EDL 520 – you may use the URL.
7. Final Exam.

100 Question Multiple Choice Exam which is taken in 110 Minutes. You may take the exam whenever you want but you have 110 minutes from the time you start the exam.

H. CLASS ASSIGNMENTS AND GRADING SCALE:

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<td>Ed. Impact</td>
<td>10</td>
<td>A 91 – 100 = 4.0</td>
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<tr>
<td>Case Briefs</td>
<td>10</td>
<td>B+ 86 – 90 = 3.5</td>
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<tr>
<td>STARS</td>
<td>10</td>
<td>B 80 – 85 = 3.0</td>
</tr>
<tr>
<td>Principal Interview</td>
<td>15</td>
<td>C 70 – 79 = 2.0</td>
</tr>
<tr>
<td>Major Paper/Project</td>
<td>25</td>
<td>F Below 2.0</td>
</tr>
<tr>
<td>Final Exam -</td>
<td>25</td>
<td>I Incomplete</td>
</tr>
</tbody>
</table>

I. SCHOOL WIDE GRADING SCALE

Effective Fall 2004 term (200520) The Fischler School of Education and Human Resources has adopted the grading scale above. All syllabi must reflect the new grading scale. The new scale is above and to the right. It will be used in this class this term.

J. REQUIRED TEXT & REQUIRED RESOURCE:


2. Required Resource: FGS/Educational Impact Electronic Textbook; to be purchased at the Educational Impact website: www.educationalimpact.com

You will have three assignments to read from this source.

To assist you in your assignment planning, Educational Impact has recently added a search capacity to the content website. You can now search the online academy’s tremendous amount of media enhanced content via a search engine.
K. Class Sessions - EDL 520 School Law For Administrators

CHAT SCHEDULE – We will use Elluminate which you will find in course content area. You will need a microphone and speakers to participate in the chats. It takes a minute or two to download.
If you miss a chat, you must listen to the recording, do a one page single spaced summary and ten multiple choice questions with answers and submit it in WebCt email.

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat # 1 -</td>
<td>Monday –Oct. 30 7:00 – 8:00 P.M. EASTERN</td>
</tr>
<tr>
<td>Chat # 2 -</td>
<td>Tuesday –Nov. 14 7:00 – 8:00 P.M. EASTERN</td>
</tr>
<tr>
<td>Chat # 3 -</td>
<td>Tuesday – Nov. 21 7:00 – 8:00 P.M. EASTERN</td>
</tr>
<tr>
<td>Chat # 4 -</td>
<td>Tuesday - Dec. 5 7:00 – 8:00 P.M. EASTERN</td>
</tr>
<tr>
<td>Chat # 5 -</td>
<td>Tuesday, Dec. 12 7:00 - 8:00 P.M. EASTERN</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>DUE DATES</th>
<th>Topics</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read Text &amp; Ed Impact Readings</td>
<td>Oct. 29 – Nov. 4</td>
<td>Course Objectives, Course Requirements, Legal Foundations, Teacher Contracts, Employment Rights &amp; Associated Rights</td>
<td>Chapters 1, 2, 3, Fischer</td>
</tr>
<tr>
<td>2</td>
<td>Read Text &amp; Case Briefs Due</td>
<td>Nov. 5 – Nov. 11</td>
<td>Collective Bargaining, Student Injuries, Slander and Libel, Child Abuse</td>
<td>Chapters 4, 5, 6, &amp; 7 Fischer</td>
</tr>
<tr>
<td>3</td>
<td>Read Text STARS</td>
<td>Nov. 12 – Nov. 18</td>
<td>Copyright Laws, Schools and Freedom of Expression – Teachers and Students</td>
<td>Chapters 8 &amp; 9, Fischer</td>
</tr>
<tr>
<td>4</td>
<td>Read Text Principal Interview</td>
<td>Nov. 26 – Dec. 2</td>
<td>Due Process Teachers and Personal Lives</td>
<td>Chapters 10 &amp; 11, Fischer</td>
</tr>
<tr>
<td>5</td>
<td>Read Text</td>
<td>Nov. 26 – Dec. 2</td>
<td>Racial Discrimination Sexual Discrimination Disabled Students’ Rights</td>
<td>Chapters 12 &amp; 13, Fischer</td>
</tr>
<tr>
<td>6</td>
<td>Read Text</td>
<td>Nov. 26 – Dec. 2</td>
<td>Bi-Lingual, Bi-Cultural Education &amp; Federal Laws Student Records – FERPA Do Parents Have Choice in Educating Their Children Can Schools Restrict Personal Appearance</td>
<td>Chapters 14, 15, &amp; 16 Fischer</td>
</tr>
<tr>
<td>7</td>
<td>Read Text Study for Final Major Paper/Project</td>
<td>Dec. 3 – Dec. 9</td>
<td>The No Child Left Behind Act, High Stakes Testing, and Other Current Controversies</td>
<td>Chapters 16, 17, 18, &amp; Fischer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chats (See Chat Schedule)</th>
<th>05</th>
<th>GRADES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. Impact Due:</td>
<td>10</td>
<td>A 91 – 100 = 4.0</td>
</tr>
<tr>
<td>Case Briefs Due:</td>
<td>10</td>
<td>B+ 86 - 90 = 3.5</td>
</tr>
<tr>
<td>STARS Due:</td>
<td>10</td>
<td>B 80 - 85 = 3.0</td>
</tr>
<tr>
<td>Principal Interview Due:</td>
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<tr>
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<td>25</td>
<td>F Below 2.0</td>
</tr>
<tr>
<td>Final Exam - Due:</td>
<td>25</td>
<td>100 points I Incomplete</td>
</tr>
</tbody>
</table>
L. BIBLIOGRAPHY

