

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM
EDLE 612: EDUCATION LAW**

Spring 2012

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Schedule Information

Location: Alan Lies Center

Meeting Times: Thursdays, 4:30-8:00 p.m.

Course Description EDLE 612 Education Law

Catalog description: Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes a component of Special Education Law.

Nature of Course Delivery

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, and written and verbal assignments.

National Standards and Virginia Competencies

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3. Virginia competencies include: c(6) Legal issues and e(1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, candidates will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

General Goals

Content: Legal problems with students, parents, and community organizations are increasing in number and complexity and official reactions and solutions to these problems are likely to be subjected to judicial review. A wrong step can land the school administrator into court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize it and increase their chances of success in suits that are filed by knowing the law, anticipating problems and taking precautionary steps. The body of school law, both statutory and case has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

Teaching and Learning:

1. Discussion is an important part of this course. All candidates are expected to make multiple, thoughtful contributions to each class discussion, based on careful reading of the text and consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing will be emphasized so that candidates will achieve the following objectives:
 - develop greater confidence in their ability to write expository, analytical, and persuasive prose;
 - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
 - produce written products immune to criticism from a skeptical public.

All written work is expected to be submitted on time as indicated below. All written work must be edited carefully before being submitted so that candidates are turning in their best work.

Classroom Climate: A positive climate depends on cooperation among all students and with the instructor. Candidates need to work together to ensure that everyone has the confidence to participate honestly and energetically. Every candidate is expected to:

1. be fully prepared for each class session;
2. be attentive to others and respond thoughtfully and respectfully;
3. work toward a common purpose;
4. persevere through the common challenge of understanding education law; and
5. affirm one another's successes and help one another overcome weaknesses.

Course Objectives

This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students taking this course will:

1. Engage in reflective practice with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion and paper writing
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the Internet to obtain legal information.

Student Outcomes

The outcomes below are related to both suggested and required performances. All instructors are required to include the following two performances:

1. Legal Issue Analysis
2. Special Education Case Study Analysis
3. Code of Ethics Development
4. Ethical Case Study Analysis

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

1. verbally demonstrate an informed perspective on major topics in education law;
2. analyze a case study involving the identification, placement and provision of programs and services for a student who is eligible pursuant to special education provisions;
3. analyze key educational law issues in a manner which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education; and

Relationship of Course Goals to Program Goals

This course will enable students to develop knowledge, skills and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition,

instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

Course Materials – Readings

Textbook: Alexander, K., & Alexander, M. D. *American Public School Law* (8th edition). Belmont, CA: Thomson West.

Classroom Materials

In order to successfully complete required assignments, students must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and access appropriate websites (see recommended websites) for supplemental materials. **Correspondence by e-mail will use your Mason e-mail account.**

Outside-of-Class Resources

Candidates are required to use Taskstream (<http://taskstream.gmu.edu>) as part of this course. Vital information for the course will be posted on Taskstream; and we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Taskstream website. Online access is vital for the distance learning aspects of the course and is an important part of course participation grade. **All students are required to activate and monitor their GMU e-mail accounts.**

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Participation and Attendance (20 points)

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early. Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared (i.e., reading the assigned material)
- Professional appearance, behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class discussion in a meaningful manner
- Sticking to the topic at hand
- Respect for others’ responses
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work or from observation

Written Assignments (80 points)

Since this is a graduate-level class, high quality work on all written assignments and is expected. Students should refer to the appendices and rubrics for specific guidance on written assignments. Candidates are expected to submit their work on time.

- | | |
|--|-----------------------------------|
| 1. Ethical Analysis (25 points) | Directions & Due Date: Appendix A |
| 2. Special Education Case Study (25points) | Directions & Due Date: Appendix B |
| 3. Legal Issue Analysis (30 points) | Directions & Due Date: Appendix C |

Expectations for Written Work

Use appropriate grammar.

Spell correctly.

Writing should be the caliber of a graduate student.
Use Times Roman or Arial 12-font.
Include a cover page with name, date & assignment.
Follow APA guidelines.

Type all work.
Write clearly.
Find a good proofreader!
Avoid plagiarism!!!!

Grade Appeals: Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.

| | | | |
|------------------------------|-----|---|---------------------|
| <u>Grading Scale:</u> | A+ | = | 100 percent |
| | A | = | 95 - 99 percent |
| | A - | = | 90 - 94 percent |
| | B+ | = | 86 - 89 percent |
| | B | = | 83 - 85 percent |
| | B- | = | 80 - 82 percent |
| | C | = | 75 - 79 percent |
| | F | = | 74 percent or below |

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

* Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

Campus Resources

* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

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

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

Weekly Schedule and Reading Assignments

| Class | | | | Assignments Due |
|-------|----------------|--|--|---|
| | | Topic | Readings | |
| 1 | January 5 | Overview of Course and Syllabus Introduction to the Legal System, School Laws and Case Law | Chapters 1 and 2 | |
| 2 | January 12 | Role of the Federal Government Governance of Public Schools | Chapters 3 and 4 | |
| 3 | January 19 | Separation of Church and State Religion in Schools, Prayer, and Equal Access Act | Chapter 5 | |
| 4 | January 26 | School Attendance The Instructional Program | Chapter 6 Chapter 7 | |
| 5 | February 2 | Student Speech and Expression Search and Seizure | Chapter 8 Chapter 9 | Legal Analysis 1 Due |
| 6 | February 9 | Student Rights: Common Law, Constitutional Due Process and Statutory Protections Rights of Students with Disabilities | Chapter 10 Chapter 11 | |
| 7 | February 16 | Tort Liability Defamation and Student Records Education Law and Ethics Intro. | Chapter 12 Chapter 13 | Special Education Analysis Due |
| 8 | February 23 | Education Law and Ethics In class group exercise | Handouts to be distributed | Legal Analysis 2 Due |
| 9 | March 1 | School District Liability Certification, Contracts and Tenure | Chapter 14 Chapter 15 | Law and Ethics Assignment Due |
| 10 | March 8 | Teacher Rights and Freedoms Due Process Rights of Teachers Discrimination in Employment | Chapter 16 Chapter 17 Chapter 18 | |

NOTE: The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.

APPENDIX A

Legal Issue Analysis

Candidates are expected to respond in long essay form (*4-5 pages double-spaced*) to questions #1 **or** #2. Be sure to adhere to the expectations for written work, the specific directions provided for each question, and to the general guidelines in the Legal Issue Analysis Rubric for each question.

ASSIGNMENT VALUE: 30 Points

1. Separation of Church and State Analysis

DUE DATE: February 2, 2012 by 4:30 p.m.

Scenario: Your faculty planning committee is coordinating the graduation ceremony agenda and wants to use the Battle Hymn of the Republic as a centerpiece of the ceremony. The high school band will play and the school chorus will sing the first few verses to provide a natural break between the academic awards and the awarding of diplomas. This piece is the only one in the ceremony and has been used every year at your school's graduation ceremony since 1978.

Discussion: Make a recommendation on the use of the Battle Hymn of the Republic for use during the graduation ceremony by examining its contents and the context of its use in the ceremony. Relate specific cases where applicable.

Battle Hymn of the Republic

By Julia Ward Howe

Mine eyes have seen the glory of the coming of the Lord.
He has trampled out the vintage where the grapes of wrath are stored.
He hath loosed His fateful lightning with His terrible swift sword
His truth is marching on.

I have seen the burning watch fires of a hundred circling camps.
They have builded Him an altar in the evening dews and damps.
They have read His righteous sentence by the dim and flaring lamps.
His Word in marching on.

Chorus:

Glory, glory, halleluiah!
Glory, glory, halleluiah!
Glory, glory, halleluiah!
His truth is marching on.

2. Negligence and Tort Liability Analysis

DUE DATE: February 23, 2012

Scenario: You are Coach Smith, a seasoned football coach for longer than your school principal has been an administrator. Another season has started and you have just not had time to check out the condition of your player's helmets yet. Your first priority has been to gather the required emergency care cards, physical forms, and parental release statements that protect you and your school from liability.

During the second week of try-outs, you have your first scrimmage against another school's team. One of your players collides with an opposing player hitting helmet-to-helmet. Unfortunately, your trainer, who is assigned to attend all official interscholastic contests, is home sick and not available to assist. You call an ambulance right away, but your player does not receive proper medical attention until the paramedics arrive. Your athlete is taken to the hospital where he is diagnosed with a concussion and you are met by his very distraught parents.

Discussion: Are either the coach or the school district liable for any negligence? Why or why not? Do they have any defenses to negligence in the law suit that the player's parents will surely file? Cite case law to support your position

Legal Issue Analysis Rubric

| <i>Levels:</i> | Exceeds Expectations | Meets Expectations | Approaching Expectations | Falls Below Expectations |
|--|--|---|--|--|
| <i>Criteria:</i> | | | | |
| Introduction Weight: 5% | Analysis begins with a clear and concise statement of purpose. The introduction provides a solid overview of the case study analysis for the reader. | Analysis begins with a brief statement of purpose. The introduction provides a basic overview of the case study analysis for the reader. | Analysis begins with an unclear or limited statement of purpose. The introduction fails to provide a sufficient overview of the case study analysis. | Analysis begins with a confusing and unclear statement of purpose. The introduction fails to provide an overview of the case study analysis. |
| Identification of community interests (ELCC 4.2) Weight: 10% | Candidate provides extensive discussion of the leader's role in actively pursuing the community interests. | Candidate provides general discussion of the leader's role in actively pursuing the community interests. | Candidate provides limited discussion of the leader's role in actively pursuing the community interests. | Candidate provides insufficient discussion of the leader's role in actively pursuing the community interests. . |
| Discussion of key principles, laws, policies, cases and regulations affecting students & school communities (ELCC 6.1d) Weight: 20% | Candidate includes extensive references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals a clear understanding. | Candidate includes numerous references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals general understanding. | Candidate includes few references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals limited understanding. | Candidate includes insufficient references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals lack of understanding. |
| Promotes positive changes in political, social, legal and cultural context of schooling (ELCC 6.3) Weight 15% | Candidate's written analysis of political, social, economic, legal and cultural context is exemplary. Analysis includes clear & specific reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is thorough. The analysis includes clear & specific reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is limited. The analysis includes some degree of reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is unacceptable. The analysis includes inadequate reference to the leader's role as an advocate for all students. |
| Discussion reveals respect for the rights of others and awareness of need for integrity (ELCC 5.1) Weight: 10% | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. |

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| Response reflects ethical awareness of candidate's responsibility to school community. (ELCC 5.2) Weight: 10% | Candidate clearly discusses the ethical & moral role of school leaders; bias language is absent; ethical commitment to the community is clearly demonstrated. | Candidate discusses the ethical & moral role of school leaders; bias language is limited; ethical commitment to the community is demonstrated. | Candidate provides limited discussion of ethical & moral role of school leaders; bias language is present; ethical commitment to the community is poorly demonstrated. . | Candidate poorly discusses ethical & moral role of school leaders; bias language is present; ethical commitment to the community is not demonstrated. |
| Discussion of diversity is informed by ethical and legal principles.(ELCC 5.3) Weight: 10% | Candidate includes extensive discussion of the applicable legal and ethical principles; clearly addresses diverse needs of students and of the community. | Candidate includes discussion of the applicable legal and ethical principles; clearly addresses diverse needs of students and of the community. | Candidate includes limited discussion of the applicable legal and ethical principles; addresses diverse needs of students and of the community. | Candidate includes insufficient discussion of the applicable legal and ethical principles; poorly addresses diverse needs of students and of the community. |
| Discussion of | Candidate gathers | Candidate gathers many (6- | Candidate gathers many (6- | Candidate gathers |

| | | | | |
|---|---|--|--|--|
| <p>information and references is useful and instructive.</p> <p>Weight: 10%</p> | <p>numerous (8-10) high quality reference sources; provides clear & thorough discussion; and conducts critical evaluations of references.</p> | <p>7) high quality reference sources; provides solid discussion; and conducts evaluations of references.</p> | <p>7) but not high quality reference sources; provides some discussion; and conducts limited evaluations of references.</p> | <p>insufficient and poor quality reference sources; provides insufficient discussion; and conducts insufficient evaluations of references.</p> |
| <p>Organization, mechanics and proofing of paper.</p> <p>Weight: 10%</p> | <p>Paper is well-organized; nearly error-free; non-discriminatory language is used, clear sentence structures are used; correct APA format is used.</p> | <p>Paper is organized; occasional grammatical errors; non-discriminatory language is used, clear sentence structures are used; a few unclear word choices; APA format is used.</p> | <p>Paper is somewhat organized; several errors; language is discriminatory, sentence structures are unclear; word choices are confusing; incorrect APA format is used.</p> | <p>Paper is poorly organized; many errors; discriminatory language, sentence structures are poor; word choices are confusing; no APA format is used.</p> |

APPENDIX B

Special Education Case Study Analysis

DUE DATE: February 16, 2012 by 4:30 p.m.

