

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Leadership and Policy Studies
ELPS 663: Legal Aspects of Educational Administration

Instructor's information and contact information

Instructor:

Department of Educational Leadership and Policy Studies (ELPS)

Communication:

Office Hours:

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Department of Educational Leadership and Policy Studies (ELPS) Mission Statement

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships, and promote culturally responsive leadership in a diverse environment.

Department of Educational Leadership and Policy Studies (ELPS) Dispositions

The candidate values and is committed to:

1. **Ethical and professional practice and behavior:** ideal of the common good, caring, respectful of individual and group rights, respect of roles and responsibilities, justice, honesty, integrity, fairness, courage, and good character, ethical decision-making; sensitivity to, and concern for, self and others.
2. **Collaboration** with others, with constituency, with all members of the school community, involving stakeholders in management processes and decision-making; involving staff, families, and communities in the decision-making processes that lead to equitable schools.
3. **Effective communication:** using good verbal (oral, speaking, writing) and non-verbal communication skills, especially being a good listener.
4. **Proactive and visionary leadership:** high standards of learning; continuous school improvement; belief that all students can learn; student learning as the fundamental purpose of schooling; willing to examine one's own assumptions/beliefs/practices; commitment to the profession; creative, critical, and reflective thinking.
5. **Life-long learning:** professional development for staff and others as an integral part of school and personal improvement; high quality standards, expectations, and performance; education as key to opportunity and social mobility; commitment to pursuing knowledge and skills required of educational leaders.
6. **Responsibility and time management** to meet obligations to self and others, accomplishing personal and professional goals.
7. **Diversity:** being sensitive to individuals, groups, cultures, and all aspects of the school and larger society; recognizing, valuing, and understanding diversity in cultures, ideas, values, lifestyles, learning styles, intelligences; providing leadership that promotes continuing dialog with diverse community groups to develop culturally responsive schools; facilitating implementation of learning opportunities that are effective in closing achievement gaps and providing quality education in diverse school communities.

California Commission on Teacher Credentialing (CCTC) - Standards of Quality and Effectiveness: Preliminary Administrative Services Credential Program Standards

Category I: Program Design and Coordination-Standards 1-5

Program Standard 1: Program Design and Rationale

Program Standard 2: Collaboration, Communication, and Coordination Program

Standard 3: Development of Professional Leadership Perspectives Program Standard 4:

Equity, Diversity, and Access

Program Standard 5: Role of Schooling in a Democratic society

Category II: Curriculum-Standard 6

Program Standard 6: Preparing Candidates to Master the Administrator Performance Expectations (CAPEs)

Category III: Field Experiences in the Program

Program Standard 7: Nature of Fieldwork Experiences Program Standard 8: Guidance, Assistance, and Feedback

Category IV: Candidate Competence and Performance-Standard 9

Program Standard 9: Assessment of Candidate Performance

California Administrator Performance Expectations (CAPEs) are organized under the California Professional Standards for Education Leaders (CPSELs)

The administrative services curriculum has been carefully aligned to cover the complete set of California Administrator Performance Expectations (CAPEs). These performance expectations include a set of six skill categories (CPSELs) that describe the performance expectations for candidate's ready to begin service as a California educational administrator.

CPSEL Standard 1: Development and Implementation of a Shared Vision

CPSEL Standard 2: Instructional Leadership

CPSEL Standard 3: Management and Learning Environment

CPSEL Standard 4: Family and Community Engagement

CPSEL Standard 5: Ethics and Integrity

CPSEL Standard 6: External Context and Policy

CPSELs STANDARDS AND CAPEs ELEMENTS – Course Outcomes for ELPS 663

CPSEL Standard 1: Development and Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

CAPEs Elements:

- 1A-3 Analyze and apply political, social, economic, and cultural contexts to inform the school's vision and mission and align to the district's goals.
- 1B New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shapes staff and community involvement.

CPSEL Standard 3: Management and Learning Environment

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

CAPEs Elements:

- 3A3 Follow regulations related to accessibility of the physical plant, grounds, classes, materials, and equipment for staff and students.
- 3A-4 Use technology to facilitate communication, manage information, enhance collaboration, and support effective management of the school. Handle confidential matters relating to students and staff in a manner consistent with legal practices and ethical principles.
- 3B-1 Follow legal and ethical procedures for hiring, evaluating, supervising, disciplining, recommending for non-reelection, and dismissing staff.
- 3B-2 Apply labor relations processes and collective bargaining in CA and their application to contract implementation and management at the local level.
- 3C-2 Recognize personal and institutional biases and inequities within the educational system and the school site that can negatively impact staff and student safety and performance and address these biases.
- 3C-3 Recognize discriminatory practices, signs of trauma, manifestations of mental illness, and promote culturally responsive, positive, and restorative strategies to address diverse student and school needs.

CPSEL Standard 5: Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

CAPEs Elements:

- 5A New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.
- 5A-4 Maintain a high standard of professionalism, ethics, integrity, justice, and equity and expect the same behavior of others.
- 5B New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
- 5B-1 Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.
- 5C New administrators understand that how they carry out professional obligations and responsibilities affect the entire school community.
- 5C-1 Apply policies and practices that both support student learning and protect the rights and confidentiality of students, families, and staff.
- 5C-3 Use personal and professional ethics as a foundation for communicating the rationales for their actions.

CPSEL Standard 6: External Context and Policy

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

CAPEs Elements:

- 6A New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger community.
- 6A-1 Recognize that any school is part of a larger district, state, and federal contexts that is influenced by political, social, economic, legal, and cultural factors.
- 6A-2 Understand and analyze governance and policy systems and use this knowledge to explain roles and relationships of school and district administrators, local and state boards of education, and the legislature to staff and the school community.
- 6A-3 Facilitate discussions among staff and the community about aligning mandates and policies with staff and student goals for continuously improving instruction, learning, and wellbeing.
- 6A-4 Operate within legal parameters at all levels of the education system.

CALIFORNIA ADMINISTRATOR PERFORMANCE ASSESSMENT (CalAPA)

Effective 2019-2020, candidates enrolling in the MA/ Preliminary Administrative Services Credential program must successfully pass the CalAPA to obtain a Certificate of Eligibility. The CalAPA consists of three parts:

- Leadership Cycle 1 – Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2 – Facilitating Communities of Practice

- Leadership Cycle 3 – Supporting Teacher Growth

Place of course curriculum

This course is a requirement for the master's degree in educational administration and the Preliminary Administrative Services Credential.

Catalog description

Prerequisite: This course is restricted to candidates who have been admitted to the Master of Arts in Educational Administration and/or the CA Preliminary Administrative Services Credential program. General principles of American school law, with particular emphasis upon California statutes. Consideration of the legal bases of federal, state, and local administrative levels. Review of the salient legal provisions of the Education Code respecting administration of schools, the rights of patrons and employees, torts, contracts, certification, tenure, school planning and the rights and obligations of pupils. Analysis and significance of major court decisions having implications for public education.

Course Content

1. Historical and Contemporary Context of PK12 Education Policy and Law
2. Key Public Policy and Law Issues: Values, Conflicts, and Tradeoffs
3. California Education Policy and Law Context

Course content will be delivered through the lens of educational justice within the context of the following foci:

- Overview of the American judicial system
- Constitutional Amendments, Sources of School Law, Landmark and Significant Court Cases
- Education and the Establishment Clause / Religion in the schools
- Compulsory attendance, and Equal Access
- Students' Rights, Freedom of Expression, Search and Seizure, Expulsion and Due Process
- Teachers' Rights, Academic Freedom, Non-Renewal and Dismissals
- Desegregation, Discrimination, Racial Integration, and Gender Equity,
- Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and School Reform
- Educator and District Liability
- Liability under State Law and Federal Law

Course Expectations

Requirement #1: Class Meetings, Attendance, and Thoughtful Engagement

Large and small group discussions, experiential exercises, and presentations are designed to encourage each of you to become an active participant in a collaborative learning process. In this course, we will *all* be teachers and learners. This course is based on the active participation of each student, which necessitates ongoing critical readings of, and meaningful commentary on, the texts as well as the ability to ask thoughtful questions and raise issues during class. The success of this course is highly dependent

on the participation and contribution of all of us. The hope is that we share the expectation of active and engaging participation and that we have a commitment to the co-construction of the course and collaborative approaches to learning, to the extent possible. In the end, the more that we all invest in the course, the more we stand to gain and carry with us as a function of our experiences.

