Course Description
This course is planned and organized to introduce professionals who are new students to law and includes a study of how the law is related to the school and in particular the public school. The course will include constitutional, statutory, case, and regulatory law and provisions for issues found in the daily operation of schools. Kentucky law will be connected to the issues.
Catalog Description: Clinical study of existing school code; judicial decision; administrative problems and school code.

Rationale
Schools function within society and must follow the laws developed and passed by that society for orderly and just ways of working with others. Additionally, some laws have been passed that specifically speak to the functioning of schools within our society. For school leaders to guide schools and decision making within schools in a lawful manner, school law and application of school law are necessary parts for leadership preparation.

Program Alignment with ISLLC, KERA, and EPSB:
ISLLC: Standards 2, 3, 4, 5, 6
KERA: School-based decision making
EPSB: Diversity, assessment

Course Objectives
Students will
1. Analyze and apply points of importance regarding individual rights of all persons within educational settings in constitutional (state and federal), statute, and case law. (ISLLC 2, 3, 4, 5, 6)
2. Study the constitutional, statute and case law that comprise the foundation for the legal framework that operates within schools. (ISLLC 2, 3, 4, 5, 6)
3. Examine constitutional, statute, and case law that support the educational rights of children with disabilities. (ISLLC 2, 3, 4, 5, 6)
Topics
Legal system
Historical perspective
Role of federal government
Governance of public schools, including school-based decision making
Church and state
School attendance
Law and the instructional program
Student and teacher rights (includes diversity)
Tort Liability
Student records
Due Process

Class format
Class will be conducted in a seminar format with a short lecture at the beginning of the class. Students will lead discussion on legal issues during each class meeting.

Required class materials

Kentucky School Law. State of Kentucky. Lexis Nexis

Class packet-handouts in class

Requirements
Presentation of legal issues in class
Report on the ARC process or other assigned project
Mid term- online
Final- online
Policy analysis (ISLLC Standard 6 portfolio assignment)
Completion of Field work summary and disposition summary

A=100-90; B=89-80; C= 79-70 D= 69-50 F=49---

Work handed in late will result in a lowered grade on that work.

Final and midterm -1/3 of grade; ARC project, and SLLA standard 6 paper - 1/3 of grade; class presentations and possible quizzes - 1/3 of grade.

*Presentation* of legal issues: Students will be in groups and given one or more readings. Each group will give an oral discussion on a format similar to a brief, which will be
practiced in class.

*Report on ARC:* Each will prepare a report that relates to special education, and especially ARC meetings. This will be discussed after the mid term and completed the last four weeks of class.

*SLLA Standard 6 paper:* Sample and explanation in class.

*Assessment:* Students will be assessed on the disposition summary and the field work summary.

**Attendance**
Attendance is required. Presence in class is necessary to share the responsibility for presentations and class discussion, which connect directly to acquiring knowledge of school law and the final grade for the class. In the event of an absence, notify the faculty of record as soon as possible. Make up work for class time and presentation time missed will include material related to the time missed and all assigned information missed (that means an additional assignment to the assigned assignment). The faculty of record and the student will determine the due date for the make-up assignment. Absences will be noted on the disposition summary. A grade will be given on the make up assignment, which will be averaged with the presentation grade. There will be no make up time or grade for mid term, possible quizzes, or final exam. The mid term and final will not be give early or later.

**Accommodations**
Students with disabilities who require accommodations for this course must contact the Office for Student Disability Services, Room 445, Potter Hall, (270) 745-5004. Accommodations will be provided according to university guidelines.

**Plagiarism**
Plagiarism is a serious act. Your work may be reviewed for possible plagiarism with computer software to detect material that has been obtained and used as another person’s.

**Final note:** This is the final syllabus, but there may be changes and additions made by the faculty of record to meet needs of students and course.

**Statement of Diversity:**
The faculty of the Department of Educational Administration, Leadership, and Research believes that diversity issues are of major importance for student success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning active engagement by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.
References:


