



*HTH 620*

*POSITIVE SCHOOL CULTURE and SCHOOL LAW*

*2.0 credits*

***SPRING SEMESTER SYLLABUS 2023***

**Course Meetings:** 4:00pm-6:00pm PST Jan 11, Jan 18, Jan 25, Feb 1, Feb 8, Feb 15

**Instructor:** Francesca Henderson, M.Ed | (619) 548-2658 | [fhenderson@hthgse.edu](mailto:fhenderson@hthgse.edu)

**Instructor:** Debra Maldonado, J.D. | Phone: (917) 270-1694 | [dmaldonado@hthgse.edu](mailto:dmaldonado@hthgse.edu)

**Location:** [\[zoom link\]](#)

**Office Hours** [\[zoom link\]](#): Frances → Mondays 4:00pm-5:00pm PST OR Debra → Fridays from 12:00pm-1:00pm PST. Appointments can be arranged through email if you are unavailable during the scheduled office hours.

### **COURSE DESCRIPTION**

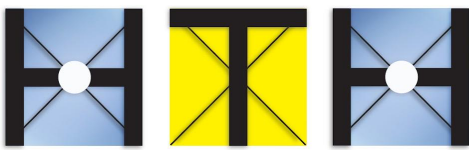
This course is designed for future or current school leaders to think about the ongoing tension between equity, justice, and the law as it pertains to school policies, discipline, and culture. The course focuses on the 1st, 14th, 4th, and 5th amendments, Supreme Court cases related to education, and a reflection of how the implementation of these laws impacts various stakeholders within a school setting. Students should expect to engage in dialogue and writing assignments focused on grappling with being compliant with the law and having compassion for students, families, teachers, and the broader community. Issues specifically involving race, gender, special education, linguistically diverse, and undocumented students will be explored in this six-week course. Students should leave the course with a broad understanding of how federal court cases have informed current school policy and how they can reimagine school leadership for equity.

### **ESSENTIAL QUESTIONS**

- How do we design schools for equity?
- How do educational and constitutional law intersect with the development of positive school culture?
- How can school leaders creatively comply with state and federal laws while continuously humanizing students, teachers, and families?
- How can restorative practices be used as a praxis for proactive and reactive community practices?
- How does a school leader's decision-making reflect their values and/or align/conflict/intersect with the law?
- How do we lead schools for equity post-COVID-19 pandemic?

### **LEARNING OUTCOMES**

HTH GSE is committed to developing reflective practitioner leaders who work effectively with



colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

**Practice Thoughtful Inquiry & Reflection (IR)**

- **Reflective Practice (IR1):** *Reflect on and critically analyze their own practice to guide future action.*
- **Connection (IR2):** *Synthesize and connect relevant theory and scholarship to their practice.*
- **Scholarly Inquiry (IR3):** *Design, conduct, and share inquiry that addresses essential questions from their practice.*

**Design Equitable Learning Environments (D)**

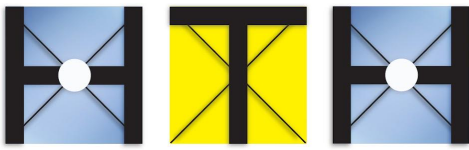
- **Instructional Design (D1):** *Work with colleagues to design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.*
- **Program Design (D2):** *Demonstrate understanding of how the allocation of adult and student resources affects the creation of equitable learning environments in schools.*

**Engage in Leadership for School Change (L)**

- **Facilitation (L1):** *Support and facilitate student and teacher dialogue focused on improving teaching and learning.*
- **Collaboration (L2):** *Engage colleagues and students in sustained efforts to create equitable, engaging learning environments.*

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<p>620-1 Students will articulate how to co-develop and create positive school culture, with equity at the center. (L1, L2, D2)</p> <p>620-2 Students will be able to critically analyze federal laws and case studies relating to education, and articulate how these laws apply in their context. (IR1, IR2, IR3)</p>	<p>PITP</p> <ul style="list-style-type: none"> <li>❖ Case Studies</li> <li>❖ Oral Presentations</li> <li>❖ Whole-class and Small group discussions</li> </ul>