Requirement #2: Contributions to an Inquiry Community

It is crucial that we all take responsibility for creating an inquiry community in which open and respectful dialogue can occur. This does not mean that we should choose not to actively challenge each other on important issues because, when done respectfully, this can be a powerful learning tool. Rather, it means that the course must be a place in which we can discuss our differing perspectives without being judged. For this to happen, we will each need to work hard to remain respectfully tentative about others' opinions (and critically self-reflective on our own), realizing that we all hold dear certain points of view and have unique perspectives on the world.

Requirement #3: Critical Engagement with the Readings

The assigned readings for each class are listed on the syllabus (course calendar) and on our Canvas course site. Students are expected to have completed the required readings *before* each class meeting and to integrate readings into classroom discussions and written assignments. Being critically engaged with the readings does not mean that you should necessarily agree with them. Disagreement and critique are encouraged, as they can be instructive. I do ask however, that you be thoughtful about your critiques, and that even when you disagree with main points of a given reading, you challenge yourself to find what is useful in it.

Requirement #4: University Expectations

Respectful discussion and inquiry are at the heart of the academic enterprise. Meaningful and constructive dialogue requires mutual respect, willingness to listen, and tolerance for opposing points of view. In-person and Zoom discussions, like any academic discourse, should follow university norms of civility and effective communication. Debates should challenge ideas—not individuals who hold opposing views. We are all expected to observe a basic consideration for our colleagues' comments and work and mutual respect for their opinions. Accordingly, we are expected to be honest but positive and constructive in our remarks, criticisms, and inquiries in class—and we are not expected to chastise, rebuke, or censure colleagues for what they say about a topic. This rule includes confidentiality, the standards by which we will abide to assure that we can have a free and open discussion. The expectation is that each person will respect the confidentiality of what cohort members are willing to share.

Required course material

The required material for the course includes the following text:

- Essex, N. (2025). *School Law and the Public Schools*. (7th Ed.).

Optional course material

This is optional material.

- Diem, S & Welton, A. (2021). *Anti-racist educational leadership and policy. Addressing racism in public education*. Routledge Taylor & Francis.
- Spring, J. (2022). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. Routledge Taylor & Francis.

Resources for students of all abilities

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611. If you would like to discuss your need for accommodations, please contact me to set up an appointment.

CSUN Student support programs and services

CSUN offers unique student support programs and services to meet the unique needs of students and enhance campus climate for students. I invite you to access and explore student support programs and services, including the Veterans Resource Center, Pride Center, Oasis Wellness Center, Klotz Student Health Center, University Counseling Center, lactation space, and food pantry services. If you need assistance in accessing a student program or service, please let me know, and I would be pleased to support you.

The following CSUN website provides information and resources for all Students

- <https://www.csun.edu/matadorsrising/matadors-rising-student-success-resources>

The following CSUN website provides information and resources for self-care and counseling,

- <https://www.csun.edu/counseling>

Student technology requirements

Hardware:

- Computer Laptop or Desktop (MAC or PC)
- Web Cam and Headset
- Access to the Internet: Wi-Fi or Hotspot

Software:

- Microsoft Office (can be downloaded for free from myCSUNsoftware)
- <https://www.csun.edu/it/mysunsoftware-0>

Student technology resources

CSUN Device Loaner Program:

- <https://www.csun.edu/it/device-loaner-program>

CSUN Information Technology & Student Technology Resources

- <https://www.csun.edu/it/students>

Course Grading

1. Course Performance Evaluation

Students who do *accomplished or exemplary* work overall consistently:

- Attend class regularly and on time;
- Come to class prepared, having done readings and assignments on time;
- Fulfill or exceed the assignment guidelines for each assignment;
- Show clear understanding of topics and critical engagement in written and oral work;
- Write clearly using correct writing mechanics, have good organization/logical flow and use APA 7 writing style.

