

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

2007

Education Law Priorities and Need: A Comparative Analysis

Michael Anson Magone

The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Magone, Michael Anson, "Education Law Priorities and Need: A Comparative Analysis" (2007). *Graduate Student Theses, Dissertations, & Professional Papers*. 347.

<https://scholarworks.umt.edu/etd/347>

This Dissertation is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

EDUCATION LAW PRIORITIES AND NEED: A COMPARATIVE ANALYSIS

by

Michael A. Magone

B.A., University of Montana, 1983

J.D., University of Montana, 1988

Dissertation

presented in partial fulfillment of the requirements
for the degree of

Doctor of Education
In Educational Leadership

The University of Montana
Missoula, MT

Spring 2007

Approved by:

Dr. David A. Strobel, Dean
Graduate School

Dean Roberta Evans, Chair
School of Education

Dean Sharon Alexander
School of Continuing Education

Dr. Merle Farrier
School of Education – Educational Leadership

Dr. Dean Sorenson
School of Education – Educational Leadership

Dr. Peggy Anderson
Former Superintendent, Frenchtown School District

Education Law Priorities And Need: A Comparative Analysis

Chairperson: Dean Roberta D. Evans, EdD

This descriptive study ascertained the perceptions of Montana public school principals and superintendents, and Montana education law attorneys, regarding school law education for Montana public school principals. The study surveyed 595 individuals: 239 superintendents, 347 principals, and 9 education law attorneys. The 268 responses obtained represented a 95.6% confidence level.

The study addressed the following questions: 1) Which areas of school law are essential for a public school principal to know?; 2) In which school law areas do public school principals have an immediate need for knowledge?; 3) Which school law areas are critical for inclusion in a graduate-level principal certification program's required school law course?; 4) Which settings of school law continuing education opportunities are most convenient and effective for principals?; 5) Which time increments of school law continuing education opportunities are most convenient and effective for principals?; 6) Which sources of school law information and continuing education do principals most frequently use for general and immediate assistance?; 7) Which are a principal's most preferred sources for school law information and continuing education?; and 8) What is the level of need for improved school law curriculum/content area alignment among the university system, state agencies, school board /administration organizations, and public/private school law attorneys?

The study found substantial agreement in perceptions among respondents. The domain of Exceptional Children and the areas of student harassment, student suspensions/expulsions, and staff dismissal procedures were considered most essential. A broad base of school law topic coverage was critical for a principal preparation program. School administrators did not see immediate need for school law in-servicing while education law attorneys did see an immediate need. For principal continuing education, almost all respondent groups perceived in-district live training as the most effective and convenient setting, and graduate level coursework as least convenient and effective setting. Principals favored full day in-services during the school year. Most groups perceived an administrative colleague as the most highly preferred and used source of school law information. An overwhelming majority (96%) of the respondents agreed school law curriculum and content alignment among school law providers was needed.

DEDICATION

I dedicate this dissertation to my family, friends and colleagues for their ongoing support throughout the duration of this project and so much more. I have sacrificed many moments and adventures with all of my family and friends in order to complete this project. Yet, but for their direction, example, love, and firm belief in me and the value of the pursuit, none of this would have happened.

Most specifically, I dedicate this work to my parents Lee and Grace Magone, to my sister Kathleen Magone, to Meggie the golden retriever, to Hughie, and to Jick, all of whose footprints are located throughout anything and everything I do.

ACKNOWLEDGEMENTS

My family and friends are who matter most to me in life. Every day I live I learn more and more just how important such people are. They are what make a difference between just existing in life and actually living and enjoying life to the degree intended. For this reason, I thank all of my family and friends for their support – whether it be for supporting me through this particular doctoral process, for obtaining my other degrees, for my occupational pursuits, or for the many non-work and non-school related adventures we’ve shared. But most pertinent to this moment, thank you for your unwavering support of me in this doctoral process. Most especially, thank you Mom and Dad for your being there. Ever willing to listen, always caringly inquiring, and most especially forever setting a great example for trying to do the “right thing.”

A great deal of thanks goes to my dissertation committee: Drs. Merle Farrier and Dean Sorenson of the Department of Educational Leadership at The University of Montana; Dr. Sharon Alexander, Dean of the School of Continuing Education for The University of Montana; and Dr. Peggy Anderson, former superintendent of the Frenchtown School District in Montana. Whether collectively or individually, these folks provided not just support, but genuine enthusiasm for the project and project’s results! Merle – thank you for being such a patient and steadfast instructor as you guided an English major through a “numbers” world!

Dean Roberta (Bobbie) Evans: my dissertation chair, my long-time professor, my colleague, my counselor, and my friend. “Thank You” just doesn’t seem to do it, but I’m not quite sure what I could say that would suffice for all the many, many times you’ve provided invaluable help, direction, perspective, patience, and light-heartedness – not just through this doctoral process, but through our entire graduate level higher education friendship. So, “Thank You!” it is. You’ve been incredible and I look forward to many years of continued work and friendship to come!

To Janet Sedgely and Lorrie DeYott of The University of Montana’s Information Technology Client Support Services Department, a tremendous “thank you” for allowing me to use the Select Survey program and helping me set up my survey and extract/format the data from the survey. You two spent many hours working through my survey and data “ups and downs”, kept a positive outlook, and were continually endeavoring to make everything “work right”. I was incredibly fortunate to have you in my corner! Thank you to Kate Zoellner at The UM Mansfield Library for her patience and assistance with my research, and thank you to Linda Maass and Pat Haggerty for their support and insight into the dissertation process. Marilyn LaSorte, Columbia Falls Curriculum/Technology Director and long time wonderful friend, thanks for your numerous proofreads, feedback and constant willingness to listen! Thank you to my pilot survey folks as well.

S.A.M.’s Darrell Rudd and Julie Sykes, MTSBA’s Lance Melton, and all those superintendents and principals who worked with and participated in the survey – THANKS! It couldn’t have happened without YOUR interest and dedication to improving education.

Finally, thank you to the Lolo School District, for which I work, for your support through this endeavor. To my administrators, Linda Tarno, Alice Kupilik, Dave Hansen, Glenn Kirby, Linda Free, and Sheila Harding, to my administrative assistant Donna Friauf, to my school board members, and to all of my staff – whether you knew it or not, just by doing such a great job for the school, you made it possible for me to complete this doctoral program while still working, and still maintain my sanity!

TABLE OF CONTENTS

ABSTRACT	ii
TABLE OF CONTENTS	v
CHAPTER ONE: INTRODUCTION	1
Statement of the Problem	1
Research Question	3
Purpose of the Study	4
Significance of the Study	5
Definitions of Terms	7
Chapter Summary	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
School Law's Importance to School Principals	10
The Changing Nature of School Law	13
School Law, Litigation and Resulting Costs	16
Principals' Various Needs for School Law Knowledge	16
Addressing Principals' Needs for School Law Knowledge	21
<i>Graduate Level Principal Certification/Preparatory Programs</i>	22
<i>School Law Continuing Education</i>	29
Chapter Summary	32
CHAPTER THREE: METHODOLOGY	34
Introduction	34
Research Design	34

Population	34
Research Questions	35
Instrumentation	36
<i>On-line survey instrument</i>	36
<i>Validity</i>	39
<i>Distribution of Survey</i>	40
<i>Confidentiality and Anonymity</i>	41
Variables	41
Procedures	42
Treatment of the Data	43
Delimitations of the Study	45
Limitations of the Study	46
Chapter Summary	46
CHAPTER FOUR: RESULTS	49
Introduction	49
Response Rate	49
Part I Survey Results – Demographic Information	50
<i>Occupational Position</i>	51
<i>Gender</i>	51
<i>Years of Attorney Practice and School-Law Related Practice</i>	
<i>Attorney Position</i>	52
<i>Attorney Position</i>	53
<i>Principal and Superintendent Age Ranges</i>	54

<i>Principal and Superintendent Highest Completed Educational Degrees</i>	54
<i>Principal and Superintendent Location of Highest Completed Educational Degree (in/out-of-state)</i>	55
<i>Present Principal or Superintendent Position</i>	56
<i>Principal and Superintendent School District Enrollments Represented.....</i>	57
<i>Principal School Enrollments Represented</i>	58
<i>Principal and Superintendent Experience Years</i>	59
<i>Number of Graduate Level School Law Courses Required During Principal Certification</i>	59
<i>Number of College/University School Law Courses Actually Taken ..</i>	60
<i>Principal and Superintendent Number of School Law Workshops Taken</i>	61
Part II Survey Results – Important Areas of School Law	62
<i>School Law Areas Essential to Public School Principals</i>	64
<i>Domains Ranked by Occupational Positions</i>	64
<i>Domains Ranked by Principal and Superintendent District Enrollment Ranges.....</i>	67
<i>Specific Areas Ranked by Occupational Positions</i>	68
<i>Specific Areas Ranked by Principal and Superintendent District Enrollment Ranges.....</i>	70
<i>Additional Results Regarding Most and Least Essential Areas of School Law</i>	71
<i>School Law Areas for which Continuing Education is Immediately Needed for Principals</i>	72
<i>Domains Ranked by Occupational Positions</i>	72

<i>Specific Areas of Law Ranked by Occupational Positions</i>	74
<i>Additional Results Regarding Most and Least Immediately Needed Areas of Principal School Continuing Education</i>	76
<i>School Law Areas Critical for Graduate Level Principal Preparation Program</i>	76
<i>Domains Ranked by Occupational Groupings</i>	77
<i>Specific Areas Ranked by Occupational Groupings</i>	79
<i>Additional Results Regarding Most and Least Critical School Law Areas for Inclusion in a Principal Preparation Program School Law Course</i>	81
<i>Survey Participant Comments Regarding Important Areas of School Law</i>	81
Part III Survey Results – Continuing Education for Principals	82
<i>Most Convenient and Effective Settings for Principal Continuing Education – Occupational Groupings</i>	83
<i>Most Convenient and Effective Settings for Principal Continuing Education – Principal and Superintendent District Enrollment Groupings</i>	85
<i>Most Convenient and Effective Time Increments for Principal Continuing Education – Occupational Position Groupings</i>	88
<i>Most Convenient and Effective Time Increments for Principal Continuing Education – Principal and Superintendent District Enrollment Groupings</i>	90
<i>Which sources of school law information and continuing education, for general and immediate assistance, are most highly preferred and highly used by principals?</i>	93
<i>Most Frequently Used General and Immediate Assistance Sources of School Law Information and Principal Continuing Education – Occupational Position Groupings</i> ..	93

<i>Most Frequently Used General and Immediate Assistance Sources of School Law Information and Principal Continuing Education – Principal and Superintendent District Enrollment Ranges</i>	96
<i>Most Preferred Overall Source of School Law Information and Continuing Education for Principals – Occupational Position and Principal/Superintendent District Enrollment Groupings</i>	101
<i>Level of Need for School Law Curriculum Alignment</i>	105
<i>Overall Survey Participant Comments, Criticisms, Suggestions and Questions</i>	108
Summary	108
CHAPTER FIVE: SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS	110
Introduction.....	110
Summary and Discussion of Findings	110
<i>Demographic Items of Significant Interest</i>	111
<i>Research Question 1: Which areas of school law are essential for a public principal to know?.....</i>	111
<i>Research Question 2: In which school law areas do public school principals have an immediate need for knowledge?</i>	112
<i>Research Question 3: Which school law areas are critical for inclusion in a graduate-level principal certification program’s required school law course?</i>	113
<i>Research Question 4: Which settings of school law continuing education opportunities are most convenient and effective for principals?</i>	114
<i>Research Question 5: Which time increments of school law continuing education opportunities are most convenient and effective for principals?</i>	114

<i>Research Question 6: Which sources of school law information and continuing education are most frequently used by principals for general and immediate assistance?.....</i>	115
<i>Research Question 7: Which are a principal’s most preferred sources of school law information and continuing education</i>	116
<i>Research Question 8: What is the level of need for improved school law curriculum/content area alignment between the university system, state agencies, school board/administration organizations, and public/private school law attorneys?</i>	116
Conclusions	117
<i>Conclusions Regarding Selected Demographic Information</i>	117
<i>School Law Areas Important to Principals – Common Perspectives .</i>	118
<i>School Law Areas Important to Principals – Different Perspectives .</i>	119
<i>Conclusions Regarding the Importance of School Law</i>	120
<i>Continuing Education for Principals – Common Perspectives</i>	122
<i>Continuing Education for Principals – Different Perspectives</i>	123
<i>Sources of School Law Information and Continuing Education for Principals – Most Highly Preferred and Used – Common Perspectives</i>	123
<i>Sources of School Law Information and Continuing Education for Principals – Most Highly Preferred and Used – Different Perspectives</i>	124
<i>Conclusions Regarding School Law Information and Continuing Education for Principals</i>	124
<i>Conclusions Regarding School Law Course and Continuing Education Curriculum and Methodology</i>	125
<i>Synopsis</i>	126
Recommendations for Future Practice	128
Recommendations for Future Research.....	132

APPENDICES	135
Appendix A: Survey Letters	135
Appendix B: School Law Survey	145
Appendix C: School Law Domains and Areas	171
Appendix D: School Law Survey Comments	174
Appendix E: School Law Areas – Full Ranking Spreadsheets for Survey Part II Responses	181
REFERENCES	257

LIST OF TABLES

TABLE	PAGE
1. Survey Responses by Occupational Position.....	51
2. Survey Response by Gender	51
3. Years of Attorney and School-Law Related Practice	53
4. Attorney Positions	53
5. Age Groupings of Principals and Superintendents	54
6. Highest Completed Degrees for Principals and Superintendents	55
7. Locations of Highest Degrees for Principals and Superintendents	56
8. Present Positions for Principals and Superintendents	56
9. Enrollment Ranges for Principals and Superintendents	57
10. Principal School Enrollments Represented	58
11. Principal and Superintendent Years of Experience	59
12. Number of Graduate Level School Law Courses Required for Principal Certification	60
13. College/University School Law Courses Actually Taken by Principals and Superintendents	61
14. Number of School Law Workshops Taken by Principals and Superintendents	62
15. Essential Areas of School Law for Principals – Domains Ranked for Occupational Position Groupings	66
16. Essential Areas of School Law for Principals – Domains Ranked for District Enrollment Groupings	67
17. Essential Areas of School Law for Principals – Specific Areas Ranked for Occupational Position Groupings	68
18. Essential Areas of School Law for Principals: Specific Areas Ranked for District Enrollment Groupings	70

19. Immediate Needs for Principal Continuing Education – Domains Ranked for Occupational Position Groupings	73
20. Immediate Needs for Principal Continuing Education – Specific Areas Ranked for Occupational Position Groupings	75
21. School Law Areas Critical for Principal Preparation Program – Domains Ranked by Occupational Position Groupings	78
22. School Law Areas Critical for Principal Preparation Program – Specific Areas Ranked by Occupational Position Groupings	80
23. Settings for Principal Continuing Education – Convenience and Effectiveness by Occupational Groupings	84
24. Settings for Principal Continuing Education – Convenience and Effectiveness by Principal District Enrollment Groupings	86
25. Settings for Principal Continuing Education – Convenience and Effectiveness by Superintendent District Enrollment Groupings	87
26. Time Increments for Principals Continuing Education – Convenience and Effectiveness by Occupational Position Groupings	89
27. Time Increments for Principal Continuing Education – Convenience and Effectiveness by Superintendent District Enrollment Groupings	91
28. Time Increments for Principal Continuing Education – Convenience and Effectiveness by Principal District Enrollment Groupings	92
29. Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency Use by Occupational Position Groupings	94
30. Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use by Principal District Enrollment Groupings	95
31. Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency Use - Principal District Enrollment Groupings	97
32. Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use – Superintendent District Enrollment Groupings.....	99

33. Most Preferred Sources for School Law Information and Continuing Education – Occupational and Principal/Superintendent District Enrollment Group Ranking..... 103

34. Level of Need for School Law Curriculum Alignment – Occupational Groupings..... 106

CHAPTER ONE

"[The law] is a jealous mistress, and requires a long and constant courtship. It is not to be won by trifling favors, but by lavish homage."

U.S. Supreme Court Justice Joseph Story (1779-1845)

INTRODUCTION

Public school principals need to know school law. As changes occur in school law, so, too, do the principal's needs for understanding and staying abreast of particular and differing areas of school law. Recognizing the importance of remaining current with school law topics, principals rely on a number of important sources for school law instruction and continuing education: graduate school principal certification programs, colleagues, literature, and continuing education sources, including, but not limited to, conferences, workshops, and in-services.

Statement of Problem

Serious concerns exist among school districts across the nation regarding the increasing levels of school law litigation, the accompanying financial and emotional costs, and the critical needs for educators, including school administrators, to be well-versed in school law (Harris, 2001; Redfield, 2003; Valadez, 2005). As a result, principals need school law preparation and continuing education, which concentrates on important current topics (Jolly, 1995). There exists a strong call for additional study for specific recommendations for course guidelines in order to ensure consistency and quality of principal preparatory programs (Bravenec, 1998). Research is required to help determine how and what school law course content is chosen to best prepare beginning

principals, with course content focusing on topics or core concepts which are most relevant to building level administrators (Painter, 2001). Educator preparation and staff development programs must take action to more properly address educators' school law knowledge needs (Kallio & Valadez, 2002). Uncertainty exists regarding whether school law training consists of the topics educators need, whether school law workshops and conferences provide the areas of school law instruction most needed by particular groups of educators, and whether appropriate alignment exists between the areas of school law instruction provided and the areas of school law most needed by front-line educators (Valadez, 2005).

At issue, then, is a need to provide school law knowledge to principals in the most effective ways, meeting the needs of administrators through meaningful, relevant preparation. While over the years a variety of studies in a few states have found principals lacking in particular areas of school law knowledge and suggested increased school law preparation or focused education in the identified areas, even fewer recent studies have been conducted to determine what core school law knowledge areas are most essential and of most immediate need to public school principals.

Additionally, while many studies indicate the overall importance of a school law course in the graduate-level principal preparation program, it appears no recent comprehensive studies have been conducted to determine which specific school law topics are most critical for inclusion in a graduate-level principal certification program's required school law course.

Finally, there is an absence of comprehensive studies conducted to determine what particular methods, means and settings are most suitable and helpful for providing public school principals with school law continuing education.

To that end, through surveying Montana public school superintendents, Montana public school principals, and Montana education law attorneys, this study attempts to determine which specific areas of school law knowledge are essential to a principal, which specific areas of school law knowledge are of immediate need to a principal, which school law areas are most critical for inclusion in principal graduate-level principal preparation programs, and which methods and means of continuing education are best suited for principals' obtaining school law knowledge. The study further strives to discover and present to what degree differences in perceptions exist among Montana superintendents, principals, and education law attorneys regarding the aforementioned school law education questions.

Research Question

Through a survey of public school superintendents, public school principals and education law attorneys, this study will address the what areas of school law are perceived to be essential to a public school principal through the following overarching question and sub-questions:

1. Which areas of school law are essential for a public school principal to know?
2. In which school law areas do public school principals have an immediate need for knowledge?
3. Which school law areas are critical for inclusion in a graduate-level principal certification program's required school law course?

4. Which settings of school law continuing education opportunities are most convenient and effective for principals?
5. Which time increments of school law continuing education opportunities are most convenient and effective for principals?
6. Which sources of school law information and continuing education do principals most frequently use for general and immediate assistance?
7. Which are a principal's most preferred sources for school law information and continuing education?
8. What is the level of need for improved school law curriculum/content area alignment among the university system, state agencies, school board /administration organizations, and public/private school law attorneys?

Purpose of the Study

In an attempt to address recent and increasing concerns regarding school law preparation for principals, as well as to address the serious concerns over school law litigation and its accompanying financial and emotional costs, research must (and will) occur regarding how to improve school law preparation for public school principals. Thus, this research will draw conclusions about Montana public school principals' needs for school law knowledge – from the perspectives of superintendents, principals, and education law attorneys. The research will draw conclusions regarding which areas of law are essential and of immediate need to principals. Further, the research will draw conclusions about which areas of school law are most critical for inclusion in a graduate-level principal certification program required school law course. Finally, the research will draw conclusions regarding which methods and formats of school law continuing

education are most preferred by principals seeking school law training or information. From such conclusions, it is hoped the study may indicate to graduate-level school law programs, education law attorneys and other school law continuing education providers, school district administrative personnel, and school law textbook authors and companies either a confirmation of the current school law education content and instructional method status or a new perspective regarding which school law areas and methods of delivery might be most currently suitable for school law graduate-level course work and continuing education, as well as what methods and means of school law continuing education delivery are most appropriate.

Significance of the Study

As earlier indicated and as will be illustrated in Chapter Two, studies have clearly shown both principals' failure to stay properly abreast of areas of school law and the accompanying serious needs for improvement in school law principal preparation and continuing education in order to address such concerns (Zahler, 2001; Valadez, 2005; Williams, 2005; Copenhaver, 2005).

It is well established that principals take a required graduate-level course as part of their principal certification program, as well as have available to them opportunities and sources for school law continuing education. Further, various studies over the years indicate or recommend principals, or educators in general, need additional school law training. Such studies have occasionally focused on particular school law areas important to principals, but rarely have rarely looked at a large number of school law areas. In short, this study's research leads to the conclusion no comprehensive study has been conducted for Montana public schools to determine school law knowledge areas essential

to or of immediate need to principals. Further, no comprehensive study has yet been conducted specifically regarding which areas of school law are most critical for inclusion in a required school law course curriculum or what specific methods and means of school law continuing education are most preferred by public school principals.

The results of this study, as with other studies conducted in a few other states, will allow for the following opportunities based upon the perceptions of public school superintendents and principals and education law attorneys:

1. An identification of school law knowledge areas essential to Montana's public school principals and a comparison of those school law areas to the few other states' studies' results,
2. An identification of school law knowledge areas which are of immediate need to public school principals,
3. A more precise understanding of which topics of school law are critical for inclusion in graduate level (principal preparation program) school law course work,
4. The opportunity to provide graduate-level principal certification programs and school law continuing education providers with compelling information for reviewing current course curriculum and methodology,
5. For continuing education providers, the identification of which means and methods may be most suitable for principals' participating in school law continuing education opportunities, and

6. The opportunity for school-law related stakeholders to see whether the perceptions of principals, superintendents and education law attorneys align with regard to principals' "school law" needs.

Definitions of Terms

For the purposes of this study, the following definitions will apply:

Principal. A public school principal who supervises any of the K-12 grade levels pursuant to the Montana School Accreditation Standards, General Provision 10.55.703.

Principal certification program. Any college or university graduate level (principal preparation program) coursework program which fulfills the state licensure requirements for the certification of principals for public school administration. In Montana, this is defined by the Montana Board of Public Education Administrative Rules Class 3 Administrative License requirements.

School law or education law attorney. In general, a Montana attorney whose practice regularly includes the area of school law. For purposes of this study, the school law attorney is further defined as follows: (1) an education law attorney in either private practice or working as an education law attorney in conjunction with an education-related agency or organization, including but not limited to the School Administrators of Montana, the Montana School Boards Association, the Office of Public Instruction, the Montana Rural Education Association, and any particular Montana public school district as determined by the Office of Public Instruction, the Montana School Boards Association and the School Administrators of Montana, and (2) who, according to the aforementioned

organizations, provides school law continuing education services to Montana public school districts, their school boards, and/or their administrators.

School law continuing education. Any form of post-graduate level professional in-service, training, or information source offered to school districts for additional school law knowledge.