620-3 Students will demonstrate their skills in the art of crucial decision-making and problem-solving. (IR1, IR2, IR3, D2)	
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## REQUIRED COURSE MATERIALS

### *Writing*

- We will utilize APA style 7th Edition for formatting purposes: Please use [Purdue Owl](#) as a guide. For Supreme Court Cases please use [Georgetown Law Library](#).
- Generally, any written submission should be:
  - Double Spaced
  - 12 point font
  - 1” Margins
  - Page number (if multiple pages)
  - Citations
  - Reference List
  - Appendices included when relevant
- THERE ARE NO PAGE REQUIREMENTS - For all written submissions, please use however many pages it takes to get your point across. The point is that your audience can understand your argument.
- We encourage that all written submission include a reflection or application to your current or future practice as a school leader, thus, using first person and active voice are encouraged. Your experience is a valued contribution to this course.

### *Reading Case Law*

Reading Supreme Court Cases can be somewhat cumbersome. It is helpful to take the following steps when evaluating case law.

- 1) Search for a video or google a summary of the case before reading it.
- 2) Read the syllabus of the case
- 3) Read the opinion (highlight reasoning for decision)
- 4) Focus on: facts of the case, issue the case is debating, and the decision.

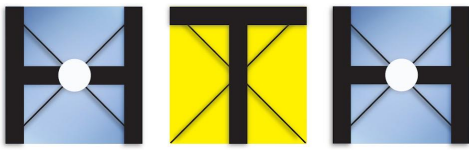
Helpful sites for understanding supreme court cases:

<https://www.oyez.org/>

<https://law.justia.com/cases/>

<https://scholar.google.com>

## COURSE ASSIGNMENTS AND ACTIVITIES



- (Assignment #1) - [Reader Response 1](#) - Jan 15 - discussion questions 4th amendment
- (Assignment #2) - [Reader Response 2](#) - Jan 22 - 1st amendment scenarios
- (Assignment #3) - [Complete school leader interview reflection](#) - Submit Feb 7
- (Assignment #4) - [Complete first draft of final project scenario](#) - Submit Feb 7
- ~~● (Assignment #5) - Final Project Scenario - Submit Feb 13.~~
  - ~~○ Respond to at least one peer - Submit Feb 15~~
- (Assignment #6) - [Final Project](#) - February 22

### ***SYNCHRONOUS LEARNING***

Class is held online weekly Wednesday from 4:00pm-6:00pm (PST) beginning on January 11, 2023 and concluding on February 15, 2023.

### ***ASYNCHRONOUS LEARNING***

#### **Discussion Board Posts/Peer Response**

Discussion Board posts offer an opportunity to reflect on what strikes you about the course readings. There will be prompts for you to respond to. Our main goal is for you to reflect on the cases, how they apply to society, and how they apply to your context. You can follow the prompts and share your general reflections about the cases if you are inspired to do so.

Post your reader response to the Google Classroom forum by 11:59 pm (PST) on the Sunday before class. By 1:00 pm (PST) on Tuesday before class, you should respond to at least one person's post. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class.

#### **Interview**

There is no better way to understand school leadership than by interviewing various stakeholders. Interviews can be challenging to come by, but are full of important information needed for understanding the complexity of leading a school. You will have the opportunity to conduct an interview with your Dean or Director outside of our normal class time.

#### ***COURSE GRADING SCALE***

Everything is graded on completion. If we feel as though your submission requires additional time/work, we will provide feedback and give you additional time to resubmit. If you are in need of an extension for any assignment please email both of your instructors ([dmaldonado@hthgse.edu](mailto:dmaldonado@hthgse.edu), [fhenderson@hthgse.edu](mailto:fhenderson@hthgse.edu)) and we can work with you on an alternative submission date.