ASSIGNMENT VALUE: 25 points

Candidates are expected to analyze the fact pattern that follows, by addressing the specific issues and procedural aspects related to the identification, placement and provision of programs and services for a student who may be eligible for services pursuant to state and federal special education provisions. The key facts, guiding questions, and format are included below. **Candidates must include specific references to key concepts, principles, laws, policies and regulations affecting the rights of students with disabilities.** The analysis should reveal that the candidate has a clear understanding of the school leader's responsibility to advocate for and protect the rights of all students.

Fact Pattern

Janelle finished the fifth grade at Boone Elementary in June 2010. She is currently attending middle school as a sixth grader. However, Janelle did not master the academic standards for fifth grade that are required for promotion into sixth grade. Nonetheless, the school and parents agreed to "place" Janelle in the sixth grade.

Janelle has a long history of academic difficulties in the school district. She has struggled with a variety of academic tasks since first grade. She has not met mastery criteria for promotion from grade to grade but instead has been "placed" into the next grade with an acceleration plan designed to bring her up to grade-level within a reasonable period of time. The school district has implemented a number of interventions to assist Janelle in reaching grade level goals but despite these efforts Janelle has not been successful in that regard.

Janelle is a charming and lively young lady who is eager to please and wants to do well. She is very good at watching body language and facial expressions of teachers and peers to compensate for when she doesn't know what to do in class. Janelle has a keen sense of awareness of interpersonal nuances and uses this ability to help her cope with school. However, Janelle also requires a lot of one-to-one teacher attention, frequent redirection, and curricular and instructional modifications and accommodations.

Janelle becomes easily frustrated and overwhelmed with academic tasks that are challenging for her. She has difficulty keeping still and paying attention, needs help completing assignments, has trouble organizing her ideas for writing tasks, and trouble concentrating for longer periods of time. Janelle's attentional deficits are significantly limiting her academic progress and ability to learn.

By third grade the parties agreed on Janelle's need for an independent educational evaluation ("IEE") to address her academic and behavioral issues in school. Janelle needed frequent breaks during the assessment process – at times Janelle was able to finish the testing planned for the day and other times she could not. The examiner met with Janelle six times before she was able to complete the IEE. According to the IEE, Janelle had an overall IQ score of 86; her overall verbal score was an 81. The score of 81 placed her in the low average range for her age. Janelle's overall performance score was a 94. The score of 94 placed her in the average range for her age.

Janelle did not qualify for special education as a student with a learning disability in third grade because her scores did not meet the discrepancy between potential and performance required by state regulations. However, the IEE revealed that Janelle demonstrated areas of weakness in reading comprehension and writing. It is possible that the gap between Janelle's potential and performance may now have widened since the third grade IEE. She may now meet criteria as a student with a learning disability under IDEA. However, neither the school district nor Janelle's family can make that determination without a reevaluation.

According to the IEE, Janelle appeared to meet criteria as a student with Attention Deficit Hyperactivity Disorder – Combined Type ("ADHD"). IDEA requires a medical diagnosis of ADHD by a physician for purposes of eligibility under IDEA. Following the IEE, school officials recommended a medical evaluation to address Janelle's ADHD. However, Janelle's mother did not follow through on this recommendation.

The school district began serving Janelle through its “504” program following the results of the third grade IEE. A number of instructional modifications and accommodations were specifically designed and implemented from third through fifth grades. Janelle was provided with small group instruction by specialists for reading and math in third, fourth and fifth grades. She received extra assistance and attention from teachers in the school’s Learning Lab. Janelle was also provided with individual tutoring and the opportunity to receive additional instruction during the summers. She did not always take advantage of the tutoring or summer programs to the extent she could have.