Superintendent. A public school superintendent who serves a public school district providing education to any K-12 grade level student pursuant to the Montana School Accreditation Standards, General Provision 10.55.702.

Chapter Summary

This chapter provides an introduction to the importance of and concerns regarding principals obtaining and maintaining a solid school law knowledge base. The purpose of this study is to further explore the importance of school law knowledge to principals and the historical and current perspectives regarding how both graduate-level principal preparation programs and school law continuing education opportunities may or may not adequately address principals' needs for school law knowledge. This study will add to the existing, and somewhat limited, current knowledge base regarding principals' specific current school law knowledge needs.

The study's results should hold significance to graduate-level school law programs, education law attorneys and other school law continuing education providers, school district board members and administrative personnel, and school law text book authors and publishers. The results should further provide either a confirmation of, or a new perspective regarding, what topics and methods of delivery might be most currently suitable for graduate-level (principal preparation) school law course work and continuing

education opportunities, as well as what methods and means of school law continuing education delivery are most appropriate for public school principals.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The review of literature consists of selected studies and information relevant to the following areas: (a) school law's importance to school principals; (b) the changing nature of school law; (c) school law litigation and resulting costs; (d) principals' varying needs for school law knowledge; and (e) addressing principals' needs for improving school law knowledge, whether through principal preparatory/certification programs or continuing education opportunities

School Law's Importance to School Principals

The area of school law plays a regular part of public school education and is of vital importance to educators, including school principals (Alexander, 1932; Remmlein, 1956; Carmon, 1982; Hillman, 1988; Reglin, 1990, 1992; Painter, 1998; Zahler, 2001; Wattam, 2004; Schlosser, 2006; Valadez, 2005; Petzko, 1998; Doverspike, 1990; Williams, 1980). In his study of Montana litigation, Wattam (2004) recognized, "School administrators spend a great deal of time each day making educational decisions with critical legal implications in the balance" (p. 6). Analyzing legal services and training for Texas school districts, Valadez argued, "Due to the complexity of issues prevalent in the arena of public education, educators must be well versed in their knowledge of legal issues impacting the operation of schools" (p. 1). In a study regarding principals' comfort levels with particular areas of school law, Williams (2005) underscored school law knowledge importance, stating, "In order to comply with federal and state laws and district directives, administrators must have specific knowledge, training, and skills in

order to ensure they act within the constraints of the law posed by legislation, regulation, and litigation” (p. 1).

Zahler (2001), who surveyed education law attorneys, principals and superintendents regarding the importance of school law areas, similarly recognized the critical role school law plays for school administrators: “Just as the roles and expectations for principals and teachers change, so do the laws and interpretations of them by the courts. Therefore, principals must stay knowledgeable of these changes or face litigation and its costly effects” (p. 1).

In fact, the role of the school administrator has gone from the position of being considered “The Law” to the position of being accountable under the law (Williams, 1980). School disputes once settled informally through a sense of mutual trust and cooperation are now outlined by rules designed to limit school official discretion and frequently processed through formal procedures (Bednar, 1984). Arguing the concepts of logic and law permeate school administrator decisions, Bull and McCarthy (1995) advocated the following:

School administrators do not just follow the law; they also make and interpret it.

Nor does administrative authority operate within a sphere of technical expertise to which moral deliberation and debate are irrelevant. This analysis of the law and ethics has, we believe, important implications for the role of knowledge in the field of educational leadership and for the preparation of school leaders (p. 627).

Schools clearly exist in a complex legal environment (Painter, 1998). As early as the 1930’s, it was observed school law was an everyday part of people’s lives at one point or another, and in the mid-1950’s that a school administrator must possess a solid

school law background in order to be qualified to serve in public schools (Alexander, 1932; Remmlein, 1956).

The Interstate School Leaders Licensure Consortium (ISLLC)'s well-recognized 1996 standards for school leaders further highlight the increasing importance of law in the school environment by including specific school leader, law-related standards and performance expectations.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The administrator has knowledge and understanding of . . . legal issues impacting school operations . . .

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Dispositions: The administrator believes in, values, and is committed to the ideal of the common good, the principles of the Bill of Rights, the right of every student to a free, quality education . . .

Performances: The administrator . . . protects the rights and confidentiality of students and staff . . . fulfills legal and contractual obligations . . . applies laws and procedures fairly, wisely, and considerately (ISLLC, 1996).

School law knowledge remains vital to administrator success, which in turn factors into helping provide a quality education for students. Zahler (2001) suggested the best way for a school administrator to avoid a lawsuit is to have a thorough knowledge of

school law (p. 3). Wattam (2004) stated, “While each and every decision a school administrator makes has a legal implication, it is imperative administrators thoroughly understand the litigious issues and implications surrounding their decision” (p. 168). School administrators, themselves, confirm the importance of school law and their need to be informed (Kerrigan, 1987). School administrators’ current interest in school law topics is not surprising given the most significant issues they face are the results of legal mandates or concerns surrounding their ability to respond to such mandates and concerns (Painter, 2001).

Bednar (1984) framed the issue using a “control of costs” approach to preventive school law:

It is a fairly obvious proposition in most situations it costs less to avoid trouble than it does to get out of trouble . . . Correcting errors nearly always consumes time, disrupts plans, and frays tempers. All too often, it also destroys valuable relationships and diminishes the quality of education (p. 1).

In short, for one to survive and succeed as a school principal and educational leader, one certainly should possess a solid understanding of the position’s legal rights and responsibilities.

The Changing Nature of School Law

It is not surprising principals have a continuing need for school law knowledge when they are faced with the ever-changing nature of law.

The evolution of the law gives new shape to the public schools that emerge from the social forces that prescribe and portend the direction of the law. Contained therein is a discernable pattern of the ebb and flow of student and teacher rights

and freedoms that ultimately define the nature and context of the public schools (Alexander, 2005, p. xxxviii).

Cambron-McCabe, McCarthy and Thomas (2004) similarly view school law as a continuing metamorphosis:

The law is not static but rather is continually evolving as courts reinterpret constitutional and statutory provisions and legislatures enact new laws . . .

Although the themes of educational equity and individual rights, which dominated litigation earlier, remain important, efforts to attain educational excellence have generated a new genre of legal activity pertaining to teachers' qualifications and performance standards for students. Moreover, the educational agendas promoted by the religious and political right, such as prayer in public schools and curriculum censorship, have provoked substantial legal activity (p. xiii, xiv).

Numerous court cases represent inevitable change for school districts. In a study of 96 cases regarding U.S. Supreme Court decisions that have shaped K-12 education in America between 1972 and 2004, Benson (2005) found 61.5% of the cases represented student-initiated lawsuits and 12.5% represented employee-related lawsuits. Of the total of 108 predominant issues in those cases, over half completely favored students, employees, and others, likely calling for a great deal of policy or procedural change for school districts.

The U.S. Supreme Court's changes in philosophy and law from the Aguilar v. Felton (1985) decision to the Agostoni v. Felton (1997) decision regarding issues of church and state are stark examples of just how significantly school-related laws can change. In one decade public Title I funds went from not being permitted for use in

parochial schools to the next decade when they were permitted for such use, a clear switch in interpretation of the U.S. Constitution's Establishment Clause undoubtedly resulting in change for public school district policies.

In what might be one of the most rapidly changing areas of education and related school law, advancements in educational technology are resulting in the development of statutory and case law, which has significant repercussions on schools in the areas of free speech, harassment, privacy, special education, plagiarism, and copyrights, to name a few. Quinn (2003) examined this and concluded the following:

Implications for school leaders are considerable in this time of technology-directed change. Immersed in their complex daily lives, leaders can find it nearly impossible to keep up with the swiftly moving legal landscape in educational technology (2003, p. 187).

Ongoing federal and state legislation constantly affects education (Gullatt & Tollett, 1997). The recently reauthorized Individuals with Disabilities Education Act (IDEA) provides numerous newly prescribed statutory standards and definitions pertaining to servicing special education students in conjunction with the No Child Left Behind Act (NCLB) requirements, resulting in school districts and parents striving to interpret and adjust to the new regulations (Turnbull, 2005).

In Montana, alone, the 2005 state legislature enacted 86 laws which resulted in direct changes or adjustments to how Montana K-12 schools do business (Office of Public Instruction, et al., 2005). In 2003, the Montana Supreme Court, district courts, the Office of Public Instruction, the Department of Labor and Industry, and the Workers Compensation Court adjudicated at least 27 cases and 33 issues relating to Montana K-12

education (Wattam, 2004). This says nothing about school-board-level hearings, county superintendent hearings, or other varied levels of legal adjudication which result in recommendations for educational change to one degree or another.

School Law, Litigation and Resulting Costs

Disagreements once settled between parties years ago instead today result in litigation (Underwood & Nofke, 1990), and undoubtedly accompanying costs. Quite simply, our schools have become more litigious along with the rest of American society during the last few decades (Herbert, 1991). Though the number of cases subsided somewhat in the 1980's, the number of school law cases in the 1970's outnumbered the total school law cases between 1800 and 1969 (Zirkel & Richardson, 1989). Such expansion and change in the law and societal attitudes further underscore why school principals need to have an understanding of school law given the presence of school-related litigation and related costs. Florida educators and school board attorneys are united in their concern with increasing financial and emotional costs of school law litigation (Harris, 2001). Susan Redfield noted, "At times, education litigation appears to outpace educators' ability to cope – and the result is confusion, frustration and even hostility towards the law" (2003, p. 12). Texas school districts have similarly faced increased legal costs relating to such areas as litigation, terminations and special education (Valadez, 2005).

Principals' Various Needs for School Law Knowledge

A multitude of studies have clearly indicated the importance of and need for additional school law training for school administrators, and for principals in particular. Gonzalez (1997) , in a study to determine which administrative task areas and specific

tasks caused the most difficulties for beginning principals, surveyed Dade County first - and second-year principals for their specific perceptions. The principals named awareness of issues related to school law and procedures for dismissing incompetent staff members, among other tasks, as the most problematic administrative responsibility areas. Based on their responses, Gonzalez recommended increased hands-on training opportunities for principals to address problematic areas, as well as suggested moving toward internship opportunities rather than increasing time-demanding workshops (p. 84, 85).

Schlosser (2006) surveyed 362 principal interns in 21 Texas university principal preparation programs regarding their knowledge of school law and impressions of principal preparation program school law course work and instruction. Barely a majority of interns (54%) scored at least a 70% on the school law knowledge exam (p. 135). Further, the study's results and principal intern feedback indicated the prospective principals perceived a need to learn more about school law (p. 161).

Weinand (1997) assessed the University of Minnesota education administration doctoral program, surveying 310 graduates from the 1981-1995 period regarding their perceptions of the effectiveness of their graduate training. Graduates indicated they were highly satisfied with the school law preparation and further believed school law was very important to their school administration preparation and the future preparation of others (pp. 141,142).

Jolly (1995) analyzed the effectiveness of secondary educational administration preparation programs from the perspectives of the educational leadership program faculty as well as all currently practicing Kansas secondary school administrators who had

graduated from one of the six Kansas Regents' university's educational leadership programs (Regents universities included Emporia State, Fort Hays State, Kansas State, Kansas, Pittsburg State and Wichita State). Interestingly, the graduate-level program faculty responses favored decreasing the emphasis placed on their graduate level principal preparation programs' school law studies, while the principal practitioners favored increasing the emphasis on school law instruction (p. 123). Jolly suggested more collaborative efforts between schools, state agencies and school districts in evaluating and reforming school administrator preparation programs (p. 133).

In a Montana study undertaken to assist in long-term planning in the recruitment and training of Montana's public school administrators, Cairns (1995) surveyed 630 principals to obtain their perceptions regarding their training and preparation. The responding school principals ranked the area of "school law and related issues" as one of several major areas of concern for training and preparation, with some responses indicating further need for knowledge of special education laws and increasing focus on school law application rather than school law history (pp. 10,11).

Particular areas of school law knowledge "need" have varied over the years. Given the U.S. Supreme Court's ruling in Tinker v. Des Moines in 1969, the school law area of student rights sprang to life in the 1960's and 1970's (Doverspike, 1990; Painter, 1998; Cambron-McCabe, McCarthy and Thomas, 2004). United States Supreme Court cases brought by students shifted from a student rights emphasis in the 1970's to a special education emphasis in the 1980's (Benson, 2005), perhaps indicating an ongoing shift in which areas are important to public school principals.

More recent findings regarding particularly important or needed areas of school law knowledge have varied. Painter (1998) surveyed Arizona teachers and administrators regarding their education law attorney employment practices. Her study indicated employee issues, especially the area of employee misconduct, were the most frequently mentioned (listed by 81% of the respondents) issues of school law for which education law attorney advice was sought (p. 82). Student issues, in particular student misconduct, ranked second (54.9%) (p. 82). Special education, surprisingly, received little mention by the survey respondents (p. 87).

Zahler (2001) conducted a survey of North Carolina superintendents, school board attorneys, and principals regarding which areas of school law, from a broad spectrum of choices, are most important for principals to know. The combined groups of superintendents, school board attorneys, and principals listed the following school law topics as most important for principals to know: (1) dismissal procedures for teachers, (2) suspension/expulsion of students, (3) discipline of exceptional children students, (4) supervision of students, (5) Individuals with Disabilities Education Act, (6) evaluation of teachers, (7) search and seizure of students, (8) Section 504, (9) Public Law 94-142, (10) student testing/promotion, and (11) sexual harassment of teachers (p. 63). The principals, alone, indicated the following school law topics as most important for them to know: (1) dismissal procedures of teachers, (2) suspension/expulsion of students, (3) supervision of students, (4) discipline of exceptional children students, (5) Individuals with Disabilities Education Act, (6) Public Law 94-142, (7) search and seizure of students, (8) evaluation of teachers, (9) school finance, (10) school violence, and (11) Section 504 (p. 69). Zahler concluded North Carolina principals needed school law coursework or workshops

involving the aforementioned areas, with the area of Exceptional Children being the most common general area of need for additional knowledge.

Brabrand (2003) surveyed 312 principals of all levels in Virginia to analyze Virginia principals' knowledge of school law. The survey utilized a 40-item true/false test pertaining to student issues, teacher/administrative issues, tort liability issues, and church/state issues. The results indicated principals, who had scored an average of 73.3% on the true-false survey questions, had only an "adequate or fair" knowledge of school law, and a particularly weak knowledge of church/state relations law (p. 67).

Osborn (1990) studied South Dakota principals' knowledge of school law, surveying almost 200 South Dakota principals, using a 40-item knowledge assessment instrument. With a resulting mean score of 72%, the principals were found to have only a fair knowledge of South Dakota school law (pp. 68, 69). Further, the principals perceived knowledge of state educational law to be important or extremely important in the performance of their jobs (p. 78).

In Florida, Hines (1993) studied 156 principals' and their designees' knowledge of special education law, finding principals and designees mastered only 41% of the 24 expert-approved special education law knowledge questions (p. 70). U.S. Supreme Court interpretations of IDEA case law, transitioning students, free and appropriate education, parent rights, policy issues, supervision of young children, and procedure changes with IDEA and Section 504 stood out as the specific areas of further knowledge need (p. 81).

Copenhaver (2005) studied North Carolina principals' knowledge of special education law, utilizing a 30-question, true/false/not sure questionnaire (p. 52). The 350 responding principals scored an overall 68% on the questionnaire, raising concerns

regarding their knowledge of special education law, especially in the area of “procedural safeguards” (pp. 132, 133). Copenhaver’s recommendations called for improvements in principal special education preparation at the university, district, and individual levels (p. 134-137).

Finally, in his survey of California middle school administrators and their comfort level with four specific areas of the law (constitutional rights, disciplinary procedures for disruptive students with disabilities, zero tolerance/bullying/sexual harassment, and safe school environment), Williams (2005) found administrators had lower levels of comfort with issues regarding freedom of the press, sexual harassment, search and seizure using dogs or urine tests for drugs, and discipline involving students with disabilities.

In short, from a national perspective there is a wide range of school law knowledge areas currently highly pertinent to public school principals.

Addressing Principals’ Needs for School Law Knowledge

Principals obtain their school law knowledge through varied means. Most school administration programs offer and principals take at least one school law course as part of their school administration certification program (Valadez, 2005). For example, before obtaining state licensure approval, Montana principal candidates must take a graduate-level school law course as part of the Montana Board of Education Class 3 Administrator Licensure requirements and/or part of the Montana University system’s graduate-level school leadership program. State education agencies and university systems may similarly be influenced by the Interstate School Leadership Licensure Consortium’s standards, which also include school law as an important function of school administrators (University of Montana School of Education, 2006).

Attorneys, quite obviously, are another prime source of legal advice and information for school administrators (Painter, 1998). Further, principals may partake in occasional professional development/continuing education opportunities provided through in-district and/or out-of-district sources (Valadez, 2005; Risch, 2004). Some programs, such as University of North Carolina's Principals' Executive Program, provide rigorous and intensive sustained training in school administration areas, including school law (Zahler, 2001). Finally, some administrators seek advice from colleagues and professional organization journal publications (Valadez, 2005).

Graduate Level Principal Certification/Preparatory Programs

Research pertaining to school law education and training for administrators appears limited (Sullivan & Zirkel, 1998). Similarly scarce is the literature concerning the teaching of school law (Zirkel & Vance, 2004). Nevertheless, principal-preparation school law coursework is considered important (Hardin, 1998).

What is known about the teaching of school law and preparatory program school law coursework as it relates to school administrators? Schlosser (2006) in her previously mentioned study of 362 principal interns at 21 different Texas universities' principal preparation programs, found the majority of Texas university principal preparation programs require only one school law course (p. 137). Further, interns indicated a strong preference for a mixed-methods of school law instruction, including such factors as quality lecture, case studies, student participation, and knowledgeable guest speakers (p.141). Alexander & Alexander (2001) and Kemerer & Walsh (2000) were the two leading school law textbooks used in the interns' school law courses (p.138).

Sullivan and Zirkel (1998), focusing on school law coursework and textbook usage, surveyed 110 Education Law Association members and other non-member school law instructors, of whom 92 percent had taught at least a basic graduate course in school law in the previous 5 years and the remaining 8 percent had only taught an education law-related course in the previous 5 years. From the survey, Sullivan and Zirkel ascertained a number of findings, some of which included (1) a basic graduate school law course remained the staple of pertinent course work and the leading text was Alexander & Alexander; (2) advanced school law ran a close second to school law in frequency of offerings, with Alexander & Alexander again being the text of choice; (3) special education law was the third most frequently offered course. They also concluded further research was needed, among areas which included a “systematic rating of textbooks based on relevant operational criteria (e.g. comprehensiveness, accuracy, and readability) . . . and an intensive survey, listing, and critique of available high-tech and internet resources” (Sullivan & Zirkel, 1998, p. 1).

Other studies, though once again limited and sometimes outdated, have focused more on graduate-level school law course format. A 1985 study provides some historical assistance. Hughes (1985) conducted a study to identify topics which should be covered in teacher, principal, and administrative preparatory programs in Nebraska. In his study he obtained and investigated data from four sources: (a) ten selected school law texts and identified school law topics therein; (b) a review of current program offerings in 15 Nebraska preparatory institutions; (c) a 1980 survey of teachers, principals, superintendents, and attorneys regarding the importance and required level of understanding of 79 law topics; and (d) a 1985 survey of teachers, principals,

superintendents, and attorneys to determine the necessity for legal education and topics of concern. Again, the importance of a school law background for educators was underscored. Additionally, educators and attorneys in the study emphasized topics which directly affected practitioners in daily activities and professional careers. Further, the study recommended, for principals and superintendents training should be based on the foundation of educational training provided to teachers and an evolutionary approach to school law education and training should be utilized. This would perhaps indicate where school law required coursework only occurs at the graduate-level as part of a principal certification program, the foundation of educational law training occurs at the graduate-level, and thus any later training should build upon that graduate-level coursework foundation.

Bednar (1984) took a proactive stance to graduate-level school law course curriculum. Believing in a “preventative law” approach, and himself a long-time Texas education law attorney, Bednar recognized the importance of case method study to school law courses, but also suggested the course be an opportunity for school administrator and education law attorneys to learn more about how the other thought and how the others’ worlds operate (p.13).

Leas (1986), in his study of pre-service preparation of Ohio elementary principals, concluded because there is a vast amount of subject matter that could be included in principal preparatory programs, choices must be made on which are the most important for inclusion. Similarly, any number of school law topics could be included in a single, required graduate-level school law course.

Some studies have been more specific with recommending a school law topic for inclusion in graduate-level school law coursework. Crockett's study of Alabama principals' comfort levels with their legal knowledge of students' rights in the areas of constitution law, torts, and special education resulted in principals indicating they consider exceptional students' rights the most important for pre- and in-service training (Crockett, 1994).

In a 1996 survey of 25 randomly sampled school law professors, Ricci (1997) found the majority of the 17 responding faculty emphasized finding case law, legislation, and administrative regulations as the initial stage of understanding school law, followed by briefing cases and teaching students to write position papers regarding school board policy and emphasizing the linkage to public policy throughout the assignments (p. 3). From an important school law topic standpoint, the areas of school prayer, tort liability, school finance legislation, and special education were the primary themes underscored by the school law professors. The basis for the course emphasis on these skills and topics, however, was not indicated.

Returning to a more general course format perspective, Jolly (1995) studied the effectiveness of secondary educational administration preparation programs at Kansas Regents universities. The Kansas Regents universities included Emporia State University, Fort Hays State University, Kansas State University, Kansas University, Pittsburg State University, and Wichita State University. Surveying Kansas Regents faculty and public secondary school administrators, her analysis indicated more collaboration should occur between campus departments, educational administration departments, school districts, and state departments in evaluating and reforming

administration preparatory programs. Further, she emphasized continuing education and workshops concentrating on important current topics would be helpful to principals as well.

In her study of the problematic administrative task areas that face first and second-year principals in Dade County, Florida, Gonzalez (1997) found principals struggled with school law and handling procedures and tasks relating to incompetent personnel. In addition to increasing hands-on training for principals in such problematic areas, Gonzalez recommended universities and school districts needed to work more closely in regularly assessing principal needs and making appropriate adjustments to their training programs (p. 85).

Specifically, again, Bravenec's 1998 critical needs survey of Texas elementary and secondary school principals regarding administrator preparation and administration of special education programs concluded preparatory training for principals should include the area of special education law. However, the study further concluded additional study was needed for specific recommendations for course guidelines in order to ensure consistency and quality of preparatory programs for administrator certification across Texas (p. 81-83).

In an examination of principal preparation programs' coverage of special education issues, Witt (2003) surveyed university based school administration preparation programs across the nation. Surveying 94 department chairs of educational administration programs regarding their opinions concerning, among other things, special education issues and instruction at the graduate level, Witt found the following:

1. School law is the primary course used to address key special education areas. However, only half of the respondents indicated they spent more than 10% of the course on special education areas.
2. There is a perceived need to improve the effectiveness of preparing principals in key special education areas.
3. Less than 12% of the responding institutions require principal candidates to take a law course specific to special education, thus suggesting that principals may not be adequately prepared for special education hearing responsibilities (pp. 110-112).

Witt further recommended principal preparation programs should include both a general and special education law course requirement, assessments for principal licensure should include basic special education and special education law competencies, and improvements needed to be made to special education continuing education opportunities for principals (pp. 114,115).

From Bravenec (1998) and Witt (2003), one might then conclude special education would be important for inclusion in a graduate level principal preparation program's required school law course for principals, though one does not know for certain how the area of special education compares to other areas of law that might also be important for inclusion in the school law course.