2. Course Grading scale

A 93-100 A 90-92 B+ 87-89 B 83-86 B- 80-82

3. Course Grading Percentages (see page 10 for more information regarding course assignments)

- | | |
|--|-----|
| • Professional Participation | 25% |
| • Individual Analysis and Presentation of a Legal Case | 25% |
| • CalAPA Cycle #1 | 10% |
| • Mid Term Examination | 15% |
| • Group Research Policy Analysis and Presentation | 25% |

Course Schedule

You may access the course schedule/calendar via Canvas. The course schedule/calendar (under *Modules*) is the *tentative* schedule of class meeting activities and assignment due dates. Please note syllabus and course content are subject to change due to course and/or student needs. The course schedule/calendar is also placed at the end of the syllabus.

Course Communication

- CSUN email account
- CSUN CANVAS Course Site
- Google drive and Shared CSUN box

CSUN sends all official communications by e-mail, including registration information. Check your CSUN e-mail account (or account to which you have forwarded your CSUN email) regularly. To access the site, go to www.csun.edu/webmail. Once logged in, you may forward your CSUN e-mail to personal email address.

Audio and/or Video Recording in Class

You may not record synchronous class sessions except in accordance with ADA accommodations. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

Distribution of Copyrighted Course Material

All fixed/tangible form course materials (e.g., written assignment details, written handouts, written PPT. presentations, etc.) are copyrighted and not to be distributed/posted outside of the course and/or for commercial use without my express permission.

Course Assignment Submissions

- All assignments are to be submitted electronically to our Canvas course page unless otherwise noted in course calendar or discussed in class (as Microsoft Word and/ or PowerPoint).

- For tech problems using Canvas, contact CSUN IT Support at 818-677-1400. Canvas is an important communication and information tool for our course.
- All assignments are due by the assigned date unless prior approval is given by the professor. Assignments will not be accepted by email unless prior approval is given by the professor. All student work products for this course are archived in Canvas. Please notify the professor ahead of time should anything interfere with the timely submission of assignments, projects, or presentations.

Educational Leadership and Policy Studies (ELPS) Writing Standards

The ELPS department has adopted the American Psychological Association (APA 7 ed) style of citations, references, and editorial style for use by our students to create uniformity in the written materials submitted over the course of the program. Information about the “APA Style” can be obtained through the CSUN following websites:

- <https://libguides.csun.edu/research-strategies/APA>.
- [APA Style – Owl Purdue](#)

The CSUN University Library also provides academic writing support and feedback:

- <https://www.csun.edu/undergraduate-studies/learning-resource-center/online-writing-services>

Academic Integrity

As part of our commitment to fostering a dynamic learning environment the Department of Educational Leadership and Policy Studies acknowledges the potential benefits and drawbacks of incorporating generative AI tools such as ChatGPT with course assignments. For the purpose of course assignments you can take advantage of generative AI to help brainstorm and fine tune your ideas; draft an outline to clarify your thoughts; or check grammar, rigor, or style. You cannot use AI to generate any written material for course assignments. All course assignments must adhere to [CSUN’s academic dishonesty policy](#).

COURSE ASSIGNMENTS

Detailed assignment guidelines and rubrics are housed on Canvas course site, under course modules.

1. Analysis and Presentation of a Legal Case Study (25 pts)

For this assignment you will be asked to:

- Prepare a 10 minute presentation of an instructor approved legal case study and present in alignment to the calendared chapter/topic to class.
- Please submit to Canvas under Assignment link by noon on the day you are scheduled to present.

CAPEs: Practice 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

2. Mid-Term Examination (15 pts)

For this assignment you will be asked to:

- Reflect and respond to a written prompt regarding a current educational legal issue. Your paper should be no more than 4 pages, including title page and reference page-double spaced.
- Please submit to Canvas under Assignment link by 11:59pm on the scheduled due date.

CAPEs: Assessment: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

3. CalAPA Cycle #1 (10 pts)

For this assignment you will be asked to:

- Complete drafts of each written portion of CalAPA Cycle #1

CAPEs: Practice 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

CAPEs: Assessment: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

4. Group Research Policy Analysis and Presentation (25 pts)

For this assignment you will be asked to collaboratively:

- Identify the impact of a critical or controversial public policy through the lens of social justice and educational equity. After thorough analysis, provide an alternate resolution (i.e., new statute, policy, regulation) that addresses inequities and justice within the school community.
- Prepare a 20 minute interactive presentation of your group's research of and analysis regarding a controversial educational policy, law or contemporary issue.
- Please submit to Canvas under Assignment link by noon on the day you are scheduled to present. All group members are to submit the exact same presentation.

