Instructor: John di John, J.D.  
Mobile Phone: 312.415.8510  
Email: jdijohn@luc.edu

Meeting Time: Tue/Thurs 5:00 – 8:00 p.m.  
Location: Corboy Law Center - Room 425  
Office Hours: By Appointment Only

Course Description:
This course covers the topics of school law and policy formation designed for candidates seeking to become licensed as principal building leaders in Illinois. The emphasis in this course will be the application of school law and policy formation in the context of community involvement. Educational administrators must grasp the importance of school law and policy formation to provide ethical, reflective leadership needed in today’s schools. This course will provide the basis for understanding school law and ethical decision making with particular attention given to building safety, current legal “hot topics,” and understanding the governance of the local school board.

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago’s schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.
While the training of the candidate is centered around the concept of “hands on learning,” the professional growth of the candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as opportunities to improve student outcomes through excellence in teaching and program development. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of education administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. In particular, candidates will gain an understanding of:

- State and federal laws, regulations and case law affecting Illinois public and private schools.
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.
- How school law is then promulgated into policies at the state and local level.
- How school administrators promulgate policies and procedures that can best serve P-12 students and their families.
- How to work with school boards and local school councils.
- How to create partnerships with parents, community and business stakeholders.

Course Standards:
Loyola University Chicago’s School of Education’s Conceptual Framework Standards:

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

SREB 13 Critical Success Factors/Functions (2007):
CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.
CSF 8: The school leader is able to understand the change process and has the leadership and facilitations skills to manage it effectively.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 11: The school leader is able to acquire and use resources wisely.
CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

ISSLC STANDARDS (2008):
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).
ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).
ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Functions A-C).

Educational Leadership Constituencies Council (ELCC) (2011):

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of student and staff within the school.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
Required Texts:

The following will be provided to you in class:

The syllabus and additional readings/documents can be found on SAKAI or distributed in class.

Things you need to find and bring to class:
• You will need a copies of your school student and staff handbooks.
• You will need a copy of your teacher contract (if applicable).
• You will need a copy of building safety and security procedures.
• You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom.
• You must register your LIVE TEXT account.

Embedded Field Experiences:
• Conduct a tort walk in a school building (NCATE Assessment).
• Review and analyze school building handbooks and their alignment with policies.
• Present on a legal topic of choice, preferably something that you have experienced or in which you have an interest.

NCATE Core Assessments:

Evaluation:
Class Participation and Attendance 20 points
Tort Walk Assessment Documents 50 points total
  ❖ Part 1
  ❖ Part 2
  ❖ Part 3
PowerPoint Presentation on Hot Topic 30 points
  100 points TOTAL

Assignments will not be accepted past the stated due date on the syllabus.
References must be cited using APA 6th edition style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, assignments (except for the group project and final) may be rewritten and resubmitted for reevaluation.
**Description of Assignments:**

**Class Participation, Attendance and Professional Disposition: 20 points**

Students will participate in discussions based on lectures, student presentations, assigned readings and hand-outs as well as extemporaneous role play. It is expected that students will attend class every day. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. (All course objectives)

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in the syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric posted in LiveText.

**Professional Dispositions for Administration and Supervision**

The School of Education has three dispositions—*Professionalism, Inquiry, and Social Justice*—as indicators of students’ growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below:

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Mastery</th>
<th>Proficient</th>
<th>Developing</th>
<th>Does Not Meet Standard</th>
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<tbody>
<tr>
<td></td>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
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<tr>
<td>Candidate</td>
<td>consistent</td>
<td>regularly</td>
<td>inconsistently</td>
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<p>| Deadlines       | Candidate meets all deadlines. | Candidate meets most, but not all, deadlines. | Candidate meets some deadlines. | Candidate rarely meets deadlines. |
| Collaboration   | Candidate initiates collaboration with peers on assignments as appropriate. | Candidate works effectively with peers on assignments. | Candidate works with peers on assignments, but effectiveness is inconsistent. | Candidate does not work effectively with peers on assignments. |
| Attendance &amp; Punctuality | Candidate always attends class, maintains professional appointments, and is punctual for all professional obligations. | Candidate regularly attends class, maintains professional appointments, and is punctual for most professional obligations. | Candidate attends class and professional appointments/obligations, but is occasionally late. | Candidate is consistently late or absent from class and/or professional appointments/obligations. |
| Integrity       | Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work. | Candidate shows honesty/integrity/values and ethical behavior in most professional and graduate student work. | Candidate shows lapses in honesty/integrity/values and ethical behavior in professional and student work | Candidate does not show honesty/integrity/values or ethical behavior in professional and/or student work. |
| Communication   | Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days). | Candidate communicates promptly with faculty, supervisors, employers, and fellow students (no longer than 2 business days). | Candidate communicates with faculty, supervisors, employers and fellow students, but occasionally response is not timely (e.g. delayed longer than 2 business days). | Candidate is nonresponsive or slow to respond to faculty, supervisors, employers or fellow students. |</p>
<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Mastery (4) Candidate consistently performs at a level commensurate with training.</th>
<th>Proficient (3) Candidate regularly performs at a level commensurate with training.</th>
<th>Developing (2) Candidate inconsistently performs at a level commensurate with training.</th>
<th>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of evidence</td>
<td>Candidate always searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate regularly searches for and identifies evidence-based information to answer questions relevant to the area of inquiry.</td>
<td>Candidate's work inconsistently uses evidence to support responses to questions.</td>
<td>Candidate's work does not identify quality evidence to support responses to questions.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Candidate consistently demonstrates critical thinking skills in written assignments.</td>
<td>Candidate sometimes demonstrates critical thinking in written assignments.</td>
<td>Candidate inconsistently demonstrates critical thinking in written assignments.</td>
<td>Candidate does not demonstrate critical thinking skills.</td>
</tr>
<tr>
<td>Quality of sources</td>
<td>Candidate critically evaluates information from reliable sources relevant to the profession.</td>
<td>Candidate uses information from reliable sources without critically evaluating it.</td>
<td>Candidate occasionally uses information from non-reliable or irrelevant sources.</td>
<td>Candidate regularly uses information from non-reliable or irrelevant sources.</td>
</tr>
<tr>
<td>Synthesis and Application</td>
<td>Candidate effectively integrates feedback to improve performance.</td>
<td>Candidate attempts to integrate feedback to improve performance.</td>
<td>Candidate selectively integrates feedback to improve performance.</td>
<td>Candidate does not apply feedback.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Mastery (4) Candidate consistently performs at a level commensurate with training.</td>
<td>Proficient (3) Candidate regularly performs at a level commensurate with training.</td>
<td>Developing (2) Candidate inconsistently performs at a level commensurate with training.</td>
<td>Does Not Meet Standard (1) Candidate does not perform at a level commensurate with training.</td>
</tr>
<tr>
<td>Reflective</td>
<td>Candidate consistently reflects on and respects</td>
<td>Candidate regularly reflects on and respects other points</td>
<td>Candidate occasionally demonstrates reflection on and</td>
<td>Candidate does not demonstrate personal</td>
</tr>
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</table>
Tort Walk School Building Assessment  50 points total

Building Tort Liability Data Assessment Plan and Project:

The Tort Walk Assessment, Research and Development, and Improvement Plan Project is a comprehensive building-wide view of negligence assessment, research, development and improvement for building leadership.

There are three major, required components of the Project, all of which are graded. The three major components of the Project are:

- Phase 1: the Tort Walk Assessment
- Phase 2: the Research and Development; and
- Phase 3: the Improvement Plan

Phase 1: Tort Walk Assessment  15 points

The Tort Walk Assessment Component requires that the aspiring building leader conducts a comprehensive assessment of negligence risks and existent negligence related conditions within the home school building through the lens of the building leader. A tort is a civil wrong not involving contracts. The term is applied to a variety of situations where one suffers damage or loss due to the improper conduct of another. The most common tort is that of negligence. Negligence involves the existence of a legal duty of care, the breach of that duty, and a finding that the breach is the proximate cause of damage or loss that results.

For the Tort Walk Assessment Phase 1, after reading the related assignments and attending the related lecture, you are required to conduct a Tort Walk Assessment using the attached Tort Walk Assessment Checklist. You are required to document what you find on the Tort Walk Assessment Checklist.

The arenas that must be examined are the following:
1. classrooms,
2. hallways,
3. playground/recess,
4. lunchroom,
5. before school,
6. after school,
7. field trips,
8. bus/transportation,
9. science class,
10. physical education class; and
11. Shop/tech/art class.