Suzanne Painter, a school law professor at Arizona State University, promoted school law coursework dialogue and possible reform, noting the teaching of school law has received little attention in comparison to the "obvious" importance of school law to school administrators (Painter, 2001). Like Leas (1986), she clearly identified the

conflict between time constraints and broad school law content areas and the impossibility of covering all the school law topics within a school law text, and suggested school law should be integrated into other areas of school administrator preparation coursework. Painter recommended attention, discussion and research to help determine how and what school law course content is chosen that best prepares beginning principals, but in the meantime advocated course content focus on topics or core concepts most relevant to building level administrators, such as due process and First Amendment rights (pp. 219-220).

Through research and study regarding Texas principals' attitudes or perceptions of the law in comparison to their actual knowledge of the law, Kallio and Valadez (2002) recognized the need for improvement in school law instruction as well. The authors recommended educator preparation and staff development programs take action to better address educators' school law knowledge needs (pp. 7/441).

Most recently, Lehigh and Villanova school law professors Perry Zirkel and Sheilah Vance underscored education law is a primary part of school administrator preparation programs and most education leadership programs offer at least one course in education law. Further, they reported there is a possible trend away from traditional lecture format toward seminar oriented classes which include legal research, role-playing, and oral presentations, as well as support for integrating law-related knowledge and skill into administrators' problem solving. (Zirkel & Vance, 2004).

In summary, the aforementioned studies indicate the importance of, concern for, and suggested improvements for graduate-level school law coursework. However, what appears absent is an indication regarding what specific school law topics are most critical

to principals or other school administrators for inclusion in a graduate-level principal certification program school law course.

School Law Continuing Education

School administrators must be prepared in and continue to learn about school law (Carmon, 1982). Stephens (1983), in her study of legal competencies of secondary school principals in relation to their school law training, recommended further research to determine the best type of school law training for secondary school principals, with special focus on particular content and format. Tipton (1981), in his study of school law areas important to school superintendents as perceived by select members of the North Dakota legal community, recommended improved coordination of school law activities between providing agencies and organizations. Smith (1989), in surveying both teachers and principals, found while the need for school law knowledge is highly recognized and supported, questions exist regarding how well the information is disseminated to the building level ranks. However, administrators must be willing and able to attend offered school law workshops which compete with the other demands upon their time and attention (Lattimore, 2001).

More recently, Williams (2005) studied California middle school principals' comfort levels with four specific school law topic areas: (a) constitutional rights of students, (b) disciplinary procedures for disruptive students with disabilities, (c) zero tolerance, bullying, and sexual harassment, and (d) safe school environment. Williams concluded administrators had a higher level of comfort when dealing with due process for students related to suspension or expulsion, bullying, and safe school environment. Administrators were only "somewhat comfortable" with zero tolerance of weapons

possession, freedom of expression, and search/seizure for stolen items or contraband. Finally, administrators were least comfortable with issues involving freedom of the press, sexual harassment, search and seizure using dogs or urine tests for drugs, and disciplining disruptive students with disabilities (p. 118). As a result, Williams not only recommended new school administrators receive training to improve their school law comfort levels, but on-going and specific training should become a standard of support in school districts. He further advised professional organizations and universities should develop annual training opportunities involving case studies and instruction from legal experts focusing on areas identified as causing the lowest comfort levels (pp. 120, 121).

Valadez (2005) conducted a qualitative study of seven Texas school districts in which she interviewed two superintendents and five school district attorneys regarding training school district personnel in the area of school law. From her study, Valadez's most significant finding was the lack of time allocated to school law educational preparation or professional development in spite of the level of importance educators attributed to knowing school law (pp. 63-64). Focusing on the importance of the content of school law preparation and training, Valadez underscored the question of whether school law training consists of the topics educators need and suggested school law workshops and conferences may not provide the areas of school law instruction most needed by particular groups of educators (p. 64). She noted the need for improvement in alignment between what areas of school law instruction are provided with what areas of school law are most needed by front-line educators (p. 65).

Witt (2003), in her previously described study pertaining to principal preparation programs' coverage of special education issues, found special education law

instruction lacking at the graduate instruction level. She further recommended improvements to special education law continuing education for principals, including, but not limited to, procedural due process, special education law, disciplining of special education students, least restrictive environment requirements, and free and appropriate education requirements (p. 116).

Among their study's various conclusions, Kallio and Valadez (2002) also reiterated the importance of administrative access to school law continuing education. In their quantitative study of 68 randomly selected Texas school principals they analyzed the relationship of their attitudes or perceptions of the law to their actual knowledge of the law. From their study, Kallio and Valadez discovered, among other things, the following:

1. Educators nationwide believe they lack knowledge regarding the laws governing the educational process and that a need exists to improve their knowledge levels (pp.7/441).
2. Critical implications exist regarding the need to improve college/university educator preparation programs in the area of school law (pp. 7/441).
3. Implications also exist regarding school law staff development programs and a process for providing opportunity for continuing growth of educators' school law knowledge base (pp. 7/441).
4. Participants rated their Texas professional organizations as the best sources for legal information (pp. 13/447).

5. Participants also ranked asking other administrators as the highest human resource, even though they also ranked other administrators low for accuracy of information accuracy (pp. 13/447).
6. Torts, school finance, immunization, records and defamation were areas of lowest self-reported knowledge (pp. 11/445).

Chapter Summary

There seems little doubt of the ongoing importance of school law knowledge to principals, a point firmly and historically supported by principals, among others. Reasons for the importance vary, ranging from financial costs to maintaining a positive educational environment. Valadez (2005) emphasized the importance of being well-versed in school law due to the complexity of legal issues in today's schools. Williams (2005) underscored the importance of administrative school law knowledge competence, citing compliance with increasing federal, state, and local laws and directives. Zahler (2001) cited the changing nature of laws, changing court interpretations of laws, an potential litigation and its costly effects as essential reasons for principals obtaining a solid school law knowledge base. The 1996 ISLLC standards clearly include proper school law knowledge as an expectation of and a key to success for school leaders. Though the level of school law litigation may have leveled off in the 1980's (Zirkel & Richardson, 1989), districts today are experiencing increasing litigation, including financial and emotional costs (Harris, 2001; Valadez; 2005).

Further, it would seem school law knowledge is largely obtained via graduate-level school administration preparatory programs, followed thereafter by a variety of forms of continuing education resources (Risch, 2004; Valadez, 2005). What is

uncertain, however, is the definite identification of the school law knowledge areas public school principals find essential and of immediate need. A possible exception to this may be the area of special education law, where a Texas study of principals (Bravenec, 1998) and a national study of school administration preparation programs (Witt, 2003) revealed the critical need for principal preparation in special education.

Additionally, numerous studies emphasize the importance of school law education at the graduate and continuing education levels, as well as call for improved collaboration between universities, school districts, state agencies and practicing administrators. Principal preparation programs should simultaneously conduct research and discussion regarding critical school law course content, as well as make immediate adjustments to course content in order to focus on core school law concepts relevant to principals (Painter, 2001). Kallio and Valadez (2002) similarly advocated such programs take action to better address educators' school law needs. Valadez (2005), Witt (2003), and Kallio & Valadez (2002) all emphasized the need for improvement in school law continuing education opportunities and offerings. Thus, boldly apparent is the need for a clear and current understanding of exactly how graduate-level programs and continuing education resources can best meet the public school principals' current school law knowledge needs.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the research methodology and procedures used to achieve the purpose of the study as identified through the research questions. The purpose of the study is reiterated and the overarching research question restated.

Research Design

As a result of those areas of concern identified in Chapter Two's Review of Related Literature, and utilizing a three-part on-line survey, this descriptive research analyzed Montana public school principals', Montana public school superintendents', and Montana education law attorneys' perceptions regarding which areas of school law knowledge are essential to public school principals, which areas are of immediate need for principal continuing education, and which areas of school law are critical for inclusion in a graduate-level principal preparation school law course. Finally, the study analyzed the surveyed individuals' perceptions regarding which methods and means of providing school law continuing education are most preferred by Montana public school principals.

Population

This study surveyed the entire population of school superintendents and school principals contained in the School Administrators of Montana current organizational database. The School Administrators of Montana organization is the primary public school administrator organization representing the overwhelming majority of public school administrators in the state of Montana. Additionally, with the exception of county

attorneys, the study surveyed the population of Montana education law attorneys who, according to the School Administrators of Montana, the Office of Public Instruction, and the Montana School Boards Association education law attorney lists, provide school law services to Montana school districts, school administrators, and school boards on a regular basis.

Specifically, this study surveyed 595 individuals: 239 Montana public school superintendents, 347 Montana public school principals, and 9 Montana education law attorneys. To obtain a 95% confidence level (5% margin of error), 234 responses were needed. All total, 268 responses were obtained (a 45% overall response rate), providing for a 95.6% confidence level (less than 5% margin of error) and thus a sufficient sample size. This included a 46% (109/239) superintendent response rate, a 44% (153/347) principal response rate, and a 67% (6/9) educational law attorney response rate. Principals represented 58% of total respondents, superintendents 41%, and education law attorneys 2%.

The study utilized a census for the study of a population. However, because the final respondents represented a sample population, the term “survey” has been used throughout the research to reflect the source of the data was less than the entire population.

Research Questions

The study analyzed and determined what differences, if any, exist among the perceptions of Montana public school principals, Montana public school superintendents, and Montana education law attorneys regarding the following overarching research

question based upon their perceptions: What areas of school law are essential for a public school principal to know?

The study further analyzed and determined what differences, if any, exist among the surveyed subjects' perceptions regarding the following sub-questions:

1. For what areas of school law do public school principals have an immediate need for knowledge?
2. What areas of school law are most critical for inclusion in a graduate-level principal certification program's required school law course?
3. What settings of school law continuing education opportunities are most convenient and effective for principals?
4. What time increments of school law continuing education opportunities are most convenient and effective for principals?
5. What sources of school law information and continuing education are most highly preferred and most highly used by principals?
6. What sources for immediate school law assistance are most highly used by principals?
7. What level of need exists for improved school law curriculum alignment between school administrator graduate school programs and those who provide school law continuing education for principals?

Instrumentation

On-line Survey Instrument

The study utilized an on-line, cross-sectional survey intending to elicit answers that allowed for determining whether important differences exist between the perceptions

of Montana public school principals, Montana public school superintendents, and Montana education law attorneys regarding specific aspects of school law education pertinent to Montana public school principals. The on-line/web-based survey program, Select Survey, was utilized through The University of Montana for improved response time, increased ability to reach a larger population sample, and ease of electronic data collection (Creswell, 2003; Bourke & Fielder, 2003), as well as decreased recording errors and potential biases.

The focus of the study was to find out what is essential for principals to know in the area of school law and how to best provide such knowledge. Thus, the survey asked the superintendent, principal, and education law attorney population members to indicate what each thought is important for the Montana public school principal regarding school law topics and school law continuing education.

The survey was, in part, self-designed and, in part, modeled after the school law survey utilized in the Zahler (2001) study discussed in Chapter Two. In his study, Zahler (2001) asked participants to evaluate the importance of particular school areas and topics. To do so, he created a survey utilizing the following school law textbooks to develop the school law areas and specific topics used in the survey: Reutter (1985); McCarthy, Cambro-McCabe and Thomas (1983/1998); Shoop and Dunklee (1992); Alexander and Alexander (1998) [Zahler, p. 51].

In addition to utilizing parts of the Zahler survey instrument for the specific school law areas and topics, this study further utilized the following school law topic sources in order to provide a more current list of school law areas and topics: Alexander and Alexander (2005), Cambro-McCabe, McCarthy and Thomas (2004), Russo

(Reutter's) (2006), and Ricci (1997). The study utilized these particular school law texts because they historically have been noted as highly selected texts for required graduate-level school law courses in school administrative programs (Sullivan & Zirkel, 1998).

The study also utilized a pilot survey of six school administrators and two attorneys. Pilot study participants' survey results were carefully reviewed for consistency and their input utilized for question and response clarity adjustment.

The survey (Appendix B) consisted of three sections: Part I Demographic Information, Part II Important Areas of School Law for Principals, and Part III Continuing Education for Principals.

Part I, Demographic Information, was self-designed for each of the three population groups (attorneys, superintendents, and principals). It asked participants for demographic data pertaining to such topics as gender, experience, education level, school law coursework, school/district enrollment size, and school law workshops.

Part II, Important Areas of School Law for Principals, was developed, in part, from the survey used in the Zahler (2001) school law study and, in part, self-designed utilizing more updated school law topic sources. Part II asked superintendents, principals, and education law attorneys questions regarding the importance of and immediate need for training in school law knowledge areas for principals. Further, the survey asked superintendents, principals, and education law attorneys to indicate what school law areas are critical for inclusion in graduate level principal preparation program required school law coursework. The 65 total school law areas were grouped under six specific domains: (a) Student Rights, (b) Teacher and Employment Issues, (c)

Miscellaneous, (d) Academic Issues, (e) Exceptional Children, (f) Tort Liabilities (Appendix C).

Part III of the survey, Continuing Education for Principals, was self-designed. The section asked principals, superintendents, and education law attorneys a number of questions regarding the most often used and preferred methods and means for principals to obtain school law continuing education.

Validity and Reliability

The content and face validity of the survey instrument was established through a variety of survey-development procedures. First, the survey was, in part, self-designed utilizing school law subject area information from the aforementioned well-recognized graduate level school law textbooks. Additionally, the survey design was, in part, adopted from the aforementioned Zahler 2001 school law study survey. Finally, prior to the actual study but after permission had been received by The University of Montana, pilot surveys were conducted of three former school principals, three former school superintendents and two attorneys. E-mails and conversations with these individuals explained the purpose of the study and requested their assistance by participating in the survey, inviting suggestions for school law survey question adjustments and topic area additions or clarification. Pilot survey participants were also asked to provide recommendations for overall survey clarification.

When determining the reliability of a survey instrument, Creswell (2003) and Suter (1998) emphasize looking for consistency of responses and stability of scores over time, consistency in test administration and scoring, and consistency of the outcome measure. In this study, consistency was established through a comparison between

Zahler's 2001 findings and the results from this research where there were parallel questions. Results from these studies demonstrated high consistency, particularly where principals were concerned about (XYZ). In addition, consistency of this study was further established through both a comparison of responses of the superintendent and principal responses within the actual survey as well as a comparison of the school administrators' responses between the pilot survey and the actual survey. In both cases, strong similarities of survey responses existed between superintendents and principals within the actual survey and between the overall school administrators in both the pilot survey and the actual survey. The similarity in results between superintendents and principals in the actual study was especially promising given the passage of time and additional coursework from when superintendents were initially principals until they completed the survey in their present superintendent capacities; in spite of such passage of time and coursework, their perception of school law priorities for principals is strongly similar to current principals' perceptions. Furthermore, consistency in test administration and scoring was achieved through use of the Select Survey software program during the two-week administration period as well as during the final survey result analysis.

Distribution of the Survey

An introductory e-mail letter (Appendix A) was sent to each population member, explaining the purpose of the survey and inviting the member's participation in the study and corresponding on-line survey. Population members were given one week to complete the survey, after which follow-up e-mail letters were sent as reminder requests for completing the survey, thanking those who had already completed and submitted the survey, and allowing one more week for the survey completion and submission. The

follow-up emails included encouragement for participation from the School Administrators of Montana and the Montana School Boards Association, Thus, population members were provided two full weeks in which to complete the survey. The pilot survey feedback indicated an approximate 20 minute survey completion time, excluding interruptions.

Confidentiality and Anonymity

The introductory letter (Appendix A) included an introduction of the researcher and the purpose of the study, a statement regarding the significance of the study, an explanation of how participants were selected for the survey, a description of the survey (including the length of and access to the survey), a confidentiality and anonymity statement, contact information for questions or assistance, and an invitation to request survey results. Confidentiality and anonymity were maintained as a result of the Select Survey software program's ability to receive response information without the participants providing names or geographical location; the program instead assigned a user code number to each participant.

Variables

The survey requested and collected a number of demographic variables, including but not limited to age and experience. Additionally, the primary independent variables included the respondents' preferences and priorities for obtaining particular areas of school law knowledge. These preferences were determined through a series of survey questions specific to situations falling within the responsibilities of school principals.

The school law content topics were divided into six domains: Student Rights, Teacher and Employment Issues, Miscellaneous, Academic Issues, Exceptional Children,

and Tort Liabilities. Each of these domains was identified by questions in the survey that allowed for identifying the preferences the respondents had regarding each domain as well as specific topics within the domain.

Procedures

The study utilized a list of current Montana public school principals and superintendents provided by the School Administrators of Montana. Additionally, the study utilized a list of Montana education law attorneys identified by the Montana School Boards Association, the Montana Office of Public Instruction, and the School Administrators of Montana as education attorneys known to provide school law continuing education to Montana school districts, school boards and/or school administrators on a regular basis. From these lists, a total of 595 Montana public school superintendents, Montana public school principals, and Montana education law attorneys were identified and invited for participation selected for this study.

The introductory letter (Appendix A) was mailed electronically (e-mail) in February 2007 to the participants with a specific web-link to the survey instrument included in the cover letter. The participants were invited to participate in the survey, with a request for completion and submission of the survey within an initial one-week period. The cover letter further included an introduction of the researcher and the purpose of the study, a statement regarding the significance of the study, an explanation of how participants were selected for the survey, a description of the survey (including the length and access to the survey), a confidentiality statement, contact information for questions or assistance, and an invitation to request survey results.

Follow up e-mail reminders and encouragements (Appendix A) were thereafter sent to the participants reminding them of the invitation to participate and allowing for an additional week for completion and submission of the survey. The School Administrators of Montana and the Montana School Boards Association also e-mailed out reminders and encouragement to their membership participants.

Treatment of the Data

The respondents' demographic data was processed and analyzed using descriptive statistics. Frequency of response percentages were converted to percentages and used to analyze the importance of specific law topics and the utilization of various methods and means of continuing education opportunities. Analysis also included a comparison of domain response percentage means and mean ranks thereof.

Results from Part I of the survey, Demographic Information, were utilized to provide descriptive data regarding the respondents. Data identifying the respondents as superintendents, principals, and education law attorneys, as well as sub-categories of principals (i.e. elementary school, middle school, high school), were utilized for Part II survey data analysis.

From Part II of the survey, Important Areas of School Law for Principals, the results were utilized to provide comparative analyses of responses from the three main respondent groups (superintendents, principals, education law attorneys), and of the three principal sub-groups (elementary, middle school, high school), specific to both the individual school law knowledge areas as well as the six overall school law domains. For school law knowledge essential to public school principals, an additional comparative

analysis of responses was conducted of specific areas and domains based on principal and superintendent district enrollment size sub-groups.

Participant responses to Part III of the survey, Continuing Education for Principals, were utilized for analysis of the three main respondent groups (superintendents, principals, education law attorneys) and the district enrollment size sub-groupings for superintendents and principals regarding their perceptions of school law continuing education.

More specifically, Part II of the survey provided questions addressing the following research question and sub-questions: (a) Which areas of school law are essential for a public school principal to know? (b) For which areas of school law do public school principals have immediate continuing education need? (c) Which areas of school law are most critical for inclusion in a graduate-level principal certification program's required school law course? From the participants' overall responses in Part II, an analysis was conducted to compare the responses from the superintendent, principal, and attorney responses and those of the sub-groups of elementary principals, middle school principals, high school principals. An additional comparative analysis was conducted on principal and superintendent district enrollment size sub-groups for the essential areas of law questions. The analysis focused on both overall school law domain response comparisons as well as specific school law area response comparisons. Through the ranking of domain percentage response averages and ranking of specific topic response percentages, the researcher discovered which domains and specific topics are most essential and of immediate need to principals as well as which are most critical

for inclusion in graduate-level principal preparation programs. Those domains and specific topics of least importance to principals were also noted.

Part III of the survey provided questions addressing the following research sub-questions: (a) Which settings of school law continuing education opportunities are most convenient and effective for principals? (b) Which time increments of school law continuing education opportunities are most convenient and effective for principals? (c) Which sources of school law information and continuing education are most highly preferred and most highly used by principals? (d) What level of need exists for improved school law curriculum alignment between school administrator graduate school programs and those who provide or utilize school law continuing education for principals? From the participants' overall responses in Part III, an analysis was conducted to compare group response through a ranking of each group's response percentages for each question. Groups and sub-groups included Overall (Attorneys, Superintendents, Principals), Attorneys, Superintendents, Principals, and Principal/Superintendent District Enrollment size ranges.

The data obtained from Survey Parts I, II, and III are set forth in tables and charts, and an explanatory discussion provided, in Chapter 4. The summary, conclusions and recommendations based upon the data are set forth in Chapter 5.

Delimitations of the Study

This study was delimited to Montana respondents. Additionally, it was delimited to those principal and superintendent respondents listed in the School Administrators of Montana organizational database, as well as those school law attorneys who regularly serve school districts, school administrators and school boards as listed by the School

Administrators of Montana, the Office of Public Instruction, and the Montana School Boards Association. Use of the on-line survey, or the length of the survey, may have hindered or limited some participants' completing the survey, thereby resulting in a potentially lower response rate (Bourque & Fielder, 2003). Finally, a quantitative design approach was utilized for increased objectivity and decreased bias, though a qualitative design approach may have provided more individualized/in-depth results.

Limitations of the Study

The following limitations were inherent in this study:

1. The School Administrator of Montana database may have contained inaccurate information.
2. The use of the select population of Montana school law attorneys was limited by the specified list sources.
3. Possible uncertainty may have existed regarding who completed the on-line survey (Bourque & Fielder, 2003).
4. The University of Montana's web-site server, which housed the on-line survey instrument and resulting data, experienced technical difficulties during the survey time period, resulting in the corruption and necessary deletion of 26 respondents' surveys. This dropped the overall response rate from a 49% return rate to a 45% return rate (from 294 to 268).

Chapter Summary

This study utilized a descriptive design for the analysis of data obtained through an electronically delivered survey instrument. From a total population of 595 subjects, of whom 239 were Montana public school superintendents, 347 were Montana public school

principals, and 9 were Montana education law attorneys, the study measured the frequency of responses for specific aspects of school law related to public school principals. The study thereafter compared the differences of responses among the population member groupings using a variety of the following comparisons:

1. Differences in responses among the overall population, superintendents, principals, and education law attorneys
2. Difference in responses among the varying types of public school principals (elementary, middle school, high school)
3. Difference in responses among principal and superintendent district enrollment size ranges (0-400, 401-800, 801-1200, 1200+)

The list of Montana public school principals and superintendents was obtained from the School Administrators of Montana. The names of Montana education law attorneys were accessed through the Montana School Boards Association, the Office of Public Instruction, and the School Administrators of Montana.

The on-line, cross-sectional survey instrument used in this study was in part self-developed and in part modified and expanded from the original survey used in the Zahler (2001) study with permission of the author. The survey included three parts; namely, Demographic Information, Areas of School Law Important to Principals, and Continuing Education for Principals. The survey process additionally included numerous follow-up reminders and encouragements to the initial invitation to participate in the study. Participants were given two full weeks in which to complete and submit the survey. The survey's results add to the existing body of school law-related literature, most specifically

literature regarding meeting the school law education needs and preferences of public school principals.