The School Law Bibliography will list periodicals and web sites. The Internet is now considered by many as
the place to do serious research as one can access many sources including past and present court decisions.

Periodicals

1. Courtside A monthly column by Dr. Perry Zirkel in The Kappan, the monthly journal of Phi Delta Kappa.
2. Legal Memorandum Published five times a year by the National Association of Secondary School
   Principals.
3. The Bulletin Monthly professional journal published by the National Association of Secondary School
   Principals. Every other issue has an article discussing a specific legal topic or issue of interest to
   a school administrator.

Web Sites

National School Board Association Website: www.nasba.org  To receive its free weekly newsletter: apaulson@nsba.org Tell him you are a member of this class.

Northwestern University site: http://www.oyez.org Will help you read cases.

Premiere Federal, State, and Local Government Site: http://govengine.com This will help you find laws.

NO CHILD LEFT BEHIND WEBSITES

Research Sites and Search Engines Dedicated to Law Topics:

- http://www.Counsel/Quest/com/index.html  = Counsel Quest is a premier internet legal research web tool.
- http://www.government.com  = Law Library Site – it lists major sites with checks for local, state, and national
  coverage. Has sites for all states – easy to use.
- http://lawcrawler.com  = A legal search engine with links to Supreme Court, district courts, federal laws, and
  documents.
- www.lectlaw.com  = The Electric Law Library may look unusual, but it has a dedicated following among
  lawyers.

FLORIDA SCHOOL LAW SITES:

The Florida Legislature in 2002 reorganized, renumbered and renamed the “Florida School Code” the new “Florida K-20
Education Code.” The statutes in the old code were numbered 228-246. The new code is now found in chapters 1000
through 1013 of Florida Statutes. The Legislature developed a tracing table and the Palm Beach County School Board
Attorney’s Office added hyperlinks to both the old and the new statutes. You can access the tracing table by going to the
Pinellas County Schools Legal Department web page at www.pinellas.k12.fl.us/attorney and the scroll to the bottom for
the hyperlinks to the tracing tables. You can also access the table by clicking on http://www.palmbeach.k12.fl.us/policies/tracing.htm  (Source: “Legally Speaking.” Pinellas County School Board Attorney’s Office, vol. iv. Issue 1, Fall, 2003, pp. 1 & 4.)