For the following assignment you are prohibited from identifying school, school building, or any individuals. All data should be anonymous and stripped of identifying markers.

You will perform a Tort Walk Assessment in your home school building. You will:

1. Obtain permission from the building principal.
2. Visit each prescribed school arena as listed above.
3. Determine whether both supervision and equipment for each of the aforementioned 11 arenas is acceptable or need for improvement.
4. Comment on your observations in the context of the entire school wide systems perspectives within the context of the community wherein the schools are located.
5. Get information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures.

For purposes of the Tort Walk Assessment, supervision of students is defined as “direct teacher/adult supervision by school personnel.” Equipment issues incorporate distribution of materials, class assigned equipment, fixed school equipment, and moveable school equipment having student exposure. For the purposes of this assessment, acceptable means “acceptable within the framework of federal and state law.” For the purposes of this assessment, need for improvement means “inconsistent or in violation of federal and state law.”

In Phase 1, you are required to describe how you facilitated and engaged in this activity and how you planned on informing building-level decision-making by collecting and organizing formal and informal data information from multiple stakeholders.

Phase 2: Research and Development  15 points

The above Phase 2 portion of this project will be graded based upon evidence of comprehensive knowledge of federal and state, constitutional, statutory, and regulatory provisions and judicial decisions government education. There should be comprehensive research and analysis applicable to the issues raised as a result of the Tort Walk Assessment (Phase 1).

Now that you have performed a Tort Walk Assessment, you are required to write a comprehensive Research and Development Paper specifically and directly related to the issues you observed within the Tort Walk Assessment. Based upon the assigned readings and related lecture, you are required to identify three legal issues that you observed during your Tort Walk Assessment in the eleven (11) school arenas. These three (3) legal issues may be those in either the “acceptable” or “need for improvement” category.
For each of the three (3) legal issues, you are required to do the following:

1. Conduct research related to legal aspects of these identified issues. Then, in this Phase 2, for each issue you observed during the Tort Walk Assessment (Phase 1), you must comprehensively detail and describe at least three sources. (For example, sources can include case law, statutes, journal articles, book chapters, newspaper descriptions, and the internet.) Apply the three research sources to the legal issues you identified that occurred in the building in which you conducted a Tort Walk Assessment.

2. Draw conclusions regarding best school-wide practice, strategies and policies, comprehensively analyzing how the application of the research directs policy development and best practice. This would include describing how specific laws at the local, state and federal levels affect the school/district and residents.

3. Include a section on how you plan on developing the ultimate Improvement Plan (Phase 3) that will evidence a respect for the rights of others with regard to confidentiality and dignity and engagement in honest interactions.

4. Include a section on how you plan to remain impartial, sensitive to student diversity and sensitive to ethical considerations in your interactions with others as you proceed to address the negligence issues.

5. Include a section on the process you intend you use to make decisions based upon ethical and legal principles.

6. Include a section describing the larger political, legal and cultural context you plan to use to develop activities and policies that benefit this building and its students.

The Research and Development Component (Phase 2) also requires a major reflection and analysis section. This section should comprehensively detail the following:

1. Detail how the research directs comprehensive policies that can be developed that target the unique needs of a safe school environment.
2. Describe how the research directs comprehensive policies that promote student health and welfare.
3. Provide a comprehensive description of the processes by which federal, state, school and school-site policies should be enacted, implemented and evaluated.
4. Provide research based direction for developing strategies for influencing policy development within the school/district.

Phase 3. Improvement Plan 20 points

Based upon the Tort Walk Assessment Phase 1 and the Research and Development Phase 2, you are required to develop and write an Improvement Plan specifically and comprehensively addressing the unique issues raised in the school you assessed, using a building-level leadership lens.
The Improvement Plan must include:

1. A comprehensive operational plan, including processes, and strategic goals based upon the findings of the Tort Walk Data-Collection Assessment and your research in the Research and Development Phase. You are required to incorporate and utilize practical applications of organizational theories to establish the Improvement Plan.

2. A comprehensive school-wide description of the implementation of appropriate management techniques and group processes to be used, including defining roles, assigning functions, how those roles and functions will be delegated effectively and incorporate a means of accountability within the plan for attaining goals.

3. A budget section where you develop and detail a plan for incorporating fiscal, human and material resources, giving priority to student learning and safety, demonstrating an understanding of budgeting processes and fiduciary responsibility. You are also to include ways to use public resources and funds appropriately and include ways to encourage the community to provide new resources to address identified emerging student needs.