CHAPTER FOUR

RESULTS

Introduction

The purpose of this study was to further explore the importance of school law knowledge to principals and the historical and current perspectives regarding how both graduate-level principal preparation programs and school law continuing education opportunities may or may not adequately address principals' needs for school law knowledge. The overarching research question for the study was "What areas of school law are perceived to be essential to a public school principal?" Sub-questions further addressed principals' immediate needs for school law continuing education: areas of school law critical for principal preparation programs; settings and time increments most convenient and effective for principals to participate in school law continuing education; most highly preferred and used sources for school law information and assistance; and the level of need for school law curriculum/content alignment between school administration graduate school programs and school law continuing education providers.

Chapter Four is divided into the following sections: a) Introduction, b) Response Rate, c) Part I Survey Results - Demographic Information, d) Part II Survey Results – Important Areas of School Law, e) Part III Survey Results – Continuing Education for Principals, and f) summary.

Response Rate

An electronically delivered survey (Appendix B) was sent to 595 individuals: 239 Montana public school superintendents, 347 Montana public school principals, and 9 Montana education law attorneys. All total, 294 participants responded to the survey.

Twenty six responses were rendered unusable due to technological problems. A response of 234 was required to produce a 95% confidence interval. Two hundred sixty eight responses were obtained (45% response rate), providing for a 95.6% confidence interval and a sufficient sample size. This included a 46% (109/239) superintendent response rate, a 44% (153/347) principal response rate, and a 67% (6/9) educational law attorney response rate. Principals thus represented 57% of total respondents, superintendents 41%, and education law attorneys 2%. Additionally, not all respondents completed all questions in the survey.

Part I Survey Results – Demographic Information


Demographic information is set forth in Tables 1 through 14. The demographic portion of the survey solicited information on the following topics: a) Occupational Position (principal, superintendent, attorney); b) Gender; c) Years of attorney practice; d) Years of school law-related attorney practice; e) Attorney position; f) Age range (principals/superintendents); g) Highest completed educational degree (principals/superintendents); h) Location of highest degree (in/out of state, principals/superintendents); i) Present principal position (principals/superintendents); j) School district enrollment (principals/superintendents); k) Principals' school enrollment; l) Years in administration and education (principals/superintendents); m) Number of required graduate level school law courses for principal certification (principals/superintendents); n) Number of college/university school law courses actually taken (principals/superintendents); and o) Number of school law workshops taken (principals/superintendents).

Occupational Position

Table 1 sets forth the breakdown of survey responses by the three general occupational positions represented in the survey: Principals, Superintendents, and Attorneys. Principal respondents represented the greater number (57%) of the total respondents.

Table 1

Survey Responses by Occupational Position

Occupational Position	Response Total	Response Percent
Principal 	153	57%
Superintendent 	109	41%
Attorney 	6	2%
Total Respondents	268	

Gender

As illustrated in Table 2, the majority of participants (69%) were males. Superintendent respondents reflected the largest percentage (79%) of males.

Table 2

Survey Response by Gender







Overall	Response Total	Response Percent
Male 	184	69%
Female 	84	31%
Total Respondents	268	

Table 2 (continued)

Survey Response by Gender

Attorneys		Response Total	Response Percent
Male		4	67%
Female		2	33%
Total Respondents		6	

Superintendents		Response Total	Response Percent
Male		86	79%
Female		23	21%
Total Respondents		109	



Principals		Response Total	Response Percent
Male		94	61%
Female		59	39%
Total Respondents		153	




Years of Attorney Practice and School-Law Related Practice

Table 3 depicts the responding attorneys' years of attorney practice and school-law related practice. Sixty-seven percent of the 9 responding attorneys had at least 10 years of attorney practice expertise. The remaining 33% had at least 6-10 years of attorney experience. Fifty percent of the responding attorneys had more than 10 years of school-law attorney experience, while 33% had 1-5 years of school-law attorney experience and 17% had 6-10 years of school-law attorney experience.

Table 3

Years of Attorney and School-Law Related Practice

Attorney Practice		Response Total	Response Percent
1-5 years		0	0%
6-10 years		2	33%
more than 10 years		4	67%
Total Respondents		6	

School-Law Attorney Practice		Response Total	Response Percent
1-5 years		2	33%
6-10 years		1	17%
more than 10 years		3	50%
Total Respondents		6	




Attorney Position

The responding attorneys were evenly split in their varied attorney positions.

One-third worked for a public organization or state agency, another one-third worked in private practice, and another one-third worked in an “other” form of practice (Table 4).

Table 4

Attorney Positions

Attorney Positions		Response Total	Response Percent
Public organization or state agency attorney		2	33%
Private practice attorney		2	33%
Other		2	33%
Total Respondents		6	





Principal and Superintendent Age Ranges






The age groupings of the principals and superintendents are set forth in Table 5.

The age range area of 51-60 was the highest percentage for both the principals (39%) and the superintendents (40%).

Table 5

Age Groupings of Principals and Superintendents

Principal Ages	Response Total	Response Percent
Under 30	0	0%
31-40 	30	20%
41-50 	52	35%
51-60 	57	39%
61 or older 	9	6%
Total Respondents	148	


Superintendent Ages	Response Total	Response Percent
Under 30 	2	2%
31-40 	11	11%
41-50 	23	23%
51-60 	39	40%
61 or older 	23	23%
Total Respondents	98	





Principal and Superintendent Highest Completed Educational Degrees

The highest degrees held by principal and superintendent participants are illustrated in Table 6. The majority of principals (99%) and superintendents (94%) possessed advanced degrees. Interestingly, approximately 5% of the superintendents possessed only a bachelor's degree.

Table 6

Highest Completed Degrees for Principals and Superintendents

Principals		Response Total	Response Percent
Bachelors		1	1%
Masters		133	90%
PhD/Ed D		12	8%
JD		0	0%
Other		2	1%
Total Respondents		148	


Superintendents		Response Total	Response Percent
Bachelors		5	5%
Masters		71	72%
PhD/Ed D		16	16%
JD		0	0%
Other		6	6%
Total Respondents		98	



Principal and Superintendent Location of Highest Degree (in/out-of-state)

Table 7 sets forth the locations (in-state or out-of-state) of the highest degrees achieved by principal and superintendent respondents. The majority of principals (79%) and superintendents (68%) earned their highest degrees from Montana.

Table 7

Locations (in/out-of-state) of Highest Degrees for Principals and Superintendents

Principals		Response Total	Response Percent
In-state		117	79%
Out-of-state		31	21%
Total Respondents		148	

Superintendents		Response Total	Response Percent
In-state		67	68%
Out-of-state		31	32%
Total Respondents		98	

Present Principal or Superintendent Position

The specific principal and superintendent positions from which participants responded are set forth in Table 8. Of the total responding principals, 50% were elementary principals. The majority of superintendents (70%) responding were K-12 superintendents.

Table 8

Present Positions for Principals and Superintendents








Principals		Response Total	Response Percent
Elementary Principal		74	50%
Middle School or Junior High School Principal		28	19%
Secondary (High School) Principal		46	31%
Total Respondents		148	

Table 8 (continued)

Present Positions for Principals and Superintendents

Superintendents		Response Total	Response Percent
K-8 Superintendent		16	16%
9-12 Superintendent		2	2%
K-12 Superintendent		69	70%
County Superintendent		11	11%
Total Respondents		98	

Principal and Superintendent School District Enrollments Represented

Table 9 indicates the district enrollment ranges for principal and superintendent respondents. A slight majority (51%) of principal respondent districts are under 800 students in enrollment. A larger majority (76%) of superintendent respondent districts are under 800 students.





Table 9

Enrollment Ranges for Principals and Superintendents

Principals		Response Total	Response Percent
Under 400		46	31%
401-800		31	21%
801-1200		25	17%
Over 1200		46	31%
Total Respondents		148	

Table 9 (continued)

Enrollment Ranges for Principals and Superintendents







Superintendents		Response Total	Response Percent
Under 400		61	62%
401-800		14	14%
801-1200		7	7%
Over 1200		16	16%
Total Respondents		98	

Principal School Enrollments Represented

The enrollments of the principal respondents' schools are reflected in Table 10. No particular range of school enrollments dominates the others. Principals from schools with an enrollment of 101-200 have a slightly larger percentage than the others, and those principals from schools with enrollments of less than 100 have a somewhat smaller percentage than the others.

Table 10

Principal School Enrollments Represented

Principal School Enrollments		Response Total	Response Percent
Under 100		9	6%
101-200		35	24%
201-300		32	22%
301-400		29	20%
401-500		23	16%
Over 500		20	14%
Total Respondents		148	

Principal and Superintendent Experience Years

Table 11 illustrates principal and superintendent years in administration and education. Principal respondents (147) averaged 9.4 years total years worked as principal, 10.6 total years worked in administration, and 22.9 total years worked in education. Superintendent respondents (97) averaged 14.4 years worked in administration and 26.6 years worked in education.

Table 11

Principal and Superintendent Years of Experience

Principal	Mean	Std Dev	Min	Max
Principal years	9.4	7.3	0	29
Administrative years	10.6	7.8	0	36
Education years	22.9	8.3	7	39
Superintendent	Mean	Std Dev	Min	Max
Administrative years	14.4	9.4	0	40
Education years	26.6	10.2	4.5	52

Number of Graduate Level School Law Courses Required During Principal Certification

Table 12 displays the data regarding how many graduate level school law courses were required of superintendents and principals during their principal certification program. A majority of both principals (73%) and superintendents (62%) were required to take 1 school-law course during their principal certification program. It is interesting to note that 26% of the principal respondents and 32% of the superintendent respondents were required to take more than 1 school-law course during their principal certification program. Further, a few principals (1%) and superintendents (6%) were not required to take any school law courses during their principal certification programs.

Table 12

Number of Graduate Level School Law Courses Required for Principal Certification

Principal	Response Total	Response Percent
0	2	1%
1	107	73%
2	31	21%
3+	7	5%
Total Respondents	147	




Superintendent	Response Total	Response Percent
0	6	6%
1	60	62%
2	21	22%
3+	10	10%
Total Respondents	97	




Number of College/University School Law Courses Actually Taken

The number of college or university level school law courses actually taken by principals and superintendents are set forth in Table 13. Forty-nine percent of principal respondents have had two or more college/university level school law courses, while a majority of superintendent respondents (64%) have had two or more college/university level school law courses.

Table 13

College/University School Law Courses Actually Taken by Principals & Superintendents

Principals	Response Total	Response Percent
0 	5	3%
1 	70	48%
2 	52	35%
3+ 	20	14%
Total Respondents	147	





Superintendents	Response Total	Response Percent
0 	5	5%
1 	30	31%
2 	36	37%
3+ 	26	27%
Total Respondents	97	





Principal and Superintendent Number of School Law Workshops Taken

Table 14 sets forth the number of school law workshops taken by principal and superintendent respondents. A majority of both principals (55%) and superintendents (86%) have attended 3 or more school law workshops. Interestingly, 28% of principal participants have attended one or no school law workshops.

Table 14

Number of School Law Workshops Taken by Principals & Superintendents

Principal	Response Total	Response Percent
0 	15	10%
1 	26	18%
2 	25	17%
3+ 	81	55%
Total Respondents	147	

Superintendent	Response Total	Response Percent
0 	4	4%
1 	3	3%
2 	7	7%
3+ 	83	86%
Total Respondents	97	

Part II Survey Results – Important Areas of School Law

Part II of the survey, Important Areas of School Law, contained 65 school law areas organized under the following six domains (Appendix C): Student Rights, Teacher and Employment Issues, Miscellaneous, Academic Issues, Exceptional Children, and Tort Liabilities. Participants were asked to evaluate each of the 65 school law areas as follows:

1. Rate the school law area’s level of importance to principals as “Essential,” “Important,” or “Not Important.”
2. Indicate whether continuing education in that area of school law was of immediate need for a principal.

3. Indicate whether the area of law was critical for inclusion in a principal preparation program school law course.

The data, for both the 65 individual school law areas and the 6 domain areas, were comparatively analyzed from the perspective of the groups (attorney, superintendent, and principal), the individual groups (attorney, superintendent, principal), the individual principal groups (elementary, middle school/junior high, high school), and the principal and superintendent district enrollment size. Specifically, the comparative analysis focused on (a) identifying and ranking what areas of school are essential for a public school principal to know, (b) identifying and ranking what areas of school law continuing education are of most immediate need for a public school principal to know, and (c) identifying and ranking what areas of school law are most critical for including in a graduate-level principal preparation program school law course. For the specific law rankings, the tables throughout this section present only the 10 highest ranked areas for each participant grouping category; when ties or close extremely close occur, occasionally more than 10 are listed. Additionally, specific school law areas of least importance to principals were noted. Appendix E contains the entire rankings in spreadsheet format. Finally, comments solicited and received which were specific to Survey Part II, Important Areas of School Law, were noted. Those comments are provided verbatim in Appendix D.

Tables 15 through 22 present the data for the aforementioned individual and group perspectives.

School Law Areas Essential to Public School Principals

Survey Part II, Important Areas of School Law, asked participants to indicate whether each of the 65 areas of school law was essential, important, or not important to Montana public school principals. The study's analysis focused on those areas most frequently selected as "Essential." Tables 15 through 18 display the rankings of the 6 school law domains and the 10 most frequently selected specific "Essential" areas of school law, all organized by the following groupings of participants: Overall (Attorneys, Superintendents, and Principals combined), Attorneys, Superintendents, Principals, Elementary Principals, Middle School/Junior High School Principals, and High School Principals. A similar ranking was conducted for the following participant groups: District Enrollment Sizes for Principals, and District Enrollment Sizes for Superintendents. The district enrollment size ranges for both principals and superintendents were set forth in the survey and are set forth in the analysis as follows: (a) 0-400, (b) 401-800, (c) 801 – 1200, and (d) 1201+.

Essential Areas of School Law for Principals: Domains Ranked by Occupational Positions

Table 15 displays the ranking of the school law areas' six domains by the following occupational groupings: Overall, Attorneys, Superintendents, Principals, Elementary School Principals, Middle School/Junior High Principals, and High School Principals. In all occupational groupings, the Exceptional Children domain is the highest ranked. In all but one occupational grouping (Elementary School Principals), the Student Rights domain is the second highest ranked. While the Attorney grouping ranking results indicate the Academic Issues as third most important, the responses from all but one of

the Superintendent and Principal groupings (Elementary School Principals) ranked the Teacher/Employment Issues domain as third in importance. With the exception of the Attorneys grouping, all grouping responses reflect the Academic Issues domain as ranked lowest in importance.

Table 15

Essential Areas of School Law for Principals – Domains Ranked

Occupational Position Groupings

Overall			
	Exceptional Children	68%	
	Student Rights	50%	
	Teacher/Employment Issues	48%	
	Tort Liabilities	43%	
	Miscellaneous	38%	
	Academic Issues	34%	
Attorneys		Superintendents	
Exceptional Children	85%	Exceptional Children	66%
Student Rights	62%	Student Rights	51%
Academic Issues	58%	Teacher/Employment Issues	48%
Teacher/Employment Issues	52%	Tort Liabilities	45%
Tort Liabilities	46%	Miscellaneous	39%
Miscellaneous	36%	Academic Issues	37%
All Principals		Elem School Principals	
Exceptional Children	68%	Exceptional Children	69%
Student Rights	49%	Teacher/Employment Issues	50%
Teacher/Employment Issues	48%	Student Rights	49%
Tort Liabilities	42%	Tort Liabilities	44%
Miscellaneous	38%	Miscellaneous	40%
Academic Issues	31%	Academic Issues	35%
MS/JH Principals		HS Principals	
Exceptional Children	73%	Exceptional Children	63%
Student Rights	48%	Student Rights	51%
Teacher/Employment Issues	48%	Teacher/Employment Issues	43%
Tort Liabilities	36%	Tort Liabilities	43%
Miscellaneous	35%	Miscellaneous	36%
Academic Issues	27%	Academic Issues	28%

Essential Areas of School Law for Principals: Domains Ranked by Principal and Superintendent District Enrollment Ranges

Table 16 displays the ranking of the school law areas' six domains by the principal and superintendent district enrollment ranges. In all groupings the Exceptional Children domain is the highest ranked. In all but one district enrollment grouping (Principal District Enrollment 0-400,), the Student Rights domain is the second highest ranked. The Academic Issues domain was ranked lowest in importance in all district enrollment groupings.

Table 16

Essential Areas of School Law for Principals – Domains Ranked

District Enrollment Groupings

Superintendents		Principals	
Enrollment: 0 – 400			
Exceptional Children	63%	Exceptional Children	62%
Student Rights	48%	Teacher/Employment Issues	51%
Teacher/Employment Issues	48%	Student Rights	48%
Tort Liabilities	40%	Tort Liabilities	44%
Miscellaneous	36%	Miscellaneous	36%
Academic Issues	32%	Academic Issues	24%
Enrollment: 401 – 800			
Exceptional Children	72%	Exceptional Children	74%
Student Rights	64%	Student Rights	46%
Tort Liabilities	56%	Teacher/Employment Issues	42%
Teacher/Employment Issues	43%	Tort Liabilities	41%
Miscellaneous	43%	Miscellaneous	40%
Academic Issues	42%	Academic Issues	33%
Enrollment: 801 – 1200			
Exceptional Children	75%	Exceptional Children	68%
Student Rights	51%	Student Rights	46%
Teacher/Employment Issues	47%	Teacher/Employment Issues	42%
Tort Liabilities	46%	Miscellaneous	37%
Miscellaneous	43%	Tort Liabilities	35%
Academic Issues	39%	Academic Issues	31%

Essential Areas of School Law for Principals: Specific Areas Ranked by Occupational Positions

Table 17 displays the ranking of the 10 most essential school law areas (out of 65 total school law areas) by the following occupational groupings: Overall, Attorneys, Superintendents, All Principals, Elementary School Principals, Middle School/Junior High Principals and High School Principals. In the Overall grouping, (student) Harassment was ranked the most essential (88%), with (staff) Dismissal Procedures and Suspensions/Expulsions close behind (87%). Attorneys (100%) and Superintendents (88%) similarly indicated (student) Harassment as the most essential. However, Principals (overall) and principal sub-groups (Elementary, Middle School/Junior High, High School), largely indicated Suspensions/Expulsions and (staff) Dismissal Procedures as the most essential areas of law for them. Interestingly, Attorneys did not have either Suspensions/Expulsions or (staff) Dismissal Procedures in their highest-ranked 10 essential areas.

Table 17

Essential Areas of School Law for Principals – Specific Areas Ranked

Occupational Position Groupings

Overall	
Harassment (student)	88%
Dismissal Procedures (staff)	87%
Suspensions/Expulsions	87%
Individuals with Disabilities Education Act (IDEA)	84%
Due Process for Students or Staff	83%
Sexual Harassment (staff)	82%
Disciplining Handicapped Students	79%
Supervision of Students	78%
Evaluation (staff)	78%
Reporting Child Abuse	76%

Table 17 (continued)

Essential Areas of School Law for Principals – Specific Areas Ranked

Occupational Position Groupings

Attorneys		Superintendents	
Harassment (student)	100%	Harassment (student)	88%
Sexual Harassment (staff)	100%	Sexual Harassment (staff)	86%
Evaluation (staff)	100%	Dismissal Procedures (staff)	86%
Due Process for Students or Staff	100%	IDEA	83%
Reporting Child Abuse	100%	Suspensions/Expulsions	81%
Student Testing/NCLB	100%	Due Process for Students or Staff	81%
Grading/Promotion	100%	Evaluation (staff)	80%
IDEA	100%	Disciplining Handicapped Students	80%
Section 504 - Rehabilitation Act	100%	Search and Seizure	79%
Student Rights	100%	Supervision of Students	79%
Disciplining Handicapped Students	100%		
Principals		Elementary Principals	
Suspensions/Expulsions	91%	Suspensions/Expulsions	93%
Dismissal Procedures (staff)	91%	Dismissal Procedures (staff)	93%
Harassment (student)	88%	Harassment (student)	91%
IDEA	84%	IDEA	91%
Due Process for Students or Staff	83%	Due Process for Students or Staff	85%
Sexual Harassment (staff)	78%	Section 504 - Rehabilitation Act	82%
Section 504 - Rehabilitation Act	78%	Reporting Child Abuse	81%
Supervision of Students	78%	Supervision of Students	81%
Disciplining Handicapped Students	77%	Student Testing/NCLB	79%
Evaluation (staff)	75%	Sexual Harassment (staff)	78%
Middle School/Junior High Principals		High School Principals	
Dismissal Procedures (staff)	96%	Search and Seizure	90%
Suspensions/Expulsions	93%	Suspensions/Expulsions	85%
Harassment (students)	89%	Dismissal Procedures (staff)	83%
IDEA	89%	Due Process for Students or Staff	83%
Section 504 - Rehabilitation Act	86%	Harassment (students)	80%
Disciplining Handicapped Students	82%	Disciplining Handicapped Students	80%
Search and Seizure	79%	Sexual Harassment (staff)	78%
Sexual Harassment (staff)	79%	Evaluation (staff)	78%
School Violence	79%	Supervision of Students	78%
Due Process for Students or Staff	79%	Student Testing/NCLB	73%

Essential Areas of School Law for Principals: Specific Areas Ranked by Principal and District Enrollment Ranges

Table 18 displays the ranking of the 10 most essential school law areas (out of 65 total school law areas) by principal and district enrollment size ranges. The school law areas of (staff) Dismissal Procedures and (student) Harassment were frequently in the top 3 of the top 10 essential rankings for all district enrollment groupings.

Table 18

Essential Areas of School Law for Principals – Specific Areas Ranked

District Enrollment Groupings

Superintendent		Principal	
Enrollment: 0 – 400			
Dismissal Procedures (staff)	86%	Suspensions/Expulsions	88%
Sexual Harassment (staff)	83%	Harassment (students)	85%
Harassment (students)	81%	Dismissal Procedures (staff)	83%
Evaluation (staff)	81%	Evaluation (staff)	80%
Suspensions/Expulsions	80%	Due Process for Students or Staff	80%
IDEA	80%	Supervision of Students	78%
Due Process for Students or Staff	76%	IDEA	75%
Disciplining Handicapped Students	75%	Sexual Harassment (staff)	73%
Search and Seizure	73%	Search and Seizure	70%
Reporting Child Abuse	73%	School Violence	70%
Enrollment: 401 – 800			
Harassment (students)	100%	Dismissal Procedures (staff)	93%
Sexual Harassment (staff)	100%	Suspensions/Expulsions	90%
Disciplining Handicapped Students	100%	Due Process for Students or Staff	87%
Search and Seizure	92%	IDEA	87%
Suspensions/Expulsions	92%	Disciplining Handicapped Students	87%
Due Process for Students or Staff	92%	Harassment (students)	83%
Reporting Child Abuse	92%	Sexual Harassment (staff)	83%
Student Testing/NCLB	92%	Section 504 - Rehabilitation Act	83%
IDEA	92%	Reporting Child Abuse	80%
Supervision of Students	92%	Education for Handicapped Children Act (94-142)	80%

Table 18 (continued)

Essential Areas of School Law for Principals – Specific Areas Ranked

District Enrollment Groupings

Superintendent		Principal	
Enrollment: 801 – 1200			
Search and Seizure	100%	Dismissal Procedures (staff)	100%
Harassment (students)	100%	Suspensions/Expulsions	96%
Dismissal Procedures (staff)	100%	Harassment (students)	88%
Due Process for Students or Staff	100%	Student Testing/NCLB	88%
IDEA	100%	IDEA	88%
Supervision of Students	100%	Due Process for Students or Staff	83%
FERPA/Privacy	86%	Section 504 - Rehabilitation Act	83%
Sexual Harassment (staff)	86%	Reporting Child Abuse	79%
Ethics	86%	Disciplining Handicapped Students	79%
		Supervision of Students	79%
Enrollment: 1201 +			
Harassment (students)	100%	Harassment (students)	93%
Dismissal Procedures (staff)	100%	Suspensions/Expulsions	91%
School Violence	100%	Dismissal Procedures (staff)	91%
Suspensions/Expulsions	91%	IDEA	88%
Disciplining Handicapped Students	91%	Sexual Harassment (staff)	84%
Supervision of Students	91%	Due Process for Students or Staff	83%
Search and Seizure	82%	Section 504 - Rehabilitation Act	83%
Sexual Harassment (staff)	82%	FERPA/Privacy	81%
Due Process for Students/Staff	82%	Student Testing/NCLB	81%
Reporting Child Abuse	82%	Reporting Child Abuse	79%
Student Testing/NCLB	82%	Disciplining Handicapped Students	79%
		Supervision of Students	79%

Additional Results Regarding Most and Least Essential Areas of School Law

Out of 65 total areas, between 19 and 26 specific areas of school law were considered essential areas of knowledge for public school principals by a majority of each of the Attorney, Superintendent, and Principal groups. Conversely, the specific

school law area of Desegregation was considered the least essential area of law by the Attorney, Superintendent, and Principal groups.