The school district also provided Janelle with special reading instruction using educational reading programs specifically designed for children with reading deficits. Her teachers received occupational therapy and behavioral consults and a specific behavior plan was implemented in fourth grade. She was provided with occupational therapy for a period of time to remediate weak handwriting skills. Janelle also participated in small group counseling to improve self esteem in fourth grade.

Despite these various interventions Janelle continued to lag behind her peers academically by the end of fifth grade. Equally worrisome to school district staff was that Janelle began to exhibit some withdrawal behaviors along with her continued distractibility. At times, Janelle employed “baby talk”, indicative of a need to return to a time in her life when the demands were less. Janelle’s father recently passed away and this has been another challenge for Janelle to cope with.

Janelle’s mother had her evaluated by a developmental pediatrician this past March. The pediatrician concluded that Janelle had a “discreet learning disability,” is a slow processor (in reading), has a specific weakness in reading fluency and needed to work on both memory and reading skills. The pediatrician also noted that Janelle exhibits needs that go “beyond a 504 plan in school ...” (personal communication with pediatrician). The transition to middle school is expected to be difficult for Janelle. Middle school is a much larger, more complex educational environment. The support systems Janelle has enjoyed in elementary school are not always duplicated in the middle school setting. Janelle needs an updated evaluation so that the school district and her family can better identify her specific needs and abilities to ensure sound educational programming and decision-making.

Guiding Questions and Format

Section I. Overview of Policies, Procedures and Programs

1. Given the facts presented above, provide a step-by-step overview of the process used in your school system (or specifically in your school building) to investigate and initiate the provision of special education services. Be sure to include references to specific school district policies and procedures, as well as references to the relevant federal and state statutes controlling the provision of services to students with disabilities. Your overview may include a bulleted list of steps that are required or recommended in your school system (clearly identify the document or source for your list).
2. Identify 3-4 examples of the types of programs and/or services that are available in your school building or system for a student such as Janelle. Provide enough details here so that a teacher would know who to contact about getting assistance for Janelle; and so the teacher would have a general idea about the types of programs and/or services available for such a student.

Section II. Legal Obligations to Identify and Educate Students with Disabilities

3. May the school district conduct a full and individual evaluation of Janelle T. despite the lack of parental consent? Explain why a school may want to evaluate Janelle. How could the school proceed without parental consent?
4. Briefly explain the federal law child find requirement. What is the process in your school system with respect to the child find obligation under IDEA?

Section III. Individualized Education Program (IEP) - *Given that you do not have sufficient information about Janelle to make specific IEP recommendations, provide general explanations in this section.*

5. Explain the broad purpose of an IEP. Be sure to include references to the relevant state and federal statutes and to the controlling case decisions, and federal regulations.

6. Identify the key individuals who must be involved in the IEP team meeting and decision-making process. Support your response with reference to the controlling statutory and regulatory language.

7. Explain and summarize the key components of an IEP. Use the forms provided by your school system as guidance; you may also interview a special education teacher or administrator and reference this interview as a personal communication to help as you gather this information. A bulleted list with clear and concise explanations of the key areas to be covered is one possible way to demonstrate your understanding of the key IEP components.

Section IV. Placement Decisions - *Given that you do not have sufficient information about Janelle to make a specific placement recommendation, provide a brief and general explanation of the legal mandates in this section.*

8. Provide a general explanation of how placement decisions are made. Be sure to include references and a discussion of the relevant state and federal statutes, case decisions, federal regulations, and school system policies and procedures that would be applicable when determining placement.