4. A communication section where you detail a plan for communicating the policies that resulted from the Tort Walk Data Collection Assessment Phase 1 and the Research and Development Phase 2.

5. A stakeholders section where you detail how stakeholders will be involved in school decision-making about negligence policies, including strategies to capitalize on the school’s integral role in the larger community.

6. An emergency planning section where you detail how you plan on developing lines of communication with local, state and federal authorities about negligence policies in the school. This includes how you plan on actively advocating for improved policies, laws and regulations that affect the building/school and how you plan on working with organizations representing schools, educators and others with similar interests.

7. A comprehensive professional development program to strategically integrate school priorities, to build faculty as a resource and to focus on improving student outcomes.

A Bibliography, in APA format, is required for the Tort Walk paper.

**PowerPoint Presentation on Legal Hot Topic 30 points**

The student will do a PowerPoint presentation to the class on a legal hot topic selected from among those discussed in class or taken from one of the required text books for the class.
**Technology**

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade. Additional information about the School of Education’s Electronic Communication Policies and Guidelines is available for your review.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

IDEA Objectives for this Class
(Objectives in bold print are essential)

IDEA Objectives (objectives in bold print are essential) [3 bold and 2 italics]

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Conceptual Framework for this Class  (Identified as important for this course in BOLD)

SOE Conceptual Framework Standards (CFS)
· CFS1: Candidates critically evaluate current bodies of knowledge in their field.
· CFS2: Candidates apply culturally responsive practices that engage diverse communities.
· CFS3: Candidates demonstrate knowledge of ethics and social justice.
· CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.
**Dispositions**
All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**Syllabus Addendum Link**

- www.luc.edu/education/syllabus-addendum/

*This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.*

*This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.*
<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Readings (Read prior to class)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/22/2018 Session 1</td>
<td>Review Syllabus</td>
<td></td>
<td>Buy your textbooks and do the assigned readings for next week.</td>
</tr>
<tr>
<td>5/24/2018 Session 2</td>
<td>School handbooks</td>
<td></td>
<td>Review your school’s parent/student handbook – identify topics that you believe are required by law</td>
</tr>
</tbody>
</table>
| 05/29/2018 Session 3 | - Introduction: Education Law  
- Tort Liability  
- Negligence in the School  
- Case Study Discussion-Tort Liability and IDEA | • Braun, Chapters 1, 9* and 22  
• Moore v. Hamilton Case (Sakai)  
• *pages 100 (9.320) -108 | Submit 5/24 |
| 05/31/2018 Session 4 | • School Boards  
• School District Records | • Braun Chapters 2, and 7 | Questions Regarding Tort Walk Assessment, Part One? |
| 06/05/2018 Session 5 | • Educational Program  
• Students and Parents | • Braun Chapters 10 and 11 | **Tort Walk Phase One Due** |
| 06/7/2018 Session 6 | • Student Discipline  
• SB 100  
• Restorative Practices | • Braun Chapter 12 | |
| 06/12/2018 Session 7 | • Children with Disability  
• Special Education | • Braun Chapter 13 | |
| 06/14/2018 Session 8 | • Religion in Public School  
• 1st Amendment Rights | • Braun Chapter 14 | **Tort Walk Phase Two Due** |
<table>
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<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Readings (Read <em>prior to class</em>)</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>06/19/2017 Session 9</td>
<td>School Employment • Terms and Conditions of Teacher Employment • Paraprofessionals</td>
<td>• Braun, Chapters 17, 15 and 20</td>
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<tr>
<td>06/21/2017 Session 10</td>
<td>Teacher Tenure • Teacher Dismissal (Cause) • School Administrators</td>
<td>• Braun Chapters 16, 18 and 19</td>
<td></td>
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<tr>
<td>06/26/2018 Session 11</td>
<td>Collective Bargaining • Illinois High School Association</td>
<td>• Braun Chapters 21 and 27</td>
<td><strong>Tort Law Part Three Due</strong></td>
</tr>
<tr>
<td>06/28/2018 Session 12</td>
<td>Legal Hot Topic Presentations COURSE EVALUATION</td>
<td></td>
<td><strong>Presentations</strong> BRING YOUR LAPTOP</td>
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