Supreme Court and Federal Court Electronic Newsletter Sites:

- http://www.findlaw.com = This site is a directory that helps you find any site on the web that is law related.
- http://newsletters.findlaw.com = Findlaw Newsletter Subscription Center will permit you to follow almost any state or federal court in the country and receive an automatic newsletter with case citation and full decision. There is no cost to subscribe.
- lii@lii.law.cornell.edu = The Legal Information Institute of Cornell Law School provides automatic email newsletter of U.S. Supreme Court decisions with minutes after they are decided. The service operates during the Supreme Court term but you may access it and sign up for its services at any time.
- www.supremecourtus.gov = The Supreme Court’s website. Go there!
- http://www.legal.gsa.gov = Fedlaw – links to federal laws and regulations – 61 categories of laws. If you wish to look up full text of copyright law, FERPA, or IDEA, here is the place to go.

Sites for Class Topics:

First Amendment  (Grievance, Religion, Assembly, Speech, Press)


Fourth Amendment Sites   (Search and Seizure)

- http://www.findworld.com/data/constitution/amendment04 = Gives complete history of amendment and scope with excellent links to other sites.

Fifth Amendment Sites        (Due Process and Self –Incrimination)

- http://www.findworld.com/data/constitution/amendment05index.html = Good site for 5th Amendment Information.
- http://www/jgc.org/aaup/ = American Association of University Professors’ page on tenure and due process.
- http://www.fear.org = Forfeiture Endangers American Rights is a national non-profit organization dedicated to the reform of asset forfeiture, laws to restore due process, and protect property rights of innocent victims. A very impressive set of home pages.

14th Amendment   (Due Process applied to states)
• http://www.findworld.com/data/constitution/amendment_14/o1.html – an excellent site on 14th Amendment.

Copyright and Fair Use

• http://fairuse.stanford.edu/ = Absolutely the best home page on copyright and fair use law on the net. It has links to primary materials, current legislation, internet resources, and overview of the law.
• http://www.loc.gov/copyright - Copyright Office Site – has excellent links.
• http://www.law.cornell.edu/uscode/17/index.html = This is the U.S. Copyright Law.
• http://www.pinellas.k12.fl.us/LMT - The Office of Library Media/Technology, Pinellas County, FL, has developed The Pinellas County Schools Copyright Guidelines for Educators & Staff.

Child Abuse

• http://www.childabuse.org = National Committee to Prevent Child Abuse web site.

Sexual Harassment

• http://www.fiu.edu/SexualHarassment/ Includes policy and outside links with information guidelines; even has interactive training class.

Law of Employment Discrimination

• http://www.law.stetson.edu/courses/empdis/ = This is a complete course outline with excellent links to related sites.

Student Records  (Family Educational Rights and Privacy Act = FERPA)

• www.pitt.edu/~srfsweb.htm = Information on Student Records Act.
• http://ww.awaus.edu/~register/ferpa.htm = Three quizzes to take on FERPA!

Exceptional Student Education  (ESE)

• www.pacer.org - A very easy to use site and has excellent references.
• http://www.cec.sped.org/ = Council for Exceptional Children web site.
• www.ods.org = Orton Dyslexia Society has information about this disability.
• http://www.wrightslaw.com/subscribe.htm = An e-mail newsletter published by Wrightslaw which is an advocate for Special Education.
• www.specialedguide@about.com = Barbara Jean Day’s site and publishes an e-mail newsletter devoted to special education – http://home.about.com/newsletters1.htm
• http://disabilities.about.com = Newsletter on Disability Issues edited by Gary Presley – has interesting articles – there is no cost to sign up for the e-mail newsletter.
• www.pacer.org - An excellent ESE site – has links to almost everything you need to know.