School Law Areas for which Continuing Education is Immediately Needed for Principals

Survey Part II, Important Areas of School Law, also asked participants to indicate for which areas of school law a Montana public school principal has an “Immediate Need” for continuing education. “Immediate Need” was defined as needed within the next 12 months. Again, the study’s analysis focused on those areas most frequently selected as immediately needed for principal continuing education. Tables 19 and 20 display the rankings of the 6 domains and the 10 most frequently selected immediately needed areas of school law principal continuing education, all organized by the following groupings of participants: Overall (Attorneys, Superintendents, and Principals combined), Attorneys, Superintendents, Principals, Elementary Principals, Middle School/Junior High School Principals, and High School Principals.

Areas of School Law Immediately Needed by Principals for Continuing Education:

Domains Ranked by Occupational Positions

Table 19 displays the ranking of the school law areas’ six domains by the following occupational groupings: Overall, Attorneys, Superintendents, All Principals, Elementary School Principals, Middle School/Junior High Principals and High School Principals. As indicated by the domain response percentages in Table 19, the majority of attorneys’ responses resulted in a ranking of four of the six domains as immediate needs for principal continuing education. Attorney respondents highly ranked the Exceptional Children domain as the most immediate need for principal continuing education (65%). Conversely, with the exception of the Middle School/Junior High Principals’ responses in

the Teacher/Employment Issues domain, the Overall, Superintendent and various principal grouping responses did not indicate a majority response for any particular domain regarding immediate need for principals' school-law continuing education.

Middle School/Junior High Principal responses indicated the Teacher/Employment Issues domain as an immediate need for principal continuing education (67%).

Table 19

Immediate Needs for Principal Continuing Education – Domains Ranked

Occupational Position Groupings

Overall	
Exceptional Children	43%
Student Rights	43%
Miscellaneous	42%
Academic Issues	38%
Teacher/Employment Issues	37%
Tort Liabilities	37%
Attorney	
Exceptional Children	65%
Academic Issues	57%
Teacher/Employment Issues	56%
Student Rights	53%
Tort Liabilities	46%
Miscellaneous	43%
Principals	
Student Rights	43%
Teacher/Employment Issues	41%
Exceptional Children	39%
Miscellaneous	35%
Tort Liabilities	35%
Academic Issues	33%
Middle School/Junior High Principals	
Teacher/Employment Issues	67%
Exceptional Children	39%
Student Rights	38%
Miscellaneous	35%
Tort Liabilities	34%
Academic Issues	28%
Superintendents	
Teacher/Employment Issues	45%
Student Rights	44%
Exceptional Children	44%
Tort Liabilities	42%
Miscellaneous	40%
Academic Issues	39%
Elementary Principals	
Student Rights	41%
Teacher/Employment Issues	40%
Miscellaneous	32%
Academic Issues	33%
Exceptional Children	39%
Tort Liabilities	33%
High School Principals	
Student Rights	46%
Teacher/Employment Issues	43%
Exceptional Children	42%
Tort Liabilities	42%
Miscellaneous	38%
Academic Issues	37%

*Areas of School Law Immediately Needed by Principals for Continuing Education:
Specific Areas of Law Ranked by Occupational Positions*

Table 20 displays the ranking of the specific areas of school law most immediately needed for principal continuing education by the following occupational groupings: Overall, Attorneys, Superintendents, All Principals, Elementary School Principals, Middle School/Junior High Principals and High School Principals. Almost all occupational positions indicated in the need for immediate principal continuing education in a variety of specific school law areas: Overall, Student Testing/No Child Left Behind Act (NCLB) (58%); Attorneys, Graduation Requirements (83%); Superintendents and High School Principals, Student Testing/NCLB (57%); Principals, Dismissal Procedures and Suspensions/Expulsions (both 60%); Elementary Principals, Dismissal Procedures (63%); Middle School/Junior High Principals, School Violence (67%).

Table 20

Immediate Needs for Principal Continuing Education – Specific Areas Ranked

Occupational Position Groupings

Overall			
	Student Testing/NCLB	58%	
	Harassment (students)	56%	
	Dismissal Procedures (staff)	56%	
	Suspensions/Expulsions	55%	
	School Violence	52%	
	Evaluation (staff)	51%	
	Curriculum Accountability	51%	
	Sexual Harassment (staff)	51%	
	Due Process for Students or Staff	51%	
	FERPA/Privacy	50%	
Attorneys		Superintendents	
Graduation Requirements	83%	Student Testing/NCLB	57%
Ed. for Handicapped Children Act	80%	Harassment (students)	53%
Sexual Harassment (staff)	71%	Dismissal Procedures (staff)	51%
Evaluation (staff)	71%	Sexual Harassment (students)	51%
Dismissal Procedures (staff)	71%	Open Meeting/Public Records Law	51%
Education of ESL Students	71%	Reporting Child Abuse	50%
IDEA	71%	Collective Bargaining	50%
Section 504 of Rehabilitation Act	71%	Curriculum Accountability	50%
Parent Rights	71%	Disciplining Handicapped Students	50%
Drug Testing	67%	School Violence	50%
Principals		Elementary Principals	
Dismissal Procedures (staff)	60%	Dismissal Procedures (staff)	63%
Suspensions/Expulsions	60%	Harassment (students)	57%
Harassment (students)	57%	Suspensions/Expulsions	56%
Curriculum Accountability	53%	Due Process for Students or Staff	56%
FERPA/Privacy	53%	FERPA/Privacy	54%
Student Testing/NCLB	53%	Student Testing/NCLB	54%
School Violence	52%	Curriculum Accountability	53%
Search and Seizure	52%	IDEA	53%
Due Process for Students or Staff	50%	School Violence	51%

Table 20 (continued)

Immediate Needs for Principal Continuing Education – Specific Areas Ranked

Occupational Position Groupings

Middle School/Junior High Principals		High School Principals	
School Violence	67%	Student Testing/NCLB	62%
Ethics	57%	Harassment (students)	58%
Curriculum Accountability	56%	FERPA/Privacy	58%
Negligence	56%	Suspensions/Expulsions	58%
Search and Seizure	54%	Dismissal Procedures (staff)	57%
Disciplining Handicapped Students	53%	Curriculum Accountability	53%
Dismissal Procedures	53%	Negligence	53%
Harassment (students)	53%	Internet/Computer Usage	52%
Suspensions/Expulsions	53%	Drug Testing	52%
Evaluation (staff)	49%	Academic Sanctions for Students	51%

Additional Results Regarding Most and Least Immediately Needed Areas of Principals'

School Law Continuing Education

While a majority of superintendent and principal respondents indicated (respectively) only 6 and 8 specific areas of law as immediate needs for principal continuing education, Attorneys indicated 26 specific areas of law as immediate needs. Further, among all three groups (Attorneys, Superintendents, and Principals), the Historical and Foundational School Law Knowledge area of law was indicated as the least immediate need, followed closely by Desegregation.

School Law Areas Critical for Graduate Level Principal Preparation Program

Survey Part II, Important Areas of School Law, asked participants to indicate whether each of the 65 areas of school law was of critical importance for a graduate level principal preparation required school law course, noting that required graduate school coursework might only be one semester in length. “Critical” was defined as absolutely necessary to a public school principal for a school’s operation. The study’s analysis

again focused on those 10 areas most frequently selected as “Critical for Principal Prep Program.” Tables 21 and 22 display the rankings of the six domains and the 10 most frequently selected “Critical for Principal Prep Program” areas of school law, all organized by the following groupings of participants: Overall (Attorneys, Superintendents, and Principals), Attorneys, Superintendents, Principals, Elementary Principals, Middle School/Junior High School Principals, and High School Principals.

School Law Areas Critical for Principal Preparation Program: Domains Ranked by Occupational Groupings

Table 21 displays the rankings of the school law areas’ six domains by the following occupational groupings: Overall, Attorneys, Superintendents, Principals, Elementary School Principals, Middle School/Junior High Principals and High School Principals. The majority of all occupational groupings indicated all domains were critical for inclusion in a principal preparation program. In the Overall grouping, Academic Issues is the highest ranked domain (71%). Attorney and Superintendent responses ranked the Student Rights domain highest (71% and 67% respectively). Principal and Elementary Principal responses resulted in the Miscellaneous and the Tort Liabilities domains receiving the highest ranking (both 76%). Joining the Overall grouping, Middle School/Junior High Principals and High School Principals indicated the Academic Issues domain as top priority (76% and 72% respectively).

Table 21

School Law Areas Critical for Principal Preparation Program – Domains Ranked

Occupational Position Groupings

Overall			
	Academic Issues	71%	
	Exceptional Children	71%	
	Miscellaneous	70%	
	Tort Liabilities	70%	
	Student Rights	68%	
	Teacher/Employment Issues	68%	
Attorneys		Superintendents	
Student Rights	71%	Student Rights	67%
Miscellaneous	71%	Miscellaneous	67%
Exceptional Children	69%	Exceptional Children	67%
Tort Liabilities	69%	Tort Liabilities	67%
Teacher/Employment Issues	63%	Academic Issues	66%
Academic Issues	57%	Teacher/Employment Issues	64%
All Principals		Elementary Principals	
Miscellaneous	73%	Miscellaneous	76%
Academic Issues	73%	Tort Liabilities	76%
Exceptional Children	72%	Exceptional Children	75%
Tort Liabilities	72%	Academic Issues	74%
Student Rights	70%	Teacher/Employment Issues	72%
Teacher/Employment Issues	70%	Student Rights	69%
Middle School/Junior High Principals		High School Principals	
Academic Issues	76%	Academic Issues	72%
Miscellaneous	75%	Exceptional Children	71%
Tort Liabilities	74%	Tort Liabilities	71%
Exceptional Children	72%	Miscellaneous	69%
Teacher/Employment Issues	71%	Student Rights	67%
Student Rights	70%	Teacher/Employment Issues	67%

School Law Areas Critical for Principal Preparation Program: Specific Areas Ranked by Occupational Groupings

Table 22 sets forth, by occupational groupings, the ranking of the specific areas of school law most critical for inclusion in a principal preparation program. The Overall, Attorney, Superintendent, and Principal occupational groupings indicated the area of Historical/Foundational School Law Knowledge as the most critical for inclusion in a principal preparation program. Attorneys (100%) also indicated the areas of Extra-Curricular Participation, Education for Handicapped Children Act, and Desegregation as the most critical areas for inclusion in a principal preparation program. Superintendents (76%) further included the area of Church and State as the most critical. Elementary Principal responses indicated Historical/Foundational School Law Knowledge as most critical (90%); Middle School/Junior High Principal responses reflected Church and State as most critical (89%); and High School Principal responses show Corporal Punishment (83%) as the most critical area for principal preparation program inclusion.

Table 22

School Law Areas Critical for Principal Preparation Program – Specific Areas Ranked

Occupational Position Groupings

Overall	
Historical/Fndtl Legal School Knldg	80%
Desegregation	79%
Corporal Punishment	78%
Church and State	78%
Legal Research/Case Study Skills	76%
Censorship	76%
Home or Private School Issues	75%
Student Transportation	75%
Role of School Resource Officer	75%
School Fees	74%

Attorneys		Superintendents	
Ed. for Handicapped Children Act	100%	Church and State	76%
Extra-Curricular Participation	100%	Historical/Fndtl Legal School Knldg	76%
Historical/Fndtl Legal School Knldg	100%	Supervision of Students	75%
Desegregation	100%	Censorship	75%
Curriculum Accountability	86%	Desegregation	74%
Corporal Punishment	86%	Corporal Punishment	74%
Student Transportation	86%	Employment Contracts	73%
Public Access to School Facilities	80%	Search and Seizure	72%
School Finance	80%	Compulsory School Attendance	71%
Privacy or Other Const'l Rights	75%	Home or Private School Issues	71%

Principals		Elementary Principals	
Historical/Fndtl Legal School Knldg	86%	Historical/Fndtl Legal School Knldg	90%
Desegregation	82%	Role of School Resource Officer	89%
Role of School Resource Officer	82%	Desegregation	88%
Legal Research/Case Study Skills	81%	School Fees	87%
Corporal Punishment	80%	Legal Research/Case Study Skills	87%
Home or Private School Issues	80%	Student Transportation	86%
Church and State	80%	Extra-C Actvs/Athletic Programs	86%
Student Transportation	80%	Sec 1983 Fed Tort-Const. Rts Actn	86%
Extra-Curricular Participation	80%	Church and State	84%
School Property and Buildings	79%	Textbook Selection	84%

Table 22 (continued)

School Law Areas Critical for Principal Preparation Program – Specific Areas Ranked

Occupational Position Groupings

Middle School/Junior High Principals		High School Principals	
Church and State	89%	Corporal Punishment	83%
Corporal Punishment	88%	Grading/Promotion	82%
Desegregation	88%	Compulsory School Attendance	80%
Censorship	85%	Privacy Rights	79%
School Property and Buildings	85%	Historical/Fndtl Legal School Knldg	78%
Historical/Fndtl Legal School Knldg	83%	Proper Mntnce of Buildings/Grnds	78%
Home or Private School Issues	83%	Public Access to School Facilities	78%
Role of School Resource Officer	83%	Parent Rights	78%
Dress Codes	81%	Legal Research/Case Study Skills	78%
Education of ESL Students	81%	Church and State	76%

Additional Results Regarding Most and Least Critical School Law Areas for Inclusion in a Principal Preparation Program School Law Course

Of the 65 total school law areas included in the study, a majority of superintendents and principals indicated all 65 as critical for inclusion in a principal preparation school law course. Attorneys indicated 58 of the 65 school law areas as critical for inclusion.

For those areas indicated as least critical for inclusion in a principal preparation school law course, attorneys indicated Teacher/Employment Issues. Superintendents indicated Student Testing/NCLB as the least critical, and principals indicated Due Process for Students and Staff.

Survey Participant Comments Regarding Important Areas of School Law

The final question in Survey Part II, Important Areas of School Law, requested participants to suggest any other topics they felt needed to be listed, preferably noting whether the suggested topics are essential for principals, immediately needed for

principals (continuing education), and/or critical for principal preparation programs.

Those comments are set forth in Appendix D and included a wide range of suggestions, though several stressed the importance of knowing how to navigate through employee and parent issues, communications and working relationships.

Part III Survey Results – Continuing Education for Principals

Survey Part III, Continuing Education for Principals, addressed the following research sub-questions: (a) Which settings of school law continuing education opportunities are most convenient and effective for principals? (b) Which time increments of school law continuing education opportunities are most convenient and effective for principals? (c) Which sources of school law continuing education are most highly preferred and most highly used by principals? (d) Which level of need exists for improved school law curriculum alignment between school administrator graduate school programs and those who provide or utilize school law continuing education for principals? Tables 23 through 35 set forth the results of the analysis comparing group responses through a ranking of each group's response percentages for each question. For sub-questions (a) through (c) the following groups were compared: Overall, Attorney, Superintendent, Principal, Principals' School District Enrollment Sizes, and Superintendents' School District Enrollment Sizes. For both the Principals' and Superintendents' School District Enrollment Sizes, the following enrollment ranges were utilized in both the survey and the analysis: (a) 0-400, (b) 401-800, (c) 801 – 1200, (d) 1201+. For sub-question (d) (school law curriculum alignment) the following groups were compared: Overall, Attorney, Superintendent, Principal.

*Most Convenient and Effective Settings for Principal Continuing Education –
Occupational Position Groupings*

Table 23 sets forth the breakdown of responses for Overall, Attorney, Superintendent, and Principal Groupings regarding levels of convenience and effectiveness for principal continuing education settings. For all groupings, in-district training was perceived as both most convenient and effective. Attorneys also indicated regional (live) workshops as most effective. A majority of attorneys (67%) also indicated state level (live) workshops as highly effective. A majority of superintendents (57%) also indicated regional (live) workshops as highly effective. However, additional graduate-level coursework in particular, as well as video-conferencing/on-line format and state-level workshops, were not considered very convenient or effective by the groupings.

Table 23

Settings for Principal Continuing Education – Convenience and Effectiveness

Occupational Position Groupings

Overall	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	9%	26%	65%	5%	26%	70%
Regional (live) workshops	10%	57%	34%	3%	45%	52%
State level (live) workshops	27%	58%	15%	11%	52%	37%
Additional graduate level coursework	47%	42%	11%	17%	48%	35%
Video-conferencing or on-line format	23%	46%	31%	28%	57%	16%
Total Respondents		223			223	
Attorney						
	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	0%	17%	83%	0%	17%	83%
Regional (live) workshops	0%	67%	33%	0%	17%	83%
State level (live) workshops	17%	83%	0%	17%	17%	67%
Additional graduate level coursework	83%	17%	0%	17%	50%	33%
Video-conferencing or on-line format	33%	17%	50%	33%	67%	0%
Total Respondents		6			6	
Superintendent						
	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	13%	31%	56%	8%	23%	69%
Regional (live) workshops	7%	59%	34%	1%	42%	57%
State level (live) workshops	23%	63%	14%	7%	59%	34%
Additional graduate level coursework	45%	44%	10%	14%	55%	31%
Video-conferencing or on-line format	21%	51%	28%	31%	57%	12%
Total Respondents		86			86	
Principal						
	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	8%	23%	69%	3%	27%	69%
Regional (live) workshops	12%	54%	34%	4%	48%	48%
State level (live) workshops	31%	53%	16%	13%	50%	37%
Additional graduate level coursework	47%	42%	11%	19%	44%	37%
Video-conferencing or on-line format	24%	44%	32%	25%	56%	19%
Total Respondents		131			131	

Most Convenient and Effective Settings for Principal Continuing Education – Principal and Superintendent District Enrollment Groupings

Tables 24 and 25 display the breakdowns of responses of Principal and Superintendent District Enrollment Size Range groupings regarding principal continuing education setting convenience and effectiveness. For all principal district enrollment range groupings, in-district training for principals once again ranked highest in both convenience and effectiveness. Principals with district enrollments ranging from 401-800 and 801-1200 also indicated regional (live) workshops as highly effective.

Superintendents in districts with a 0-400 enrollment selected in-district (live) training as most convenient and effective (49%, 64% respectively), and regional (live) workshops as next most convenient and effective (31%, 51% respectively). Similarly, superintendents in districts with a 401-800 enrollment range indicated in-district training settings as most convenient and effective (67%, 83% respectively), with regional (live) workshops as second most convenient and effective (50% and 58% respectively). Superintendents in districts with an 801-1200 enrollment range selected in-district (live) training as most convenient (60%) and regional (live) workshops as most effective (100%). Regional (live) workshops were second most effective (60%). Finally, superintendents in districts with a 1200+ enrollment selected in-district (live) trainings as both most convenient (80%) and effective (80%). Regional (70%) and state level (60%) (live) workshops were next most effective. Again, the groupings did not consider graduate-level coursework, video-conferencing/on-line format, and state level workshops very convenient or effective settings for principal continuing education.

Table 24

Settings for Principal Continuing Education – Convenience and Effectiveness

District Enrollment Groupings - Principals

0 – 400 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	10%	31%	59%	8%	31%	62%
Regional (live) workshops	13%	54%	33%	5%	54%	41%
State level (live) workshops	23%	59%	18%	10%	54%	36%
Additional graduate level coursework	36%	49%	15%	23%	46%	31%
Video-conferencing or on-line format	31%	38%	31%	23%	54%	23%
Total Respondents		39			39	
401 – 800 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	7%	37%	57%	0%	37%	63%
Regional (live) workshops	13%	60%	27%	7%	37%	57%
State level (live) workshops	27%	60%	13%	7%	60%	33%
Additional graduate level coursework	60%	33%	7%	23%	43%	33%
Video-conferencing or on-line format	23%	47%	30%	33%	53%	13%
Total Respondents		30			30	
801 – 1200 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	10%	10%	80%	5%	15%	80%
Regional (live) workshops	0%	60%	40%	0%	45%	55%
State level (live) workshops	40%	45%	15%	20%	35%	45%
Additional graduate level coursework	40%	55%	5%	10%	40%	40%
Video-conferencing or on-line format	10%	60%	30%	25%	75%	0%
Total Respondents		20			20	
1200 + Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	5%	12%	83%	0%	24%	76%
Regional (live) workshops	17%	48%	36%	2%	52%	45%
State level (live) workshops	36%	48%	17%	17%	45%	38%
Additional graduate level coursework	50%	36%	14%	17%	38%	45%
Video-conferencing or on-line format	26%	38%	36%	21%	50%	29%
Total Respondents		42			42	

Table 25

Settings for Principal Continuing Education – Convenience and Effectiveness

District Enrollment Groupings - Superintendents

0 – 400 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	15%	36%	49%	10%	25%	64%
Regional (live) workshops	8%	61%	31%	2%	47%	51%
State level (live) workshops	25%	61%	14%	7%	63%	31%
Additional graduate level coursework	42%	47%	10%	14%	54%	32%
Video-conferencing or on-line format	17%	58%	25%	37%	54%	8%
Total Respondents		59			59	
401- 800 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	0%	33%	67%	0%	17%	83%
Regional (live) workshops	0%	50%	50%	0%	42%	58%
State level (live) workshops	8%	75%	17%	8%	67%	25%
Additional graduate level coursework	58%	25%	17%	8%	67%	25%
Video-conferencing or on-line format	42%	33%	25%	25%	58%	17%
Total Respondents		12			12	
801 - 1200 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	20%	20%	60%	0%	40%	60%
Regional (live) workshops	20%	40%	40%	0%	0%	100%
State level (live) workshops	60%	40%	0%	0%	60%	40%
Additional graduate level coursework	40%	60%	0%	40%	40%	20%
Video-conferencing or on-line format	0%	80%	20%	20%	60%	20%
Total Respondents		25			25	
1200 + Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
In-district (live) training	10%	10%	80%	10%	10%	80%
Regional (live) workshops	0%	70%	30%	0%	30%	70%
State level (live) workshops	10%	70%	20%	10%	30%	60%
Additional graduate level coursework	50%	40%	10%	10%	50%	40%
Video-conferencing or on-line format	30%	20%	50%	10%	70%	20%
Total Respondents		10			10	

*Most Convenient and Effective Time Increments for Principal Continuing Education –
Occupational Position Groupings*

Table 26 outlines the responses for Overall, Attorney, Superintendent, and Principal groupings regarding levels of convenience and effectiveness for principal continuing education time increments. From the Overall and Principal grouping perspectives, full-day once during the school year time increments are most convenient (53% and 55%, respectively) and effective (51% and 55% respectively). Attorneys believed either a half-day twice during the school year or a series of two-hour sessions during the school year are most effective (both 67%), but were inconclusive about what time increment is most convenient. Superintendents indicated the full-day once during the school year time increment was most convenient (52%) but were inconclusive regarding what time increment is most effective.