Section V. Practical Considerations and Summary

9. Briefly describe the practical considerations applicable in this scenario.

10. Provide a summary and conclusion of your case study analysis.

Special Education Case Study Analysis Rubric

| | Exceeds Expectations value: 4 | Meets Expectations value: 3 | Approaching Expectations value: 2 | Falls Below Expectations value: 1 | Score/Level |
|--|--|---|--|--|--------------------|
| Introduction weight:5% | Analysis begins with a clear and concise statement of purpose. The introduction provides a solid overview of the case study analysis for the reader. | Analysis begins with a brief statement of purpose. The introduction provides a basic overview of the case study analysis for the reader. | Analysis begins with an unclear or limited statement of purpose. The introduction fails to provide a sufficient overview of the case study analysis. | Statement of purpose is confusing and unclear. The introduction fails to provide an overview of the case study analysis. | |
| Identifies community interests and exceptional needs of diverse learners ELCC 4.2c,d weight:10% | Candidate provides extensive discussion of the leader's role in improving programs and services for exceptional learners. | Candidate provides general discussion of the leader's role in improving programs and services for exceptional learners. | Candidate provides limited discussion of the leader's role in improving programs and services for exceptional learners. | Candidate provides insufficient discussion of the leader's role in improving programs and services for exceptional learners. | |
| Discusses principles, laws, policies, cases and regulations affecting students & school communities ELCC 6.1d weight:20% | Candidate includes extensive references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals a clear understanding. | Candidate includes numerous references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals general understanding. | Candidate includes few references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals limited understanding. | Candidate includes insufficient references to principles, laws, policies, cases & regulations. The discussion & application of such principles reveals lack of understanding. | |
| Understands how to engage others and foster positive change for all students ELCC 6.3a, b, c weight:15% | Candidate's written analysis of political, social, economic, legal and cultural context is exemplary. Analysis includes clear & specific reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is thorough. The analysis includes clear & specific reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is limited. The analysis includes some degree of reference to the leader's role as an advocate for all students. | Candidate's written analysis of political, social, economic, legal and cultural context is unacceptable. The analysis includes inadequate reference to the leader's role as an advocate for all students. | |
| Discussion reveals respect for the rights of others and awareness of need for integrity ELCC 5.1 weight:10% | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | Candidate demonstrates genuine respect and awareness of rights of others by using laws, policies, and literature to support the discussion of critical values that guide behavior in the school community. | |

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| Response reflects ethical awareness and sensitivity to student diversity ELCC 5.2 weight:10% | Candidate clearly discusses how laws, cases and articles confirm ethical & moral role of school leaders; bias language is absent; sensitivity to diverse student needs is clearly demonstrated. | Candidate discusses how laws, cases and articles confirm ethical & moral role of school leaders; bias language is limited; sensitivity to diverse student needs is demonstrated. | Candidate provides limited discussion of how laws, cases and articles confirm ethical & moral role of school leaders; bias language is present; sensitivity to diverse student needs is poorly demonstrated. | Candidate poorly discusses how laws, cases and articles confirm ethical & moral role of school leaders; bias language is present; sensitivity to diverse student needs is not demonstrated. | |
| Discussion of diversity is informed by ethical and legal principles ELCC 5.3 weight:10% | Candidate includes clear and extensive discussion of the applicable legal and ethical principles; clearly addresses diverse needs of students and of the community. | Candidate includes discussion of the applicable legal and ethical principles; clearly addresses diverse needs of students and of the community. | Candidate includes limited and unclear discussion of the applicable legal and ethical principles; addresses diverse needs of students and of the community. | Candidate includes insufficient and unclear discussion of the applicable legal and ethical principles; poorly addresses diverse needs of students and of the community. | |
| Discussion of information and references is useful and instructive weight:10% | Candidate gathers at least 8 high quality reference sources; provides clear & thorough discussion; and explains applicability of references. | Candidate gathers 6-8 references, but not all are from high quality sources; provides solid discussion; and explains applicability of references. | Candidate gathers at least 6 references sources, but few are from high quality sources; provides some discussion; and weakly explains applicability of the references. | Candidate gathers insufficient and poor quality reference sources; provides insufficient discussion; and poorly explains applicability of the references. | |
| Organization, mechanics and proofing of paper weight:10% | Paper is well-organized; nearly error-free; candidate uses non-discriminatory language, clear sentence structures; and correct APA format. | Paper is organized; contains few grammatical errors; non-discriminatory language, clear sentence structures; a few unclear word choices; and correct APA format. | Paper is somewhat organized; several errors; discriminatory language, unclear sentence structures; confusing word choices; and incorrect APA format. | Paper is poorly organized; many errors; discriminatory language, poor sentence structures; confusing word choices; no APA format. | |

APPENDIX C

Ethics Code, Case Study & Analysis and Rubric

This assignment has three parts as described below and in detail in the Ethical Case Study Rubric:

DUE DATE: March 1, 2012 by 4:30

ASSIGNMENT VALUE: 25 Points

I. Develop a Code of Ethics.

- Examine several existing public school codes of ethics
- Identify key moral, ethical and legal principles and personal values that relate, or should relate, to public school administrators.
- Develop your own personal code of ethics.

II. Identify and develop a case study of an ethical dilemma in your school system, and then use your Code of Ethics to analyze the case study. The ethical dilemma can be an actual or hypothetical event.

- Identify the rights and interests of all individuals involved in the case study.
- Explain how you used your code of ethics to analyze the ethical dilemma in your case study.
- Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Ethics Code to analyze the identified ethical dilemma case study in your school system.

- Explain briefly why you chose this colleague and describe the general nature of the discussion.
- Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethics code to the case study analysis.

| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Does Not Meet Expectations |
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| Candidate develops an ethical code based on ethical and legal principles to guide their leadership decisions and actions. ELCC 5.3 | Candidate develops a code of ethics that includes clearly identified ethical and legal principles as the primary source and foundation of the code. Genuine reflection on the ethical and legal principles that are critical to school leadership is obvious in the code. | Candidate develops a code of ethics that includes ethical and legal principles as the primary source and foundation of the code. Genuine reflection on the ethical and legal principles that are critical to school leadership is somewhat obvious. | Candidate develops a code of ethics that fails to clearly include ethical and legal principles as the primary source and foundation of the code. Genuine reflection on the ethical and legal principles that are critical to school leadership is difficult to confirm. | Candidate develops a code of ethics that fails to include ethical and legal principles as the primary source and foundation of the code. Genuine reflection on the ethical and legal principles that are critical to school leadership is missing. |
| Candidate identifies an ethical dilemma they encountered, develops a case study describing the dilemma, involved parties, potential outcomes, and the competing interests and/or rights. ELCC 5.2 | Description of case study is thorough and clearly identifies the ethical nature of the dilemma, the involved parties, and possible related issues. Candidate fully explains the controlling policies, codes or laws and addresses the competing interests and/or rights of diverse parties as well as members of the school community. | Description of case study is thorough and identifies the ethical nature of the dilemma, the involved parties, and possible related issues. Candidate explains the controlling policies, codes or laws and addresses the competing interests and/or rights of involved parties as well as members of the school community. | Description of case study is missing sufficient detail about the ethical nature of the dilemma and insufficiently identifies the involved parties and issues. Candidate inadequately explains the controlling policies, codes or laws and addresses the competing interests and/or rights of involved parties as well as members of the school community. | Description of case study is confusing, missing sufficient detail about the ethical nature of the dilemma, and insufficiently identifies the involved parties and issues. Candidate fails to explain the controlling policies, codes or laws and does not address the competing interests and/or rights of involved parties as well as members of the school community. |
| Candidate use their code of ethics to analyze the case study; revealing awareness of confidentiality and respect for rights, dignity, and integrity of others. ELCC 5.1 | Candidate applies code of ethics to the case study analysis and clearly demonstrates commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | Candidate applies code of ethics to the case study analysis and demonstrates commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | Candidate inadequately applies code of ethics to the case study analysis and fails to clearly demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | Candidate fails to apply code of ethics to the case study analysis and fails to demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. |
| Candidate seeks feedback and discusses application of their code of ethics to the case study analysis with a colleague from their school or school system. | Candidate clearly identifies the colleague and thoroughly explains the feedback and insight offered by their colleague during the discussion. Candidate describes feedback demonstrating genuine commitment to thoughtful reflection and awareness of ethical leadership practice. | Candidate clearly identifies the colleague and shares minimal feedback and insight offered by their colleague during the discussion. Candidate describes feedback demonstrating commitment to reflection and awareness of ethical leadership practice. | Candidate identifies the colleague and is unclear in explanation of the feedback and insight offered by their colleague during the discussion. Candidate describes feedback but poorly demonstrates commitment to thoughtful reflection and awareness of ethical leadership practice. | Candidate fails to identify the colleague and fails to clearly explain the feedback and insight offered by their colleague during the discussion. Candidate describes feedback but fails to express commitment to thoughtful reflection and awareness of ethical leadership practice. |
| Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. | Paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent. | Paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good. | Paper contains spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are adequate. | Paper contains far too many spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor. |