Organizational Sites

• http://nassp.org/index.htm = Home Page of the National Association of Secondary Principals
• www.naesp.org = Home Page of the National Association of Elementary Principals.
The objectives covered in EDL 520: School Law for Administrators align with objectives outlined by the following organizations:

- Florida Principal Competencies (FPC) # 5 & # 6 (STARS)
- Educational Leadership Constituent Council (ELCC)
- Standards for School Leaders – Interstate School Leaders Licensure Consortium (ISSLC)

M. EDL 520 OBJECTIVES AND OBJECTIVES OF ELCC AND ISSLC

The objectives covered in EDL 520: School Law for Administrators align with objectives outlined by the following organizations:

- Florida Principal Competencies (FPC) # 5 & # 6 (STARS)
- Educational Leadership Constituent Council (ELCC)
- Standards for School Leaders – Interstate School Leaders Licensure Consortium (ISSLC)

FLORIDA PRINCIPAL COMPETENCIES. (STARS)

INFORMATION SEARCH AND ANALYSIS is the gathering and analysis of data from multiple sources before arriving at an understanding of an event or problem.

The principal displays the competence of INFORMATION SEARCH & ANALYSIS when he/she:

5.1 creates and manages a systemic information gathering process among the various stakeholders of the school community
5.2 insists that the best available data be analyzed and used in the decision making process
5.3 creates and explains the methods or processes used in analyzing data
5.4 delays making decisions until pertinent data are analyzed
5.5 keeps-up-to-date, striving to gather new information from research and other sources which can then be used by the school
5.6 collects, interprets and responds to data received through formal and informal conversations and oral reports
5.7 makes sure that all information is “on the table”
5.8 accesses and interprets data from computer and management information system

******************************************************************************DIMENSION******************************************************************************
ANALYSIS: Relating and comparing data from different sources, identifying issues, screening relevant information and identifying relationships.

CONCEPT FORMATION is the ability to see patterns and relationships and form concepts, hypotheses and ideas from the information.

The principal evidences CONCEPT FORMATION when s/he:

6.1 processes data logically and intuitively to discover and/or create meaning
6.2 recognizes themes or patterns in events or data and uses them to interpret and/or discover meaning
6.3 presses self and others to define and understand issues so that problem solving techniques can be applied
6.4 recognizes and labels new insights
6.5 explains complex meaning by using analogies and metaphors
6.6 practices reflective thinking.

*************************************************************************************************

JUDGEMENT: Developing alternative courses of action and making decisions which are based on logical assumptions and which reflect factual information.

Educational Leadership Constituent Council (ELCC)

1.4.1.1 Professional and Ethical Leadership –

1.6 Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

1.7 Manifest a professional code of ethics and values.

1.4.1.2 Information Management and Evaluation-

1.5 Analyze and interpret educational data, issues, trends for boards, committees, and other groups, outlining possible actions and their implications.

2. Curriculum, Instruction, Supervision, and the Learning Environment –

3.3 Base curricular decisions on research, applied theory, informed practice, the recommendations of learned societies and the state and federal policies and mandates.

3. Professional Development and Human Resources

b. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel, with attention to issues of equity and diversity.

c. Negotiate and manage effectively collective bargaining or written agreements.
11. Educational Law, Public Policy and Political Systems

The institution’s program prepares school leaders who demonstrate an understanding of, and the capability to:

11.1 Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions regarding education.

11.2.1 Apply knowledge of common law and the contractual requirements and procedures in an educational setting.

11.3 Define and relate the general characteristics of internal and external political systems as they apply to school settings.

11.4 Describe the processes by which federal, state, district, and school-site policies are formulated, enacted, implemented and evaluated, and develop strategies for influencing policy development.

11.5 Make decisions based on the moral and ethical implications of policy options and political strategies.

11.6 Analyze the major philosophical tenets of contemporary intellectual movements and analyze their effect on school contexts.

11.7 Develop appropriate procedures and relationships for working with local governing boards.

INTERSTATE SCHOOL LEADERS LICENSURE CONSORTIUM: STANDARDS FOR SCHOOL LEADERS

The following standards are applicable to EDL 520: School Law for Administrators.

STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

STANDARD 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
## EDL 520 School Law For Administrators

### Objectives vs. Standards and Competencies Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>*FPC</th>
<th>** ISLLC</th>
<th>*** ELCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the growth and development of the concept of laws limiting the powers of the rulers and defining the rights of the people.</td>
<td>5.1, 6.1, 6.2, 6-4, 5-2, 3-7</td>
<td>1.6, 11.1</td>
<td></td>
</tr>
<tr>
<td>2. Describe the legal foundation of educational law and its impact upon practicing educators.</td>
<td>5.2, 5.5, 5.6</td>
<td>5-3</td>
<td>11.1</td>
</tr>
<tr>
<td>3. Discuss the five elements of a contract and contract law using appropriate court cases.</td>
<td>5.1, 5.3, 6.1, 7.6</td>
<td>4-5, 5-15</td>
<td>11.2</td>
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<tr>
<td>4. Explain the statute governing collective bargaining in Florida</td>
<td>1.9, 2.3, 2.5, 6.1, 6.2, 4-5, 4-3, 4-6</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>5. Recognizes the aspects of tort law applicable to school systems.</td>
<td>10.1, 10.2, 13.6</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>6. Discuss and describe the individual rights of students and teachers guaranteed by the First and Fourteenth Amendments to the U.S. Constitution.</td>
<td>1.4, 14.1</td>
<td>5-9, 2-7</td>
<td>11.1</td>
</tr>
<tr>
<td>7. Describe the rights of teachers to “fair use” under the new Copyright Law.</td>
<td>2.3, 5.6</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>8. Describe the rights of teachers to speak on matters of public concern based on court cases.</td>
<td>19.2, 6.3</td>
<td>7-4</td>
<td>6-2, 11.1</td>
</tr>
<tr>
<td>9. Discuss the schools and religious freedom for teachers and students as guaranteed by the U.S. Constitution.</td>
<td>19.2</td>
<td>7.4</td>
<td>11.1, 4.4</td>
</tr>
<tr>
<td>10. Explain the rights of teachers and students in regards to freedom of association: both political and social.</td>
<td>1.7, 6.3, 10.6, 5-3, 7-4</td>
<td>6-5</td>
<td></td>
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<tr>
<td>11. Discuss the rights of and responsibilities of teachers and students in regards to their personal and professional behavior.</td>
<td>1.7, 4.4, 6.3, 7-4, 5-10</td>
<td>112.4-11.5-10</td>
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<tr>
<td>12. Describe the rights of teachers under the new laws dealing with age, citizenship, and physical fitness.</td>
<td>4.4, 10.6</td>
<td>5-16</td>
<td>11.1</td>
</tr>
<tr>
<td>13. Explain the Brown Case on desegregating schools and American Life.</td>
<td>3.2, 3.6, 10.6</td>
<td>3-6, 6-4</td>
<td>11.1</td>
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<tr>
<td>14. Discuss the rights of women as a result of recent legislation and case law especially in regards to participation in all aspects of life.</td>
<td>4.4, 4.5</td>
<td>11.1, 11.2</td>
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<tr>
<td>15. Describe the rights and responsibilities of school districts to students who covered by P.L. 504 and IDEA.</td>
<td>2.2, 2.8, 14.1, 13.5, 3-3, 3-9</td>
<td>2-1, 2-12, 2-16, 11.1</td>
<td></td>
</tr>
<tr>
<td>16. Explain the rights of students and parents to view the student’s records.</td>
<td>19.3</td>
<td>3-23</td>
<td>11.1</td>
</tr>
<tr>
<td>17. Describe the rights of students and teachers in matters of personal grooming.</td>
<td>12.1, 19.3</td>
<td>6-7</td>
<td>11.1, 11.4</td>
</tr>
<tr>
<td>18. Explore the new challenges facing public educators in the 21st century.</td>
<td>1.8, 5.5, 14.1, 3-3</td>
<td>2.3</td>
<td></td>
</tr>
</tbody>
</table>

- **FPC** = Florida Principal Competencies
- **ISLLC** = Interstate School Leaders Licensure Consortium Standards for School Leaders
- **ELCC** = Educational Leadership Constituent Council