Table 26

Time Increments for Principal Continuing Education – Convenience and Effectiveness

Occupational Position Groupings

Overall	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	11%	35%	53%	9%	40%	51%
Half-day twice during the school year	18%	48%	34%	11%	53%	36%
Series of two-hour throughout school yr	41%	40%	19%	26%	43%	31%
Full-day once during the summer	29%	30%	40%	22%	35%	43%
Half-day once during the summer	35%	40%	24%	28%	44%	27%
Total Respondents	223			223		
Attorney	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	33%	33%	33%	0%	50%	50%
Half-day twice during the school year	0%	83%	17%	0%	33%	67%
Series of two-hour throughout school yr	0%	67%	33%	0%	33%	67%
Full-day once during the summer	17%	50%	33%	17%	50%	33%
Half-day once during the summer	17%	50%	33%	33%	17%	50%
Total Respondents	6			6		
Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	9%	38%	52%	10%	45%	44%
Half-day twice during the school year	17%	52%	30%	12%	57%	31%
Series of two-hour throughout school yr	47%	37%	16%	31%	42%	27%
Full-day once during the summer	17%	33%	50%	17%	35%	48%
Half-day once during the summer	23%	50%	27%	21%	53%	26%
Total Respondents	86			86		
Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	11%	34%	55%	9%	36%	55%
Half-day twice during the school year	19%	44%	37%	11%	51%	38%
Series of two-hour throughout school yr	39%	40%	21%	23%	44%	33%
Full-day once during the summer	37%	28%	34%	26%	34%	40%
Half-day once during the summer	44%	34%	22%	33%	40%	27%
Total Respondents	131			131		

*Most Convenient and Effective Time Increments for Principal Continuing Education –
Principal and Superintendent Enrollment Groupings*

Tables 27 and 28 reflect the responses for principal and superintendent district enrollment range groupings of levels of convenience and effectiveness for principal continuing education settings. All principal district enrollment range grouping responses indicated the full-day once during the school year time increment was both most convenient and effective. Principals also strongly indicated their non-preference for summer time increments and school year two-hour increments.

Similar to principal groupings, superintendents from district enrollments of 0–400 indicated the full-day once during the school year time increment as most convenient and effective. However, superintendents from district enrollments of 401-800 believed full-day once during the school year time increments most convenient (67%), but a series of two-hour throughout the school year time increments as most effective (58%). Superintendents from district enrollments of 801-1200 indicated the half-day twice during the school year time increment as most effective (60%) but did not have majority agreement on what time increment is most convenient. Superintendents from district enrollments of 1200+ believed the full-day once during the summer time increment most convenient (60%), but the series of two-hour sessions throughout the school year as most effective (80%).

Table 27

Time Increments for Principal Continuing Education – Convenience and Effectiveness

District Enrollment Groupings - Superintendents

0 - 400 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	10%	34%	56%	8%	41%	51%
Half-day twice during the school year	20%	53%	27%	15%	58%	27%
Series of two-hour throughout school yr	53%	37%	10%	41%	49%	10%
Full-day once during the summer	20%	31%	49%	17%	34%	49%
Half-day once during the summer	27%	46%	27%	20%	51%	29%
Total Respondents		59			59	
401 - 800 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	0%	33%	67%	8%	58%	33%
Half-day twice during the school year	8%	33%	58%	0%	67%	33%
Series of two-hour throughout school yr	42%	25%	33%	17%	25%	58%
Full-day once during the summer	8%	42%	50%	17%	42%	42%
Half-day once during the summer	8%	75%	17%	17%	58%	25%
Total Respondents		12			12	
801 – 1200 Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	0%	60%	40%	20%	60%	20%
Half-day twice during the school year	0%	80%	20%	0%	40%	60%
Series of two-hour throughout school yr	60%	40%	0%	20%	40%	40%
Full-day once during the summer	20%	40%	40%	20%	40%	40%
Half-day once during the summer	0%	80%	20%	0%	80%	20%
Total Respondents		5			5	
1200 + Superintendent	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	20%	60%	20%	20%	50%	30%
Half-day twice during the school year	20%	60%	20%	10%	50%	40%
Series of two-hour throughout school yr	10%	50%	40%	0%	20%	80%
Full-day once during the summer	10%	30%	60%	20%	30%	50%
Half-day once during the summer	30%	30%	40%	40%	50%	10%
Total Respondents		10			10	

Table 28

Time Increments for Principal Continuing Education – Convenience and Effectiveness

District Enrollment Groupings - Principals

0 - 400 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	15%	33%	51%	15%	31%	54%
Half-day twice during the school year	23%	36%	41%	18%	41%	41%
Series of two-hour throughout school yr	41%	36%	23%	31%	31%	38%
Full-day once during the summer	44%	21%	36%	33%	31%	36%
Half-day once during the summer	44%	38%	18%	36%	38%	26%
Total Respondents	39			39		
401 - 800 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	13%	37%	50%	10%	37%	53%
Half-day twice during the school year	13%	63%	23%	7%	63%	30%
Series of two-hour throughout school yr	40%	40%	20%	27%	43%	30%
Full-day once during the summer	48%	23%	30%	27%	33%	40%
Half-day once during the summer	43%	37%	20%	30%	47%	23%
Total Respondents	30			30		
801 – 1200 Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	15%	30%	55%	0%	40%	60%
Half-day twice during the school year	25%	60%	15%	15%	50%	35%
Series of two-hour throughout school yr	35%	45%	20%	20%	45%	35%
Full-day once during the summer	35%	25%	40%	10%	35%	55%
Half-day once during the summer	40%	35%	25%	20%	45%	35%
Total Respondents	20			20		
1200 + Principal	Convenience			Effectiveness		
	Low	Med	High	Low	Med	High
Full-day once during the school year	5%	33%	62%	7%	38%	55%
Half-day twice during the school year	17%	31%	52%	5%	52%	43%
Series of two-hour throughout school yr	38%	43%	19%	14%	57%	29%
Full-day once during the summer	26%	40%	33%	26%	36%	38%
Half-day once during the summer	48%	26%	26%	38%	33%	29%
Total Respondents	42			42		

Which sources of school law information and continuing education, for general and immediate assistance, are most highly preferred and highly used by principals?

To address this question, study participants were provided a list of 10 school law information and continuing education sources and asked to indicate a level of frequency of use (low/medium/high) of the sources for both general use and immediate assistance use. Additionally, study participants were asked to rank the 10 sources in order of preferred use for school law information/continuing education.

Most Frequently Used General and Immediate Assistance Sources of School Law Information and Principal Continuing Education – Occupational Position Groupings

Tables 29 and 30 set forth, by occupational groupings (Overall, Attorney, Superintendent, Principal), the rankings of the sources of school law information and continuing education for principals by their frequency of both general use and immediate assistance use. The Overall grouping responses and the Attorney grouping responses indicated a school administrator colleague as the most frequently used school law source for both general and immediate assistance needs. The Attorney grouping responses additionally indicated an equal (67%) level of immediate assistance preference for the school boards association. The Superintendent grouping responses reflect the state statutes as the highest frequency of a principal's general use (65%) and immediate assistance (66%). The Principal grouping responses, however, indicate a school administrator colleague as the highest frequency of general use (66%) and immediate assistance (68%). The Principal groupings ranked the state statutes as the next most

frequently used sources for general and immediate assistance situations (54% and 53%, respectively). Most all groupings showed a strong non-preference for the college/university and video-conferencing sources of information and continuing education.

Table 29

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

Occupational Position Groupings

Overall	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	74%	21%	4%	86%	11%	2%
County attorney	54%	41%	4%	45%	46%	9%
School board association	16%	41%	43%	16%	36%	48%
State agency	29%	48%	23%	28%	50%	22%
Private attorney	59%	32%	9%	56%	30%	14%
Video-conferencing	75%	23%	2%	89%	10%	1%
Journals/professional subscriptions	24%	41%	35%	50%	34%	16%
School administrator colleague	5%	31%	64%	5%	29%	66%
Principal's legal/on-line research	27%	46%	27%	33%	42%	25%
State statutes (MCA)	6%	35%	58%	7%	35%	57%
Total Respondents		221			221	
Attorney	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	83%	0%	17%	100%	0%	0%
County attorney	83%	17%	0%	83%	17%	0%
School board association	0%	33%	67%	17%	17%	67%
State agency	17%	33%	50%	33%	50%	17%
Private attorney	17%	50%	33%	33%	33%	33%
Video-conferencing	83%	17%	0%	100%	0%	0%
Journals/professional subscriptions	17%	50%	33%	67%	33%	0%
School administrator colleague	17%	0%	83%	33%	0%	67%
Principal's legal/on-line research	33%	17%	50%	50%	17%	33%
State statutes (MCA)	0%	33%	67%	33%	33%	33%
Total Respondents		6			6	

Table 30

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

Occupational Position Groupings

Superintendent	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
	College or university source	70%	28%	2%	62%	4%
County attorney	51%	43%	6%	25%	13%	31%
School board association	10%	33%	57%	66%	42%	2%
State agency	23%	48%	29%	22%	32%	11%
Private attorney	49%	42%	9%	48%	53%	61%
Video-conferencing	59%	6%	48%	86%	38%	25%
Journals/professional subscriptions	27%	29%	29%	55%	13%	14%
School administrator colleague	65%	45%	3%	6%	36%	1%
Principal's legal/on-line research	25%	34%	20%	33%	32%	8%
State statutes (MCA)	6%	29%	65%	4%	31%	66%
Total Respondents	85			85		
Principal	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
	College or university source	77%	18%	5%	87%	11%
County attorney	55%	41%	4%	42%	49%	8%
School board association	21%	46%	33%	22%	39%	38%
State agency	33%	49%	18%	32%	48%	21%
Private attorney	68%	25%	8%	62%	25%	13%
Video-conferencing	80%	18%	2%	90%	9%	1%
Journals/professional subscriptions	18%	38%	45%	45%	32%	22%
School administrator colleague	4%	30%	66%	4%	28%	68%
Principal's legal/on-line research	28%	45%	26%	32%	42%	25%
State statutes (MCA)	7%	39%	54%	8%	38%	53%
Total Respondents	130			130		

Most Frequently Used General and Immediate Assistance Sources of School Law Information and Principal Continuing Education – Principal and Superintendent District Enrollment Ranges

Tables 31-32 indicate, by principal and superintendent district enrollment ranges, the rankings of the sources of school law information and continuing education for principals by their frequency of both general use and immediate assistance use. In all principal district enrollment ranges, the school administrator colleague was ranked as the most frequently used general and immediate assistance source of school law information. In a few cases, however, other sources were equally frequent in use. Principals from district enrollments of 401-800 also indicated state statutes as most frequently used for general use (57%). Principals of district enrollments of 801-1200 indicated state statutes as most frequently used for immediate assistance.

Superintendents from districts with enrollments of 0-400 indicated principals most frequently use the school boards association for general use (63%) and the state statutes for immediate assistance use (69%). Superintendents from districts of 401-800 enrollments believed principals most frequently rely on a school administrator colleague as a general information source (83%) and are inconclusive as to the most frequently used immediate assistance source. Superintendents from districts of 801-1200 enrollments indicated principals most frequently use state statutes for general use (100%) but use the school boards association or state statutes for immediate assistance use (80%). Finally, superintendents from districts with enrollments of 1200+ indicated that principals rely on school administrator colleagues the most frequently for both general and immediate assistance (80%, 78% respectively). Once again, superintendents and principals alike did

not show a strong preference for the college/university and vide-conferencing information and education sources.

Table 31

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

District Enrollment Groupings – Principals

0 - 400 Principal	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	69%	21%	10%	87%	8%	5%
County attorney	49%	46%	5%	47%	39%	13%
School board association	18%	37%	45%	21%	21%	58%
State agency	34%	42%	24%	32%	45%	24%
Private attorney	76%	13%	11%	66%	24%	11%
Video-conferencing	82%	13%	5%	95%	3%	3%
Journals/professional subscriptions	16%	39%	45%	53%	24%	24%
School administrator colleague	3%	26%	71%	5%	26%	68%
Principal's legal/on-line research	24%	50%	26%	29%	39%	32%
State statutes (MCA)	8%	34%	58%	11%	32%	58%
Total Respondents		38			38	
401 - 800 Principal	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	87%	7%	7%	93%	7%	0%
County attorney	63%	33%	3%	43%	53%	3%
School board association	23%	37%	40%	17%	43%	40%
State agency	30%	50%	20%	20%	57%	23%
Private attorney	77%	23%	0%	73%	20%	7%
Video-conferencing	80%	20%	0%	83%	17%	0%
Journals/professional subscriptions	30%	40%	30%	37%	43%	20%
School administrator colleague	10%	33%	57%	0%	33%	67%
Principal's legal/on-line research	40%	37%	23%	37%	40%	23%
State statutes (MCA)	3%	40%	57%	10%	37%	53%
Total Respondents		30			30	

Table 31 (continued)

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

District Enrollment Groupings – Principals

801 – 1200 Principal	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	85%	15%	0%	85%	15%	0%
County attorney	55%	35%	10%	40%	40%	20%
School board association	20%	65%	15%	30%	40%	30%
State agency	30%	65%	5%	40%	45%	15%
Private attorney	65%	30%	5%	60%	30%	10%
Video-conferencing	80%	20%	0%	95%	5%	0%
Journals/professional subscriptions	15%	35%	50%	40%	45%	15%
School administrator colleague	0%	35%	65%	0%	30%	70%
Principal's legal/on-line research	20%	55%	25%	25%	45%	30%
State statutes (MCA)	0%	30%	70%	0%	30%	70%
Total Respondents	20			20		
1200 + Principal	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	74%	24%	2%	83%	14%	2%
County attorney	55%	45%	0%	38%	60%	2%
School board association	21%	52%	26%	24%	52%	24%
State agency	36%	48%	17%	36%	45%	19%
Private attorney	55%	33%	12%	52%	26%	21%
Video-conferencing	79%	21%	0%	88%	12%	0%
Journals/professional subscriptions	12%	36%	52%	48%	26%	26%
School administrator colleague	2%	29%	69%	7%	26%	67%
Principal's legal/on-line research	29%	43%	29%	36%	45%	19%
State statutes (MCA)	12%	48%	40%	10%	50%	40%
Total Respondents	42			42		

Table 32

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

District Enrollment Groupings - Superintendents

0 - 400 Superintendent	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	66%	32%	2%	83%	15%	2%
County attorney	47%	46%	7%	46%	41%	14%
School board association	12%	25%	63%	8%	27%	64%
State agency	22%	47%	31%	24%	51%	25%
Private attorney	58%	36%	7%	56%	36%	8%
Video-conferencing	66%	31%	3%	88%	10%	2%
Journals/professional subscriptions	37%	46%	17%	56%	37%	7%
School administrator colleague	8%	41%	51%	7%	29%	64%
Principal's legal/on-line research	29%	39%	32%	34%	34%	32%
State statutes (MCA)	8%	31%	62%	5%	25%	69%
Total Respondents		59			59	
401 - 800 Superintendent	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	67%	25%	8%	83%	8%	8%
County attorney	58%	33%	8%	42%	50%	8%
School board association	8%	58%	33%	0%	58%	42%
State agency	17%	67%	17%	25%	67%	8%
Private attorney	25%	67%	8%	25%	67%	8%
Video-conferencing	58%	42%	0%	67%	33%	0%
Journals/professional subscriptions	33%	33%	33%	50%	42%	8%
School administrator colleague	0%	17%	83%	0%	58%	42%
Principal's legal/on-line research	0%	83%	17%	8%	83%	8%
State statutes (MCA)	0%	33%	67%	0%	58%	42%
Total Respondents		12			12	

Table 32 (continued)

Sources of School Law Information and Continuing Education – General and Immediate Assistance Frequency of Use

District Enrollment Groupings - Superintendents

801 – 1200 Superintendent	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	80%	20%	0%	100%	0%	0%
County attorney	40%	60%	0%	60%	40%	0%
School board association	0%	20%	80%	0%	20%	80%
State agency	20%	40%	40%	20%	60%	20%
Private attorney	60%	40%	0%	60%	20%	20%
Video-conferencing	60%	20%	20%	100%	0%	0%
Journals/professional subscriptions	40%	40%	20%	60%	40%	0%
School administrator colleague	0%	40%	60%	0%	40%	60%
Principal's legal/on-line research	20%	60%	20%	40%	60%	60%
State statutes (MCA)	0%	0%	100%	0%	20%	80%
Total Respondents		5			5	
1200 + Superintendent	General Freq of Use			Imm Ast Freq of Use		
	Low	Med	High	Low	Med	High
College or university source	90%	10%	0%	89%	11%	0%
County attorney	70%	30%	0%	56%	44%	0%
School board association	10%	50%	40%	11%	33%	56%
State agency	40%	30%	30%	11%	44%	44%
Private attorney	20%	50%	30%	22%	22%	56%
Video-conferencing	90%	10%	0%	89%	11%	0%
Journals/professional subscriptions	20%	60%	20%	56%	22%	22%
School administrator colleague	10%	10%	80%	11%	11%	78%
Principal's legal/on-line research	33%	56%	11%	56%	33%	11%
State statutes (MCA)	0%	33%	67%	0%	33%	67%
Total Respondents		9			9	

*Most Preferred Overall Sources of School Law Information and Continuing Education
for Principals – Occupational Position and Principal/Superintendent District Enrollment
Groupings*

Table 33 sets forth, by occupational groupings and principal/superintendent district enrollment groupings, the rankings of the principals' most preferred sources of school law information and continuing education. Pursuant to the survey instructions, the most highly preferred were given a "1" ranking, while those least preferred were given a "10" ranking. Rankings were assigned based on the calculated average rankings of each source by each particular group.

From the occupational groupings, the Overall and Principal groupings indicated the school administrator colleague as the principals' most preferred source for school law information and continuing education. Superintendents and attorneys, on the other hand, indicated the school boards association as the principals' most highly preferred source. Among almost all occupational groups, however, the school administrator colleague, state statutes and the school boards association were most frequently indicated as the most preferred sources.

Conversely, all occupational groups ranked video-conferencing as the least preferred source by principals for school law information and continuing education. The next least preferred source was the college or university source category.

All ranges of principal district enrollment groupings ranked the school administrator colleague as the most preferred source for principals to obtain school law information and continuing education. Principals thereafter most often indicated the state statutes and school boards association as second and third most preferred sources.

Superintendents with enrollments ranging between 0-400 and 401-800 indicated the school boards association as the principals' most preferred source, with the school administrator colleague and state statutes next most preferred. Superintendents from district enrollments ranging from 801-1200 and 1200+ ranked the school administrator colleague as the principals' most preferred source, but varied between the school boards association, state agency, private attorney, and state statutes as the principals' next most preferred source of school law information and continuing education.

With regard to least preferred sources, principals from the varying district enrollment sizes ranked video-conferencing, private attorneys, and college or university sources as their least preferred sources. Superintendents similarly indicated video-conferencing and college or university sources as least preferred, but in the 0-800 district enrollment ranges also noted journals/professional subscriptions as a least-preferred source for principals. Superintendents in the 801-1200 district enrollment range included private attorneys as a less preferred source, and superintendents in the 1200+ district enrollment range indicated the county attorney as a low-ranking source.

Table 33

Most Preferred Sources for School Law Information and Continuing Education

Occupational and Principal/Superintendent District Enrollment Group Rankings

(1=High, 10=Low)	Overall	Atty	Supt	Princ
<u>Preferred Source Options</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>
College or university source	9	9	8	9
County attorney	6	8	7	7
School board association	2	1	1	3
State agency	4	5	4	4
Private attorney	7	2	5	8
Video-conferencing	10	10	10	10
Journals/professional subscriptions	8	7	9	6
School administrator colleague	1	3	2	1
Principal's legal/on-line research	5	6	6	5
State statutes (MCA)	3	4	3	2
Total Respondents	221	6	85	130
	Princ	Princ	Princ	Princ
	0-400	401-800	801-1200	1200+
<u>Preferred Source Options</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>
College or university source	8	8	8	9
County attorney	5	7	6	8
School board association	2	3	3	3
State agency	4	4	4	5
Private attorney	9	9	9	5
Video-conferencing	10	9	10	10
Journals/professional subscriptions	7	6	5	7
School administrator colleague	1	1	1	1
Principal's legal/on-line research	6	5	7	4
State statutes (MCA)	3	2	2	2
Total Respondents	38	30	20	42

Table 33 (continued)

Most Preferred Sources for School Law Information and Continuing Education

Occupational and Principal/Superintendent District Enrollment Group Rankings

(1=High, 10=Low)				
	Supt 0-400	Supt 401-800	Supt 801-1200	Supt 1200+
<u>Preferred Source Options</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>	<u>Rank</u>
College or university source	8	8	8	8
County attorney	5	7	6	9
School board association	1	1	3	5
State agency	4	5	4	3
Private attorney	5	4	9	2
Video-conferencing	10	10	10	10
Journals/professional subscriptions	9	8	5	6
School administrator colleague	2	2	1	1
Principal's legal/on-line research	5	5	7	7
State statutes (MCA)	2	3	2	3
Total Respondents	59	12	20	9

Level of Need for School Law Curriculum Alignment

Table 34 displays what the Overall (Attorney, Superintendent, Principal) and individual Attorney, Superintendent, and Principal participant groupings indicated as their perceptions of the level of need for improved school law curriculum/content area alignment between the university system, state agencies, school board/administration organizations, and public/private school law attorneys. Levels of need were defined as follows:

High Level of Need = absolutely necessary for meeting Montana public school principals' needs.

Medium Level of Need = helpful but not absolutely necessary for meeting Montana public school principals' needs.

Low Level of Need = little help/not necessary for meeting Montana public school principals' needs.

As indicated by the tables, a majority in all of the above groupings of participants indicated a high level of need for school law curriculum and content alignment among the school-law knowledge providers. Almost all participants indicated at least a medium level of need for aligning school law curriculum and content.

Table 34

Level of Need for School Law Curriculum Alignment

Occupational Groupings




Overall		Response Total	Response Percent
Low Level of Need (little help/not necessary for meeting MT public school principals' needs)		7	3%
Medium Level of Need (helpful but not absolutely necessary for meeting MT public school principals' needs)		85	38%
High Level of Need (absolutely necessary for meeting MT public school principals' needs)		129	58%
Total Respondents		221	

Table 34 (continued)

Level of Need for School Law Curriculum Alignment

Occupational Groupings




Attorneys	Response Total	Response Percent
Low Level of Need (little help/not necessary for meeting MT public school principals' needs)	0	0%
Medium Level of Need (helpful but not absolutely necessary for meeting MT public school principals' needs)	2	33%
High Level of Need (absolutely necessary for meeting MT public school principals' needs)	4	67%
Total Respondents	6	

Superintendents	Response Total	Response Percent
Low Level of Need (little help/not necessary for meeting MT public school principals' needs)	2	2%
Medium Level of Need (helpful but not absolutely necessary for meeting MT public school principals' needs)	30	35%
High Level of Need (absolutely necessary for meeting MT public school principals' needs)	53	62%
Total Respondents	85	

Table 34 (continued)

Level of Need for School Law Curriculum Alignment

Occupational Groupings

Principals		Response Total	Response Percent
Low Level of Need (little help/not necessary for meeting MT public school principals' needs)		5	4%
Medium Level of Need (helpful but not absolutely necessary for meeting MT public school principals' needs)		53	41%
High Level of Need (absolutely necessary for meeting MT public school principals' needs)		72	55%
Total Respondents		130	

Overall Survey Participant Comments, Criticisms, Suggestions and Questions

The final question in the survey invited participants to provide comments, criticisms, suggestions and questions. Those comments are set forth in Appendix D.