### ***ATTENDANCE***

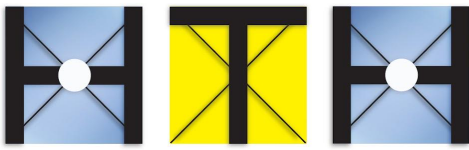
We know life gets hectic and a lot can transpire over a six-week period. Please try your best to communicate absences or times where you are coming to class late. The earlier you communicate with us, the better we can support you. We understand emergencies occur and we would like to make it as easy as possible to get a hold of us. Please feel free to email us at [fhenderson@hthgse.org](mailto:fhenderson@hthgse.org) AND [dmaldonado@hthgse.edu](mailto:dmaldonado@hthgse.edu). On an as-needed basis we may prompt you to do an alternative assignment to help you learn any missed content due to absences or partial absences. For example, we may ask you to review the recording/slide deck and email us three questions/reflections you have.

### ***COURSE EVALUATION***

Each week, students will be able to provide the instructor with anonymous feedback. Students will have the opportunity to provide their name if they would like the instructor to address them directly. At the end of the course, the Graduate School will provide an end-of-course evaluation that will not be seen by the instructor until the completion of the course and after grades are submitted so you can provide kind, specific, and helpful feedback to improve our practice.

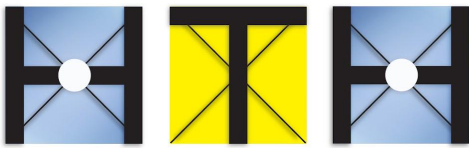
### ***ADA AND STUDENT RESOURCES***

For qualified individuals with a disability, HTH GSE will provide reasonable accommodation. Any applicant or enrolled student who believes that they need an accommodation should contact his/her Program Director or Advisor. Some services that are available include: google read and write, Grammarly, extended time, modified or alternate assignments.



## *COURSE TIMELINE AND SCHEDULE*

	<b>Agenda</b>	<b>Extended Learning</b>
Week #1 January 11, 2023	Topic: 14th Amendment - Equal Protection <a href="#">Slide Deck</a> <a href="#">Agenda</a>	<ul style="list-style-type: none"> <li>• Submission date Jan 15 @ 11:59pm (PST) → <a href="#">Discussion Board Post #1</a></li> <li>• Submission date Jan 17 @ 1pm PST → Respond to one peer</li> </ul>
Week #2 January 18, 2023	Topic: 4th and 5th amendments - Suspensions and due process, Search and Seizure, Miranda Rights Guest Speakers: Xairan, Ben, Anakin, Joanne <a href="#">Slide Deck</a>	<ul style="list-style-type: none"> <li>• Submission date Jan 22 @ 11:59 pm (PST) → <a href="#">Discussion Board Post #2</a></li> <li>• Submission date Jan 24 @ 1 pm (PST) → Respond to one peer</li> </ul>
Week #3 January 25, 2023	Topic: 1st Amendment: Freedom of Speech, Religion, Protest <a href="#">Slide Deck</a>	<ul style="list-style-type: none"> <li>• Complete interview before Feb 1</li> </ul>
Week #4 February 1, 2023	Topic: 1st, 4th, and 5th Amendments <a href="#">Slide Deck</a>	<ul style="list-style-type: none"> <li>• Submission Feb 7 (Assignment #3) - <a href="#">Complete school leader interview reflection</a></li> <li>• Submission Feb 7 (Assignment #4) - <a href="#">Complete first draft of final project scenario</a> -</li> </ul>
Week #5 February 8, 2023	Topic: 14th amendment, IDEA, Manifestation Determination Hearings <a href="#">Slide Deck</a> <a href="#">Student Copy of Week 5 - 2/8 IDEA, FAPE, MD</a>	<ul style="list-style-type: none"> <li>• <del>Submission date Feb 13 @ 11:59pm (PST) (Assignment #5) = <a href="#">Final Project Scenario</a></del></li> <li>• <del>Submission date Feb 15 @ 1 pm (PST) → <a href="#">Respond to one peer</a></del></li> </ul>
Week #6 February 15, 2023	Case Study reflection, application, and synthesis	<ul style="list-style-type: none"> <li>• Submission date Feb 22 <a href="#">Final Project</a></li> </ul>