CAPEs: Assessment: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

5. Professional Participation (25 pts)

You are expected to complete assignments, group work, and actively participate in order to fully understand the concepts presented. **Assignments** are to be submitted by 11:59 pm of their due dates unless instructor states differently and/or prior arrangements have been made.

Course Commitment and Support

I invite you to see me if a personal or professional issue arise that affects your performance in the class.

This class is designed to facilitate your learning, and I am here to support that process

Please review the following Calendar of Course Activities

COURSE CALENDAR: ELPS 663 SUMMER 2025

Syllabus and Course Content Subject to Change due to Course and/or Student Needs

DATE MON/WED	TOPICS	TO READ BY THIS DATE	TO DO and/or ASSIGNMENTS DUE THIS DATE CAPEs Alignment
Session #1	1. Summer Advisement 2. Introduction to CalAPA Cycle #1 3. ELPS 663 Course Overview <ul style="list-style-type: none"> Review Syllabus, Course Calendar, Assignments and Alignment to CAPEs Discussion: <ul style="list-style-type: none"> What is educational equity, educational justice? How do you analyze equity gaps? How can you address equity gaps? What institutional and structural factors contribute to gaps in educational equity and justice? 4. Introduce Legal Framework Affecting Public Schools (Essex Ch. 1) <ul style="list-style-type: none"> <i>Intro: Assign. #1 Guidelines: Individual Case Study</i> 		<p>During class you will SIGN UP for Assignment #1: Individual Case Study Presentation [Canvas Collaboration Link/ Google doc]</p> <p>Intro: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A</p>
Session #2	<u>Public School Attendance; Religion and the Public Schools (Part 1)</u> Compulsory Attendance; Absenteeism (CA. Indicator) Equity and Admission Issues First Amendment Rights School sponsored prayers/events <i>Intro: Assignment #2 Guidelines: Group Project</i> <u>CalAPA Cycle #1 Step 1 Investigate</u>	READ: Essex Ch. 11 pgs. 338- 351 Ch. 2 pgs. 20-38	<u>Begin Working on CalAPA Cycle 1: Step 1: Investigate</u> (Identify and collect data) <p>Practice: 1A, 1C, 3B, 3C 5C, 6A</p>
Session #3	<u>Religion and the Public Schools (Part 2)</u> Equal Access Use of School Facilities Teaching of Evolution Textbooks, Religious Literature, and Holidays School Fees Health Services, Immunizations Patriotic Activities	READ: Essex Ch. 2 pgs. 39-57	<u>Assigned</u> <i>Individual Case Study Presentations</i> SIGN UP for Assignment #2: Group Project Presentation Canvas Collaboration Link/ Google doc <p>Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Practice: 1A 5A, 5B, 6A</p>
Session #4	<u>Student Rights and Restrictions</u> <i>Freedom of Expression</i> Dress Code School sponsored activities <i>Due Process</i> Search and Seizure School Discipline /Suspension/Expulsion Corporal Punishment Extracurricular Activities, Athletics Equal Protection, Gender Equity	READ: Essex Ch. 3 pgs. 62- 116	<u>Assigned</u> <i>Individual Case Study Presentations</i> <p>Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Continue working on CalAPA Cycle #1 during this week Practice: 1A, 1C, 3B, 3C, 5A, 5B, 5C, 6A</p>

DATE MON/WED	TOPICS	TO READ BY THIS DATE	TO DO and/or ASSIGNMENTS DUE THIS DATE CAPEs Alignment
Session #5	<u>School Desegregation</u> Separate but Equal doctrine De Jure and de Facto segregation <u>Public School Finance</u> Taxation for Public Schools Equity Funding in Education Impact of Poverty on Pk-12 Children	READ: Essex Ch. 12 Pgs. 377 - 394 Ch. 13 Pgs. 396-409	Assigned <i>Individual Case Study</i> <i>Presentations</i> Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Practice: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A
Session #6	Asynchronous <u>CalAPA cycle #1 Step 2 Plan</u> Canvas Access- Midterm Exam (paper/prompt)		Begin working on CalAPA Cycle 1: Step 2 Plan [Identify potential contributing factors (institutional and/or structural)] Practice: 1A, 1C, 2A, 3C, 5B Canvas Access online: Begin working on Midterm Exam Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A
Session #7	Asynchronous <u>CalAPA cycle #1 Step 2 Plan</u> Canvas Access- Midterm Exam (paper/prompt)		Continue working on CalAPA Cycle 1: Step 2 Plan Practice: 1A, 1C, 2A, 3C, 5B Continue working on Midterm Exam Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A
Session #8	<u>Teachers and the Law (pt 1):</u> <u>Teacher Freedoms</u> Freedom of Expression (tenured and nontenured) Academic Freedom Political Speakers Teacher Dress Codes & Evaluations <u>CalAPA cycle #1 Step 2 Plan</u> Midterm Exam (paper/prompt)-due with reflection	READ Essex Ch.8 Pgs. 243-261	Assigned <i>Individual Case Study</i> <i>Presentations</i> Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Continue working on CalAPA Cycle 1: Step 2 Plan Practice: 1A, 1C, 2A, 3C, 5B Practice: 1A, 3B, 5A, 5C, 6A Submit to Canvas: Midterm Exam by 11:59pm (today,) Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

DATE MON/WED	TOPICS	TO READ BY THIS DATE	TO DO and/or ASSIGNMENTS DUE THIS DATE CAPEs Alignment
Session #9	Teachers and the Law (pt 2): <u>Discrimination in Employment</u> Teacher as Exemplar Criminal Activities Employment Discrimination Collective Bargaining RODDA and PERB Nonrenewal and Dismissal	READ: Ch. 9 pgs. 266-291 Ch.10 pgs. 295-333	<u>Assigned</u> <i>Individual Case Study Presentations</i> Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Begin working on CalAPA Cycle 1: Step 3 ACT (develop potential strategies for equitable student and school improvement.) Practice: 1A, 1B, 1C, 2A, 3C, 5B, 5C, 6A
Session #10	<u>Individuals with Disabilities</u> IDEIA and Section 504 Child Find Equity <u>School Personnel and School District Liability</u> Torts, Title IX Educational Liability and Malpractice Sexual Harassment	READ Essex: Ch. 5 Pgs.148-185 Ch. 6 Liability Pgs. 188-222	<u>Assigned</u> <i>Individual Case Study Presentations</i> Continue working on CalAPA Cycle 1: Step 3 ACT Practice: 1A, 1B, 1C, 2A, 3C, 5B, 5C, 6A Begin working on CalAPA Cycle 1: Step 4 REFLECT (Reflect on your leadership capacity to analyze multiple sources of data) Practice: 5A, 5B, 6A
Session #11	Group Presentations (3 groups- 5 members per group)		<u>Assigned</u> <i>Group presentations</i> Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Continue working on CalAPA Cycle #1 Step 3 ACT Practice: 1A, 1B, 1C, 2A, 3C, 5B, 5C, 6A Continue working on CalAPA Cycle #1: Step 4 Reflect Practice 5A, 5B, 6A
Session #12	Group Presentations (3 groups- 5 members per group) <i>Last class for summer session #2 😊</i>		<u>Assigned</u> <i>Group Presentations</i> Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A Submit CalAPA Cycle #1 verification during this week to ELPS 663 Canvas site and to Dr. Bagwell's CalAPA Canvas Site.

ASSIGNMENT #1 GUIDELINES: Case Study Presentation (25 pts)

Practice: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

Students will sign up (on shared google doc-canvas ([collaboration link](#)) to present a legal\case listed from one of the chapters in our text. Students will prepare a 10-minute power point presentation of the salient points following the guidelines below.

Sign up is due 11:59pm on

PLEASE NOTE:

- Some presentations will be in-person and others on Zoom (Check session dates.)
- Some cases are marked as Pairs for the presentation.
- Make sure that you (and your partner if applicable) review the dates, the topics for the dates and then sign up once you decide.
- All PPT presentations will be due/submitted into CANVAS no later than 11:59pm the day before the agreed upon date of presentation.