Summary

This chapter reported the statistical results of data collected from 268 principals, superintendents, and education law attorneys who responded to an on-line survey regarding their perceptions of the importance of school law and school continuing education to principals. Through the use of both narrative and data table descriptions, the chapter presented the results for the Part I Demographic Information, Part II Important Areas of School Law for Principals, and Part III Continuing Education for Principals sections' survey questions. Though too numerous to summarize, particular similarities

and distinct differences existed among the responses of attorneys, superintendents, principals, specific building level principals, and various enrollment ranges of both superintendents and principals. Further, similarities and differences of responses existed between and among particular questions within the survey. A discussion of the study's findings, including a summary of such similarities and differences, will be provided in Chapter Five.

CHAPTER FIVE

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter includes a summary and discussion of the findings and accompanying conclusions to those findings. The conclusions will have implications for school districts and their boards or staff members, school principals and superintendents, education law attorneys and other continuing education providers, graduate-level school law programs, school law textbook authors and companies, parents, and, last, but most importantly, students. The chapter ends with recommendations pertinent to all of the education stake-holders.

Summary and Discussion of Findings

The purpose of this study was to further explore the importance of school law knowledge to principals and the historical and current perspectives regarding how both graduate-level principal preparation programs and school law continuing education opportunities may or may not adequately address principals' needs for school law knowledge. The overarching research question for the study was "What areas of school law are perceived to be essential to a public school principal?" From the results of the survey of Montana public school superintendents, Montana public school principals, and Montana education law attorneys, what follows is a summary and discussion of particular demographic findings pertinent to the study as well as the summaries and discussions of the findings for the overarching question and related sub-questions.

Demographic Items of Significant Interest

Though most of the solicited demographic information was interesting and potentially useful, the following selected demographic results were of particular interest in analyzing the importance of school law areas and correspondingly appropriate continuing education for principals:

1. Sixty-eight percent of superintendent respondents obtained their highest degrees in-state, while almost 80% of principal respondents obtained their highest degrees in-state.
2. Principals averaged 9.4 years of principal experience, 10.6 years of administrative experience, and 22.9 years of education work experience.
3. The majority of principal and superintendent respondents attended principal preparation programs that required only one school law course.
4. Sixty-four percent of superintendent respondents and 49% of principal respondents have taken more than one college or university school law course.
5. Twenty-eight percent of principal respondents have attended one or no school law workshops, while only 7% of superintendent respondents have attended one or no school law workshops.

Research Question 1: Which areas of school law are essential for a public school principal to know?

Of the six school law domains, all participant groups and sub-groups indicated Exceptional Children as the most essential school law knowledge area for principals. This was closely followed by the Student Rights and Teacher/Employment Issues domains, though attorneys indicated Academic Issues as the third most essential school

law domain for principals. Of the 65 specific areas of school law, almost all groupings and sub-groupings indicated (student) Harassment, (staff) Dismissal Procedures, and Suspensions/Expulsions as the top 3 most essential school law areas for principals.

As previously mentioned in Chapter Two, Zahler (2001) conducted a somewhat similar study of North Carolina principals, superintendents, and school board attorneys in which he studied what principals should know about school law. Similar to this study, Zahler found the Exceptional Children domain to be most important for principals to know. Among the specific areas of school law he found most important to principals were also included Suspension and Expulsion of Students and Dismissal Procedures of Teachers. This study's findings regarding the importance of the special education law area to principals is also consistent with Bravenec (1998), Witt (2003), and others, as indicated in Chapter Two.

Research Question 2: In which school law areas do public school principals have an immediate need for knowledge?

Differences existed among the attorney, superintendent, and principal perspectives regarding whether principals have immediate need for continuing education regarding domains or specific areas of law. The majority of attorneys indicated Exceptional Children as the domain of most immediate need, but also included Academic Issues, Teacher/Employment Issues and Student Rights as immediate need domains. On the other hand, with little exception, school principal and superintendent responses did not indicate a strong need for immediate school law continuing education for principals where immediate was defined as within the next 12 months. Even so, their responses

indicated the domains of Teacher/Employment Issues and Student Rights as the highest ranking of the domain categories.

Regarding specific areas of school law for which continuing education is immediately needed for principals, the majority of superintendents and principals listed only six to eight areas as “immediate need.” For principals, there were no clear leading specific areas among the various groups and sub-groups. Dismissal Procedures (staff), Student Testing/NCLB, Harassment (students), Suspension and Expulsions were just a few of the many varied responses listed. As opposed to the 6 to 8 areas indicated by superintendents or principals, the majority of attorneys indicated 26 immediate need areas for school principals.

Research Question 3: Which school law areas are critical for inclusion in a graduate-level principal certification program’s required school law course?

Once again, differences existed among participant groups, this time regarding which were the most critical school law domains for a principal preparation program. Academic Issues was the most critical domain to the Overall, Middle School/Junior High, and High School Principal groupings. Student Rights were most critical to the Attorney and Superintendent groupings. Miscellaneous was the leading domain for Principal and Elementary Principal groupings.

However, with regard to specific areas of law critical for including in a principal preparation program, the area of Historical and Foundational Legal Knowledge of Schools was a clear leader among all groups. Immediately following, on an overall basis, the areas of Desegregation and Corporal Punishment were indicated as critical areas for inclusion in a principal preparation program.

Finally, there was general agreement among the majorities of the participant groups regarding which areas were critical to be included in a principal participant course; the majority of all superintendents and principals indicated all 65 areas were critical and the attorneys indicated 58 of 65 areas were critical for inclusion.

Research Question 4: Which settings of school law continuing education opportunities are most convenient and effective for principals?

In-district (live) training was both the most effective and convenient setting for principals according to all groups but one. The exception, Superintendents in Districts with 801-1200 Enrollment, indicated regional (live) workshops as most effective for principals. Additionally, attorneys also included regional (live) training as most effective. As an important side-note, all groups and sub-groups indicated additional graduate level coursework as the least convenient setting for principal continuing education.

Research Question 5: Which time increments of school law continuing education opportunities are most convenient and effective for principals?

For time increments, the occupational groupings had mixed opinions regarding which is the most effective and convenient time increment for principal continuing education. The full-day once during the school year time increment was the most convenient and effective from an Overall and Principal grouping standpoint. Attorneys, however, generally indicated either a half-day twice during the school year or a series of two-hour sessions during the school year as the most effective and convenient time increments. Finally, Superintendents joined the Principals and the Overall groupings in indicating the full-day once during the school year increment as most convenient, but

were split on which time increment is most effective for principals, though the full-day once during the summer was the time increment with the highest indicator percentage.

All principal district enrollment sub-groupings indicated the full-day once during the school year time increment as most effective and convenient for principals. Again, however, superintendents from different district enrollment sizes had varying responses for most effective and convenient time increments.

Research Question 6: Which sources of school law information and continuing education do principals most frequently use for general and immediate assistance?

For frequency of use of both general and immediate assistance use, the school administrator colleague, state statutes, and the school boards association were the most commonly indicated sources (generally in that order of usage). Principals and Attorneys overwhelmingly indicated the school administrator colleague as a principal's most frequently used source of assistance. Superintendents, however, indicated state statutes as the principal's most frequently used source. Attorneys, in addition to the school administrator colleague choice, indicated the school boards association as a frequently used principal source of school law information and continuing education.

Interestingly, the college or university source and the video-conferencing source were seen by most as the least frequently used source by principals for general or immediate assistance school law information and continuing education, likely a combined result of lack of video conferencing familiarity and video conferencing equipment access.

Research Question 7: Which are a principal's most preferred sources for school law information and continuing education?

Principals most preferred using a school administrator colleague for school law information and continuing education. This aligns with the findings of the Kallio and Valadez (2002) study where principal participants ranked other school administrators as their most highly used human source for school law information assistance. Superintendents and attorneys, on the other hand, generally believed a principal most prefers the school boards association for school law information and continuing education. Among almost all occupational groups, however, the school administrator colleague, state statutes and school boards association were most frequently indicated as the most preferred sources. Once again, video-conferencing and the college or university sources were the most commonly indicated “least preferred” source for principals for obtaining school law information and continuing education.

Research Question 8: What is the level of need for improved school law curriculum/content area alignment among the university system, state agencies, school board/administration organizations, and public/private school law attorneys?

Study participants were asked to indicate the level of need (high, medium, low) that exists for improving school law curriculum/content area alignment among the university system, state agencies, school board/administration organizations, and public/private school law attorneys. A “high” level of need was defined as “absolutely necessary” for meeting Montana public school principal’s needs. A “medium” level was defined as “helpful but not absolutely necessary” for meeting Montana public school principal’s needs. The “low” level was defined as “little help/not necessary” for meeting

such needs. Overall, 58% of the respondents indicated a high need: Attorneys 67%, Superintendents 62%, and Principals 55%. Further, 96% overall indicated a medium or high level of need for such school law program and curriculum content alignment. These findings further support Painter's contention for improving dialogue among those who provide and utilize school law in order to improve the design of school law delivery and content (2001).

Conclusions

Conclusions Regarding Selected Demographic Information

Enormous potential exists for enriching the school law education relationship between Montana public school administrators and the Montana Higher Education System. Given 80% of the principal respondents obtained their highest degrees in Montana, and assuming the trend continues, the Montana Higher Education System is in a critically important position to provide quality graduate level school law education to the vast majority of Montana public school principals in that it has access to the vast majority of the principal candidates. Further, while the majority of principal and superintendent respondents' principal preparation programs only required one school law course, a large number of superintendents (64%) and principals (49%) clearly indicated their additional interest in school law by taking more than one school law course. School administrators may very well be interested in expanded school law course options or increased school law subject integration into their existing required coursework.

Finally, in spite of this study's participants indicating the principals' interests in and need for school law education and information, 28% of principal respondents have attended 1 or no school law workshops. Given their average years of principal,

administrative and education experience, a concern exists regarding why so many principals have taken so few school law workshops. Similar concerns were raised in Kallio & Valadez (2002) and Valadez (2005), as previously indicated in Chapter Two. By the nature of their extremely busy and on-location job demands positions, principals (as opposed to superintendents) are less able to leave the school to attend professional development opportunities. Superintendents, on the other hand, usually have such flexibility. The Montana School Boards Association's state and regional school law workshop attendance provide a perfect illustration; few principals attend the sessions as compared to many superintendents. Even when superintendents pass along workshop handouts and information to their principals, second-hand information is not the same as first-hand in-service learning and involvement. Clearly, school districts, in particular superintendents, must proactively find the means to allow and encourage their principals to participate in more school law learning opportunities.

School Law Areas Important to Principals - Common Perspectives

Common perspectives exist among education law attorneys, superintendents, and principals regarding numerous aspects of the importance of particular school law domains and areas to principals. They all tend to agree the domain of Exceptional Children is most essential to principals. Further, most all (except the attorneys) indicated the Teacher/Employment Issues domain and Student Rights domain are nearly as essential as the Exceptional Children in importance. More specifically, most participants agreed the most essential school law areas for principals include (student) Harassment, Suspensions and Expulsions, and (staff) Dismissal Procedures (all three of which fall under the Student Rights and Teacher/Employment Domains).

For those areas of school law that are critical for a principal preparation program, groups generally agreed that Historical and Foundational Legal Knowledge of Schools, Desegregation, and Corporal Punishment are most critical. And, somewhat surprisingly (and quite forbiddingly for principal preparation programs), the majority within each of the groups overwhelmingly felt that almost all or all 65 specific areas are critical for including in the principal preparation program, leading one to believe that participants expect the principal preparation program to provide a broad base of school law understanding to its students.

Finally, looking at the other end of the importance spectrum, the groups generally agreed with particular areas of least importance: Desegregation was the least important school law area; Historical and Foundational Legal Knowledge of Schools and Desegregation were the least in immediate need for continuing education; and Dismissal Procedures was generally the least critical school law area to include in a principal preparation program.

School Law Areas Important to Principals – Different Perspectives

Differences nevertheless existed between participant group perspectives in certain areas of school law importance. The participant groups disagreed whether principals needed immediate school law continuing education; attorneys indicated it was needed, and the principals and superintendents indicated it was not needed. Attorneys indicated four of the six school law domains as immediate need areas for principals, while the majority of superintendents and principals did not indicate any consistent domain as an immediate need. Principals, superintendents and attorneys indicated different specific

individual areas as immediate need areas. Further, principals and superintendents listed fewer than 10 areas while attorneys listed 26 specific areas for immediate need.

Conclusions Regarding the Importance of School Law

The participants' prioritizations of essential areas of law are not surprising. The Exceptional Children domain and the areas of student suspension/expulsion, student harassment, and staff dismissal procedures involve some of the most contentious, personal, and passionate involvement of education-related parties and issues: special education (which has strong federal rights-backed advocacy), employees and their livelihoods (with strong union representation), and student discipline (with increasingly vocal parent involvement). The issues may or may not result in U.S. Supreme Court or even state district court cases that would be featured by school law text. However, of all of the spot-fires principals are required to handle, these are frequently the most potentially volatile and challenging to handle, with persistently larger political, and sometimes financial, stakes at risk for the principals and their districts than many other issues.

A distinct difference obviously lies between those areas of law perceived as most essential to a school principal and those viewed as most critical for inclusion in a principal preparation program. Such a difference, at the very least, evidences a need for clarification regarding the participants' expectations for what is the primary role of the principal preparation program's school law course and curriculum in the school law education spectrum. Certainly, that participants would indicate all 65 specific areas as critical to include in principal preparation coursework emphasizes their belief of the importance of school law and strongly suggests an expectation of broad-based school law

topic instruction for principals. Further, it could be that their highest-ranked subject areas for inclusion in the principal preparation program illustrates less of what is most essential in the areas of school law (as shown by the survey results) and more of what they are likely used to receiving and often appreciate in a principal preparation program. A basic historical and foundational knowledge and awareness of law is vital for principal success, but such a historical foundation, when strategically taught, can also incorporate those school law areas indicated as most essential to principals. Further, contrary to the participants' responses indicating all or nearly all 65 areas should be included in principal preparation coursework, current principal preparation courses cannot possibly cover all of those areas. Again, programs need to use finesse in providing the school law historical and foundational basics while at the same time applying such basic knowledge to the most essential and currently in-demand school law issues.

Those areas indicated as “least important” by participants are somewhat predictable. Montana’s relatively low-minority population doesn’t eliminate the need to understand and appreciate the desegregation issue, but it certainly severely reduces the priority of the issue as it pertains to Montana public schools and principals. Further, while it would likely be helpful to upcoming principals to include employee dismissal procedures in a school law course curriculum, the education law attorneys regularly provide in-service opportunities specific to employee dismissal law and procedures; principals and superintendents know this and thus rely on school law continuing education for the most current laws and procedures. Finally, once principals obtain the historical and foundational school law instruction in their required coursework, it is unlikely they desire further review of it in continuing education sessions, especially if it

comes at the expense of their being away from their demanding school environments. Just as school law course professors can integrate current issues into the basic/foundational teachings, education law attorneys can integrate the basics into their current-event school law continuing education offerings.

The difference between attorney and school administrator perceptions regarding immediate school law continuing education needs for principals is not surprising, but nevertheless important. From an attorney perspective and thus knowing the specifics of law and the full potential implications of making poor or wrong school-law related decisions, it makes perfect sense an education law attorney would perceive a greater need for immediate continuing education for principals. However, school administrators, who rarely have a law background, do not have such an in-depth knowledge or as keen of sense for the legal implications in their decision-making. Nevertheless, unlike attorneys, principals and superintendents do understand all the other competing demands for their time and thus likely prioritize other demands of their jobs over the need for immediate continuing education – out of ignorance of the law but out of full understanding of their other obligations. It thus becomes imperative that the education law attorney and the superintendent (as the principal’s supervisor and school district representative) communicate fully and clearly to each other to assist each other in understanding the other’s viewpoints, priorities, and consequences of action or inaction when it comes to immediate continuing education for principals.

Continuing Education for Principals – Common Perspectives

For almost all groupings and sub-groupings, in-district (live) training was considered both the most effective and most convenient setting for principal school law

continuing education. Regional (live) training appeared a next-best choice. Graduate level coursework was the least convenient setting for principals' school law continuing education.

For the most convenient and effective time increments for principal continuing education, principal groups and sub-groups all agreed on the full-day once during the school year time increment. Superintendents agreed with the principals regarding the full-day's convenience.

Continuing Education for Principals – Different Perspectives

While principals may have largely agreed on the most convenient and effective time increments for continuing education, attorneys and superintendents (as well as superintendent district size sub-groupings) varied in their perspectives, and had no clear leaders, though attorneys especially leaned toward half-days twice a school year or a series of two-hour sessions during the school year as the most effective time increment.

Sources of School Law Information and Continuing Education for Principals – Most Highly Preferred and Used – Common Perspectives

Attorneys, superintendents, and principals all generally agreed that the most highly preferred and used sources for school law, whether for general or immediate assistance use, included a school administrator colleague, state statutes, or the school boards association. Principal sub-groups largely agreed that the school administrator colleague was the most highly preferred and used source. Groups further agreed that the least highly preferred and used sources were the college/university source and the video-conferencing source.

Sources of School Law Information and Continuing Education for Principals – Most Highly Preferred and Used – Different Perspectives

Though the attorneys, superintendents, and principals may have largely agreed on their top three most highly preferred sources for school law information and continuing education, they disagreed on which of the top three sources was most preferred and used. Principals favored the school administrator colleague source. Attorneys and superintendents generally favored the school boards association as a top school law information source for principals.

Conclusions Regarding School Law Information and Continuing Education for Principals

As a result of their responsibilities and dynamic work loads, public school principals operate, out of necessity, on a tertiary care basis. Time is precious for them. Their responses regarding the most preferred and highly used sources of school law information and continuing education reflect their situation. For better or worse, they utilize and prefer a fellow administrator (most likely their superintendent) most frequently for “quick” school law answers. They prefer continuing education opportunities that are provided in-house and in one single day rather than elsewhere and in multiple days. While regional workshops and calls to the school boards association attorney might be indicated next in preference, most regional workshops take the principal away from school and calls to the school boards association are most often made, at the preference of the superintendent and the school boards association, by the superintendent. Their evidently frequent use of a statute book underscores the need for training in statute book usage early in their profession.

Providing school law continuing education to principals is a tricky process and easier said than done. Too many people in a workshop can result in frustrating side-tracks into other principals' or districts' issues that are not critical to every principal and a seemingly potential waste of time. Too few people in the workshop results the inability to better share the costs of the workshop between attendees or districts. However, an in-person education law attorney can provide invaluable assistance and immediate response to a public school principal. Ideal to a district and a principal is a method and means of continuing education that is low in cost but high in one-on-one time with the education law attorney. To that end, a school law workshop that perhaps includes only a few principals from neighboring districts or within a district would provide both reduced costs and more intensive instruction and discussion. Or, to further reduce costs, if districts can make the technological "leap" to interactive video-conferencing with the education law attorney, this might save attorney travel costs and principal time, and similarly best meet the principals' needs. Further, principals' time off during the summer is precious to the majority of them. Thus, scheduling such workshops during the school year in or close to their facility would likely best meet their scheduling demands and needs.

Conclusions Regarding School Law Course and Continuing Education Curriculum and

Methodology

Ninety-six percent of all groups combined indicated a medium or high level of need for school law curriculum and content alignment between school law information and education providers, of which 58% indicated the need as absolutely necessary for meeting Montana public school principals' needs. It is extremely clear that school law curriculum and content alignment is needed among the school-law information and

education providers (university system, state agencies, school board/administration organizations, and public/private school law attorneys). What is not clear is why a more concerted and combined effort for such alignment has not occurred between the respective stakeholders. Likely, each stakeholder is focused on making improvements within his or her own specific arena rather than analyzing the overall concept regarding school law education for principals. What is needed is for one or more of the stakeholders to instigate a “meeting of the minds” opportunity where school law professors, education law attorneys, school administration and school boards association representatives, Office of Public Instruction school law representatives, and State Bar of Montana School Law section representatives will initiate discussion regarding an understanding of roles, a review of the entire school law education continuum process, and action toward improving the school law education curriculum and instruction process.

Synopsis

This study sought the perspectives of education law attorneys, public school superintendents, and public school principals regarding the overarching question of which areas of school law are most essential to for a public school principal, as well as numerous sub-questions regarding school law areas, school law continuing education and information for principals, and school law curriculum/content alignment. The study answered, in part, the overarching question. Study participants agreed the school law domain of Exceptional Children is the most essential school law domain for principals to know. Further, the majority of participants indicated Student Harassment, Staff

Dismissal Procedures, and Suspensions/Expulsions as the most essential specific school law school areas for principals to know.

The study's demographic findings revealed school law as an area of strong interest to school administrators, though it is apparent that principals may need improved opportunities and encouragement to participate in additional school law continuing education sessions. The study also found, akin to studies done in other states, the majority of Montana's public school principals and superintendents were required to take only one school law course as part of their principal preparation program, though the interest exists and has been pursued by many for further school law coursework..

As this chapter has outlined, the remaining sub-question participant answers often had similarities, but also contained many differences between groups and sub-groups. Attorneys see a much higher need for immediate principal continuing education than do principals and superintendents. Attorneys, superintendents, and principals have differences of opinion regarding what principals most often use and prefer for sources of school law information. Further review of the findings reveals innumerable differences and similarities, depending on the question and the participant groupings.

Though perhaps most simple, it is not appropriate to conclude that where differences exist between participant responses and trends, the Principal participant responses must take precedence over the others. Similarly, no one particular district enrollment size should necessarily take precedence over the others in their preferences or needs. Rather, each particular topic of the study and its corresponding responses demand attention by all groups in order to facilitate improvement in school law education that will be, in the long term, beneficial to all concerned.

The participant responses and cumulative data should serve as a useful and critical jump-start for communication among school law attorneys, university principal preparation programs, state school agencies and school administration/district organizations, school principals and school superintendents in their effort to address what this study has revealed as a much-needed and much-desired improvement to the school law education process for principals. If the only action that occurs from this study involves a superintendent sitting down with his/her principals to listen to and discuss what the principals' school law needs are and how they can best be addressed, then a worthwhile start will have been made!

Recommendations for Future Practice

This study is the proverbial "tip of the iceberg" for investigating and hopefully improving school law education and continuing education opportunities for school principals and other school administrators. The results of this survey provide a wealth of information for analysis, but serve only as an initial opportunity for school law education providers and users to work together in creating a safer, more knowledgeable educational and working environment for schools' students, staffs, administrators, and communities. The following are recommendations for possible further action toward the goal of school law education improvement for all educational stakeholders.

1. Representatives of school law education providers (education law attorneys and university professors), school superintendents, and school principals should meet as a committee to review the findings of this study and carefully review their perspectives regarding important school law areas and methods means of providing school law education. Thereafter, the committee should come to

agreement regarding a combined “best approach” for meeting school principals’ school law education and information needs.