READINGS

<p><b>1ST AMENDMENT</b></p>	<ul style="list-style-type: none"> <li>• U.S. Const. amend. I</li> <li>• VIDEO: (2017, March 24). Morse v. Frederick. Retrieved January 16, 2020, from <a href="https://www.youtube.com/watch?v=SXJv5CS9kKc">https://www.youtube.com/watch?v=SXJv5CS9kKc</a></li> <li>• <a href="#">Morse v. Frederick</a>, 551 U.S. 393 (2007).</li> <li>• <a href="#">Tinker v. Des Moines</a>, 393 U.S. 503 (1969)</li> <li>• <a href="#">Bethel School District v. Fraser</a>, 478 U.S. 675 (1986).</li> <li>• <a href="#">Hazelwood School District v. Kuhlmeier</a>, 484 U.S. 260 (1988)</li> </ul>
<p><b>4TH and 5TH AMENDMENTS</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey v. T.L.O.</a>, 469 U.S. 325 (1985)</li> <li>• <a href="#">Safford USD No. 1 v. Redding</a>, 557 U.S. 364 (2009)</li> <li>• Russo, Charles J., "<a href="#">Fifth Amendment Rights: Questioning Students</a>" (2013). Educational Leadership Faculty Publications. 163. <a href="https://ecommons.udayton.edu/eda_fac_pub/163">https://ecommons.udayton.edu/eda_fac_pub/163</a></li> <li>• <a href="#">N.C. v. Commonwealth of Kentucky</a>, 396 S.W.3d 852 (2013).</li> </ul>
<p><b>14TH AMENDMENT</b></p>	<ul style="list-style-type: none"> <li>• U.S. Const. Amend. XIV</li> <li>• Supreme Court Of The United States. (1895) U.S. Reports: <b>Plessy v. Ferguson</b>, 163 U.S. 537 . [Periodical] Retrieved from the Library of Congress, <a href="https://cdn.loc.gov/service/ll/usrep/usrep163/usrep163537/usrep163537.pdf">https://cdn.loc.gov/service/ll/usrep/usrep163/usrep163537/usrep163537.pdf</a>.</li> <li>• Supreme Court Of The United States. (1953) U.S. Reports: <b>Brown v. Board of Education</b>, 347 U.S. 483. <a href="https://cdn.loc.gov/service/ll/usrep/usrep347/usrep347483/usrep347483.pdf">https://cdn.loc.gov/service/ll/usrep/usrep347/usrep347483/usrep347483.pdf</a></li> </ul>
<p><b>SPED (14TH AMENDMENT)</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Board of Education v. Rowley</a> (1982) - 143 pgs</li> <li>• <a href="#">Winkelman v. Parma City School Dist.</a>, 550 U.S. 516 (2007)</li> <li>• <a href="#">Florence County School Dist. Four v. Carter</a>, 510 U.S. 7 (1993)</li> <li>• <a href="#">Honig v. Doe</a>, 484 U.S. 305 (1988)</li> <li>• <a href="#">Burlington School Comm. v. Mass. Dept. of Ed.</a>, 471 US 359 (1985)</li> <li>• <a href="#">Irving Independent School District v. Tatro</a>, 468 U.S. 883 (1984)</li> </ul>
<p><b>ADDITIONAL RESOURCES</b></p>	<ul style="list-style-type: none"> <li>• Writing support: APA7 Style: <a href="#">Purdue Owl</a>, APA7 Legal References: <a href="#">Purdue OWL</a></li> <li>• Restorative Practices: Bailie, J. W. (2018, October). <a href="#">A SCIENCE OF HUMAN DIGNITY: BELONGING, VOICE AND AGENCY AS UNIVERSAL HUMAN</a></li> </ul>



	<p><a href="#">NEEDS</a>. Paper presented at International Institute for Restorative Practices (IIRP) Conference, Detroit, MI.</p> <ul style="list-style-type: none"><li>• 14th amendment: Supreme Court Of The United States. (1977) U.S. Reports: Regents of the University of California v. Bakke U.S. 265. <a href="https://cdn.loc.gov/service/ll/usrep/usrep438/usrep438265/usrep438265.pdf">https://cdn.loc.gov/service/ll/usrep/usrep438/usrep438265/usrep438265.pdf</a></li></ul>
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Community Norms [[link](#)]