A. Your presentation (power point) should include the following slides:

1. Title Slide:

- a. Your Name(s)
- b. Course Name

2. Citation (This includes Name of Case and level or type of court and year of case)

3. Rule and/or Law

4. Facts of the case

5. Court's analysis

**6. Court's holding
(Decision of the court/conclusions)**

7. Relevance to PK12 education

B. **Be creative** – Please try to include some type of interactive class involvement (Kahoot's, polleverywhere.com, etc.) You can include web links and YouTube videos.

C. **Discuss the why** - why is it worth discussing? Why did you choose this case?

D. **What is the "harm? Who is harmed?"**

E. **Canvas Presentation:** At agreed upon date with professor.

F. **Format:** Presentation should be submitted as a Microsoft power point only.

G. **Canvas Submission:** No later than 11:59 pm the day before the agreed upon presentation date.

EXAMPLE AND DESCRIPTION OF PARTS OF A LEGAL CASE/ BRIEF:

1. Citation

- *Pierce v. Society of Sisters*, 268 U.S. 510 (1925)

2. Resume of the Case

- Brief statement summarizes the cause of action, relief sought, lower court findings, holdings of the present court, and final action.

3. Headnotes

- State points of law from the case as interpreted by the publisher

4. Counsel

- Attorneys of record for each party

5. Name of the Judge

- The name of the judge who wrote the majority opinion.

6. Facts

- The court's summary of facts of the case

7. Numbers in the Text

- Headnotes, footnotes, page numbers

8. Body of the decision

- Reasoning of the court

9. Concurring opinions

- Judge agrees with majority but has different reasoning

10. Dissenting opinions

- When one or more judges disagree, they may state why they disagree with the majority

11. Finding of the court

- Action of the court: may affirm the lower court decision, reverse, affirm in part, or reverse and remand for a new trial based on the merits of the case.

ASSIGNMENT #2: GUIDELINES: Group Policy Project (25 pts)

Assess: 1A, 1B, 3A, 3B, 3C, 5A, 5B, 5C, 6A

Goal: To identify the impact of a critical or controversial public policy through the lens of social justice and educational equity. After thorough analysis, provide an alternate resolution (i.e., new statute, policy, regulation) that addresses inequities and justice within the school community.

Research Team PowerPoint presentation:

- Provide a historical overview that resulted in the critical or controversial policy.
 - The law(s) that apply to the issue such as statutes, regulations, court cases, and/or constitutional amendments.
- Provide a thorough analysis of the critical or controversial policy's impact upon justice (i.e., social, educational) within the school community.
- Provide analysis of an alternative policy and the impact the research team suggests the resolution will have on the school district, school site, specific student groups within the school community. More specifically how does the research team's new policy impact the school community through the lens of social justice and educational equity.

Individual Written Reflection:

- How might you, as a new administrator respond to the same or similar issues of social justice, educational justice and inequity within the school community that have been raised by your research team's project?

Learning Objectives:

- Students will be able to reflect on their positionality in relation to the community that they work
- Students will understand the structural and socio-political context of community surrounding the school
- Students will understand the ways the school has struggled to be inclusive and maintain multiple cultural identities
- Students will be able to identify social, cultural, and political community assets.
- Students will be able to understand the lived experiences (including perceptions) of their diverse school community
- Students will be able to deconstruct, redefine, and expand notions of "Parent/Family Involvement"

Examples of Possible Policy Topics

- School safety, gun violence
- Harassment, bullying – AI/online or in person
- Equal access, equity, segregation, desegregation
- Censorship issues, library books, textbooks, curriculum, book bans,
- Freedom of speech/Freedom of expression issues, due process issues
- Liability issues
- Student discipline, suspensions, expulsion, due process issues
- Religion and the schools
- Immigration and the schools; Emergent Bi-lingual students/families
- LGBTQIA+ school community issues
- Disparities, equity gaps, anti-ableism, anti-Blackness, antisemitism, anti-Latinx, anti-AAPI, anti-Indigenous policies in the schools

ELPS 663 Syllabus - Linking

1A	pages	I:11	P:11	A:10
3B	pages	I:11	P:12	A:12
3C	pages	I:11	P:14	A:16
5A	pages	I:11	P:14	A:10
5B	pages	I:11	P:14	A:16
5C	pages	I:11	P:14	A:16
6A	pages	I:11	P:14	A:16