2. Using the results of this study as a starting point of discussion, universities, state education agencies, school board and school administration associations, school district superintendents and principals, the state bar association, and other school law education and information providers should initiate and maintain a process by which, working together, they can analyze the current and future school law curriculum content and delivery for school administrators and make such ongoing adjustments to it as will best serve the needs of school law administrators. Given today’s rapidly changing areas of essential school law, through either the School Administrators of Montana or the Montana School Boards Association, a survey should be conducted at least every three years to maintain a current understanding of principals’ current school law needs.
3. The Office of Public Instruction, Montana University System, and education law attorneys should, in light of the findings, evaluate and make appropriate adjustments to their respective certification requirements, course content and instruction, and continuing education content, methods, and means. In particular, the Office of Public Instruction should include a certain amount of school law continuing education as part of a principal’s ongoing recertification/renewal requirements.
4. Given this study’s findings regarding the perceived importance of school law as it relates to exceptional children, the state should require principal candidates to take, beyond the current school law requirement, a specified number of in-service

hours dedicated to the exceptional children law domain. One option might be to dedicate a certain portion of the required certification renewal credits to school law in-servicing.

5. Additionally, the Montana University System's principal preparation programs should investigate additional coursework emphasis pertaining to the school law domain of Exceptional Children.
6. The education law attorneys, Montana University System principal preparation program, school superintendent and school principal organizations should analyze why such a difference exists in the study's results among which areas of law are essential to school principals to know and which areas of law are critical for including in a principal preparation program. Thereafter, the groups should work to better understand the principals' school law needs priorities and expectations and align the school law education course/continuing education curriculum in a fashion most appropriate for meeting principals' needs.
7. The Montana University System, in conjunction with the school administrator organization, should annually conduct a follow-up survey of first year principals to further evaluate the school law course content as it relates to preparing them for their principal positions.
8. School law continuing education providers and school superintendents should endeavor to work together to facilitate the offering of full-day, in-district school law workshops, or other appropriate alternatives, given the results of this survey and the principals' firm indication that a full day in-district (live) school law workshop best meets their continuing education needs.

9. School law education providers and school administration organizations should work together in evaluating which methods of school law in-service are currently and potentially more available for use for providing principal school law in-servicing. A starting point might be to survey principals to determine what other means and methods of providing school law continuing education and information could be more effectively and conveniently utilized by principals to access school law education and information services than what is currently offered.
10. State certification agencies and universities should investigate the possibility of increasing school law course offerings or requirements for teachers and administrators, especially given the enormous number of school law areas indicated as critical for inclusion in principal preparation programs. Perhaps school law professors and school law attorneys could combine to host one-day or weekend seminars for both school principals and principal preparation program students on areas of law identified as essential needs for principals.
11. Universities and school law attorneys should investigate the possibility of offering a multi-day summer school law symposium for school administrators.
12. The state's school law attorneys and university school law professors should work together to maintain current understandings of school law cases, information, and school district needs, perhaps hosting annual sessions to educate each other from their various instructor perspectives and areas of expertise, as well as discussing what each may provide for all involved entities by means of improved school law education offerings and opportunities.

Recommendations for Future Research

As a result of this study, further research should be conducted regarding certain aspects of school law knowledge and importance for principals, including, but not limited to, determining the most appropriate access to, means and methods of providing, and content of school law education for principals. No different than this particular study's survey, such research should be updated on a regular basis in order to stay abreast of the most current needs and challenges facing school law education providers and consumers.

1. A study should be conducted to determine the current reasons principals are not attending more school law workshops and what changes could be made to improve their chances of attending school law workshops.
2. Given participants indicated a large difference between which they believe are the most essential areas of school law for principals and which they believe are the most critical areas for inclusion in a principal preparation school law course, research should be conducted to determine why such a difference exists.
3. A study should be conducted to determine the current level of school law knowledge of principals and superintendents in Montana, especially given that the majority of principals most frequently rely on and prefer school administrator colleagues for school law information and advice. The results could thereafter be compared to this study and utilized in the school law course and continuing education curriculum upgrades previously recommended.
4. A study should be conducted regarding what school law areas and domains are currently being taught within the Montana university system's principal program school law courses and any other courses relating to school law, then compared to

what this study has indicated as most essential needs for principals and most critical areas for inclusion within a principal preparation program.

5. A qualitative study should be conducted of the Montana university system to determine whether its principal preparation program requirements and offerings can or could potentially accommodate the lengthy list of school law areas which attorneys, superintendents and principals have indicated as critical for inclusion in a principal preparation program's school law course.
6. A study should be considered regarding whether current principal preparation school law course textbooks provide a content and format which meets the currently researched needs of public school principals.

Endnote

The following are just a very few of the many anonymous but insightful comments from the study:

“Principals are ill-equipped to deal with the constant barrage of legal issues involving school education. There should be more in-services and on-line information available.”

“One should not have to be a lawyer to read, understand and apply the principles of law as it applies to education. If I had wanted to be a lawyer instead of an educator, I would have gone to law school.”

“A good foundation in school law is essential to the success of any administrator in the state of Montana. This should be the strongest area of emphasis for any aspiring administrator.”

All of the aforementioned comments are justifiable and understandable to the public school principal. Yet, like it or not, the area of law is becoming increasingly prevalent in the field of education. Like it or not, those who enter into the field must be prepared to know and work with “the law” if they are to succeed. And, like it or not, as education advocates we have a responsibility to respond to the need for improved school law education preparation for our public school principals. It is critical that we work together to see what we can accomplish in that regard.

APPENDIX A
SURVEY LETTERS

Introductory Letter via School Administrators of Montana

From: Julie Sykes [mailto:samjs@sammt.org]
Sent: Monday, February 26, 2007 9:45 AM
To: (Montana Public Superintendents and Principals)
Subject: Member needs assistance

MT superintendents and principals –

Thank you in advance for considering taking the following school law survey. As you'll see from the intro letter, I'm sincerely hoping to provide a quality tool for our school districts, MTSBA, SAM, the MT University System and various others for helping stay current on what our administrative needs are for school law instruction and in-service. I quite respect that you have busy schedules. However, I'm hoping you can spare about 20 minutes or so toward this long term investment for helping our "providers" in their efforts to offer the most needed school law topic training. With luck, the tool can be updated and modified to serve us for years to come.

When I get the results back and complete the analysis, I'll be sure to give SAM the results so they can be shipped out to you. Should be interesting!

Best wishes from Lolo SD and please feel free to give me a call or e-mail if you have any questions . . . 273-0451 or 240-7828 (cell) bonzo@bresnan.net or mikem@lolo.k12.mt.us
Mike Magone, Lolo School Superintendent

February 26, 2007

Dear Montana Public School Superintendents, Montana Public School Principals, and Montana School Law Attorneys:

My name is Michael Magone and I am conducting a research study entitled Analysis of School Law Knowledge Needs for Montana Public School Principals as part of my University of Montana School of Education/Educational Leadership doctoral dissertation. I am requesting your assistance in an on-line survey designed to obtain your opinions concerning the importance of school law issues. The survey's results will be helpful in updating school law course/workshop content as well as improving school law continuing education opportunities for principals.

The study's results will be shared with the Montana University System's Schools of Education, the Montana School Boards Association, the School Administrators of Montana, the Office of Public Instruction, and those school law attorneys who participated in the study. The results of the study will not only add to the state and national knowledge regarding school law education for school administrators, but perhaps more importantly assist Montana school law-related institutes and organizations in updating their school law course/workshop contents and approaches.

Your participation in this study is purely voluntary. You may refuse to take part in or you may withdraw from the study at any time or for any reason. However, your participation is important in order to obtain results both representative and useful to

improving school law educational opportunities for Montana public school principals (and quite likely other administrators).

Additionally, should you choose to participate in this study, your responses will be strictly confidential. Your individual privacy and confidentiality is maintained via the survey instrument software (Select Survey) and survey design. Further, any confidential records will be kept private and not released without your consent except as required by law.

All superintendents and principals who are active members of the School Administrators of Montana are receiving this survey. Additionally, the survey is being sent to school law attorneys who are regularly practicing in the area of school law and who have provided or provide continuing education assistance to Montana school districts and their school boards or administrators. Thank you to OPI, School Administrators of Montana, and the Montana School Boards Association for their assistance in identifying these individuals.

The web based survey takes approximately 20 minutes to complete. It is divided into three sections: a demographic section, a section specific to areas of school law, and finally a section regarding methods and means of providing school law continuing education to principals.

Should you have any questions regarding the survey itself or the purpose of the survey, feel free to contact me at (406) 273-0451 (work) or (406) 240-7828 (cell) or e-mail me at bonzo@bresnan.net. You may also contact the dissertation committee chair, Dean Roberta Evans, University of Montana, School of Education at (406) 243-2914 or e-mail her at RobertaD.Evans@mso.umt.edu.

To complete the survey, please click on the following web-site and follow the instructions:

<http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495MG>

Feel free to contact me should you have any difficulties. Please complete the survey by no later than by Monday, March 5, 2007. A copy of the results may be requested via email at bonzo@bresnan.net.

Again, thank you in advance for your assistance. Your willingness to provide information will be helpful for improving school law educational opportunities for public school principals.

Sincerely,

Michael Magone, J.D.

Lolo School District Superintendent
U of M Educational Leadership Doctoral Program Student

Julie Sykes
Associate Director
School Administrators of Montana
1134 Butte Avenue
Helena, MT 59601
406-442-2510
406-442-2518 Fax
<http://www.sammt.org>
SAM...Educational leaders, advocates for youth

Reminder Letter from School Administrators of Montana

From: Julie Sykes [mailto:samjs@sammt.org]
Sent: Wednesday, February 28, 2007 11:08 AM
To: Montana Public School Superintendents and Principals
Subject: Urgent on-line school law needs survey

SAM principal and superintendent members,
Please note Mike Magone's urgent request below asking you to complete his on-line survey with respect to school law needs. Many of you have let me know that this is a very big need for professional development and training. This survey will yield invaluable data to help us meet those needs!

@Darrell

Dear SAM Principals and Superintendents,

I am urgently requesting your assistance for your completion of the recently distributed (on-line) school law needs survey that was originally sent out on Monday, February 26th. As of Tuesday, February 27th there were 85 responses out of a total of 590 possible respondents (all principals and superintendents, but not to include assistant or vice principals). We need to obtain approximately 400 responses (2/3) for the survey to carry best "quality" weight in its results and subsequent recommendations. PLEASE complete the survey within the next week.

To complete the survey, please click on the following web-site and follow the instructions:

<http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495>
[MG](#)

THANK YOU for your assistance and please feel free to contact me if you have any questions. We very hopeful that we can use these results so that all of our Montana school administrators benefit in school law education and training!

Mike Magone
Superintendent, Lolo Public School
406-273-0451
bonzo@bresnan.net

Julie Sykes
Associate Director

School Administrators of Montana
1134 Butte Avenue
Helena, MT 59601
406-442-2510
406-442-2518 Fax
<http://www.sammt.org>
SAM...Educational leaders, advocates for youth

Reminder Letter from Michael Magone via School Administrators of Montana

From: montana-masslist-bounces@sft-tech.com [mailto:montana-masslist-bounces@sft-tech.com] On Behalf Of Darrell Rud
Sent: Sunday, March 04, 2007 4:46 PM
To: MASS List Serve; MASSP List; MAEMSP List
Subject: [MASS LISTSERV] Member Request: Please complete the school lawsurvey described below.

Dear SAM Principals and Superintendents,

A tremendous THANK YOU to all of you who have volunteered and completed the school law needs survey. As of Saturday, March 3, we had just under 200 respondents from the approximately 590 Montana superintendent and principal population (the principals are just barely leading the superintendents in responses)! With the goal of at least 400 respondents (200 more to go) I would like to strongly encourage any and all of you who haven't yet taken the survey to please give it a try if you can find the time. I am extending the deadline for the survey completion until the end of Friday, March 9th.

To those of you who are still in the process of taking it or who have not yet taken the survey - I was just informed by the U of M tech person that you can leave the survey mid-way and return to it again just by logging back in. Thus, if you get interrupted, don't worry about having to start all over again. You can log off and log back on later if need be. The survey takes approximately 20 minutes or so total.

To complete the survey, please click on the following web-site and follow the instructions:

[http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495MG:](http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495MG)
<<http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495MG>>

Again, THANK YOU for your assistance. Feel free to contact me if you have any questions!

Mike Magone, JD
Lolo SD Superintendent
UM Educational Leadership Doctoral Program Student
406 240 7828 (cell)
406 273 0451 (work)

bonzo@bresnan.net (home)

mikem@lolo.k12.mt.us (work)

Reminder Letter from Montana School Boards Association

From: Lance Melton [mailto:lmelton@mtsba.org]
Sent: Sunday, March 04, 2007 1:46 PM
To: MTSBA's Discussion List
Subject: [mtsba_discussion_list] FW: request for assistance
Importance: High

Please see the message below from Lolo Superintendent Mike Magone. This is a very useful survey and the data will help MTSBA and others ensure that our school law presentations are relevant and coordinated with the topics covered in the principal preparation programs. If you are a superintendent or principal and have not yet participated in the survey, please consider doing so. I have completed the survey myself, and it does not take much time.

Thanks

Lance L. Melton
Executive Director
Montana School Boards Association
(406) 442-2180
(406) 442-2194 (Fax)
(406) 439-2180 (Cell)

From: bonzo [mailto:bonzo@bresnan.net]
Sent: Sun 3/4/2007 1:40 PM
To: Lance Melton
Subject: request for assistance

Dear Lance -

As you know, for my doctoral dissertation I am currently conducting an on-line school law needs survey which surveys Montana's public school principals and superintendents, as well as school law attorneys, regarding what they believe are principals' needs for school law in-service and education. The survey started last Monday. Of the approximately 590 school superintendents and principals on the SAM database, I've had a good turnout so far of almost 200 responses. However, in an effort to try to increase that response rate further (I'm hoping for 400 responses), I am wondering if it would be possible for MTSBA to send out an e-mail to its members, encouraging their superintendents and principals to complete the survey if they have time. It takes approximately 20 minutes and will hopefully be of great assistance to administrators, districts, school law attorneys and universities in helping out the school law education process. I have extended the deadline to the end of Friday, March 9th (this coming Friday).

I am attaching the initial cover letter to the survey. Additionally, the link to survey is as follows:

<http://www.umt.edu/ss/TakeSurvey.asp?SurveyID=3M0975KJ495MG>

Thanks VERY much for you assistance!

Sincerely,

Michael Magone, Superintendent
Lolo School District

You are currently subscribed to mtsba_discussion_list as:
mikem@lolo.k12.mt.us.
To unsubscribe please use our unsubscribe form at
http://www.mtsba.org/newsite/e-mail_manage.htm

Thank You Letter via School Administrators of Montana

DATE: June 4, 2007
TO: Montana Public School Principals
Montana Public School Superintendents
Montana School Law Attorneys
FROM: Michael Magone, Lolo School District Superintendent
RE: Dissertation Survey Thank You

Colleagues and Friends:

I cannot thank all of you enough for your incredible willingness to respond to my school law survey this past spring! The dissertation is now concluded and I will be hoping to share the full results of it with you through the School Administrators of Montana, Montana School Board Association, and/or University of Montana venues.

The final survey response from you was as follows:

Out of 595 total possible (239 superintendents, 347 principals, 9 school law attorneys), I had 268 responses – more than enough for a sufficient sample size! Of the respondents, 46% of the superintendents responded, 44% of the principals and 67% of the school law attorneys.

The results are interesting and helpful! I'll be working with the SAM, MTSBA, the UofM and likely the State Bar of Montana to disseminate and explain the specific results, as well as to hopefully utilize the results to your benefit in the near future. From a general standpoint, you all overwhelmingly indicated the need for improved continuity of school law education for principals and collaboration among the school law information providers.

Again, thank you VERY much for all your time and effort. Have a great summer and I look forward to seeing you in the Fall!

APPENDIX B
SCHOOL LAW SURVEY

SCHOOL LAW NEEDS SURVEY 2007

SCHOOL LAW SURVEY 2007 - Part I: Demographics

Please complete the information below. The full survey consists of three parts: Demographics, Important Areas of School Law, and School Law Continuing Education for Principals. When you have finished the entire survey, please click on "complete." Don't mind if your survey skips page numbers - some pages and questions are job-specific and not applicable to all survey-takers. Also, the asterisks you might see merely note that responses are required. Thank you!

1. Select the position in which you are currently and primarily employed. If you serve as both superintendent and principal, please select only one (preferably the primary role).*

- Principal
- Superintendent
- Attorney

-
2. Gender:*

- Male
- Female

SCHOOL LAW SURVEY 2007 - Part I: Demographics

Attorney Demographics (for attorneys to complete)

-
3. Years of attorney practice:*

- 1-5 years
- 6-10 years
- more than 10 years

4. Years of school law-related practice:*

- 1-5 years
- 6-10 years
- more than 10 years

5. Your attorney position:*

- Public organization or state agency attorney
- Private practice attorney
- Other

SCHOOL LAW SURVEY 2007 - Part I: Demographics

Principal Demographics (for principals to complete)

6. Age range:*

- Under 30
- 31-40
- 41-50
- 51-60
- 61 or older

7. My HIGHEST completed educational degree is:*

- Bachelors
- Masters
- PhD/Ed D
- JD
- Other

8. Location where I obtained my highest degree:*

- In-state
- Out-of-state

9. Present position:*

- Elementary Principal
- Middle School or Junior High School Principal
- Secondary (High School) Principal

10. School district enrollment:*

- Under 400
- 401-800
- 801-1200
- Over 1200

11. Your school's enrollment:*

- Under 100
- 101-200
- 201-300
- 301-400
- 401-500
- Over 500

12. Total years you have been a principal:*

13. Total years you have been in school administration:*

14. Total years you have been in education:*

15. Number of graduate level school law courses you were required to take in your principal certification program:*

- 0
- 1
- 2
- 3+

16. Number of college/university level school law courses you have actually taken:*

- 0
- 1
- 2
- 3+

17. Number of school law workshops you have taken:*

- 0
- 1
- 2
- 3+

SCHOOL LAW SURVEY 2007 - Part I: Demographics

Superintendent Demographics (for superintendents to complete)

18. Age range:*

- Under 30
 - 31-40
 - 41-50
 - 51-60
 - 61 or older
-

19. My HIGHEST completed educational degree is:*

- Bachelors
 - Masters
 - PhD/Ed D
 - JD
 - Other
-

20. Location where I obtained my highest degree:*

- In-state
 - Out-of-state
-

21. Present position:*

- K-8 Superintendent
- 9-12 Superintendent
- K-12 Superintendent
- County Superintendent

22. Total enrollment of district/s you serve:*

- Under 400
- 401-800
- 801-1200
- ~ 1200

23. Total years you have been in school administration:*

24. Total years you have been in education:*

25. Number of graduate level school law courses you were required to take in your principal certification program:*

- 0
- 1
- 2
- ~

26. Number of college/university level school law courses you have actually taken:*

- 0
- 1
- 2
- ~

27. Number of school law workshops you have taken:*

- 0
- 1
- 2
- 3+

Survey Part II: Important Areas of School Law

Directions for Principals, Superintendents and School Law Attorneys: Survey Part II asks for YOUR perceptions regarding areas of school law IMPORTANT FOR A PRINCIPAL, i.e. what a principal needs, uses, etc.

SURVEY PART II TERMINOLOGY/DIRECTIONS:

Rate the specific school law topics by the following:

- a. OVERALL IMPORTANCE TO MONTANA PUBLIC SCHOOL PRINCIPALS: Mark either ESSENTIAL, IMPORTANT, or NOT IMPORTANT.
- b. A PRINCIPAL'S IMMEDIATE NEED FOR CONTINUING EDUCATION in the listed areas of school law. Indicate whether you think principals have an IMMEDIATE NEED for continuing education in that particular school law topic. IMMEDIATE = needed within the next 12 months.
- c. CRITICAL OR NON-CRITICAL IMPORTANCE FOR BEING TAUGHT IN A GRADUATE LEVEL PRINCIPAL PREPARATION REQUIRED SCHOOL LAW COURSE. Recognizing that a school administrator's required graduate level school law coursework may only be one semester in length, please indicate whether the topic is CRITICAL for inclusion in a required introductory school law course. CRITICAL = ABSOLUTELY NECESSARY TO A PUBLIC SCHOOL PRINCIPAL FOR A SCHOOL'S OPERATION.

Survey Part II: Domain I - Student Rights

28. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not important
Search and Seizure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freedom of Speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporal Punishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspensions/Expulsions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with Infectious Disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FERPA/Privacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extra-Curricular Participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress Codes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation program school law course. You may check one or the other, both, or neither, depending on your viewpoint.
 "IMMEDIATELY NEEDED" = needed within the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principal?	Critical for principal prep program?
Search and Seizure	<input type="checkbox"/>	<input type="checkbox"/>
Freedom of Speech	<input type="checkbox"/>	<input type="checkbox"/>
Corporal Punishment	<input type="checkbox"/>	<input type="checkbox"/>
Suspensions/Expulsions	<input type="checkbox"/>	<input type="checkbox"/>
Drug Testing	<input type="checkbox"/>	<input type="checkbox"/>
Students with Infectious Disease	<input type="checkbox"/>	<input type="checkbox"/>
Harassment	<input type="checkbox"/>	<input type="checkbox"/>
FERPA/Privacy	<input type="checkbox"/>	<input type="checkbox"/>
Extra-Curricular Participation	<input type="checkbox"/>	<input type="checkbox"/>
Dress Codes	<input type="checkbox"/>	<input type="checkbox"/>

Survey Part II: Domain II - Teacher and Employment Issues

30. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not Important
Equal Employment Opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug Testing/Background Checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leave Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Privacy or Other Constitutional Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Malpractice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role of School Resource Officer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collective Bargaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation school law course. You may check one or the other, both or neither, depending on your viewpoint:
 "IMMEDIATELY NEEDED" = needed within the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principal?	Critical for principal prep program?
Equal Employment Opportunity	<input type="checkbox"/>	<input type="checkbox"/>
Drug Testing/Background Checks	<input type="checkbox"/>	<input type="checkbox"/>
Dismissal Procedures	<input type="checkbox"/>	<input type="checkbox"/>
Sexual Harassment	<input type="checkbox"/>	<input type="checkbox"/>
Leave Issues	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Privacy or Other Constitutional Rights	<input type="checkbox"/>	<input type="checkbox"/>
Educational Malpractice	<input type="checkbox"/>	<input type="checkbox"/>
Role of School Resource Officer	<input type="checkbox"/>	<input type="checkbox"/>
Employment Contracts	<input type="checkbox"/>	<input type="checkbox"/>
Collective Bargaining	<input type="checkbox"/>	<input type="checkbox"/>

Survey Part II: Domain III - Miscellaneous

32. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not important
Historical/Foundational Legal Knowledge of Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal Research/Case Study Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church and State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet/Computer Usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 1983 (Federal Tort- Constitutional Rts) Actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Due Process for Students or Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desegregation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Property and Buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home or Private School Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residency Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Sanctions for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reporting Child Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Access to School Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open Meeting/Public Records Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation program school law course. You may check one or the other, both or neither, depending on your viewpoint:
 "IMMEDIATELY NEEDED" = needed with the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principal?	Critical for principal prep program?
Historical/Foundational Legal Knowledge of Schools	<input type="checkbox"/>	<input type="checkbox"/>
Legal Research/Case Study Skills	<input type="checkbox"/>	<input type="checkbox"/>
Church and State	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Accountability	<input type="checkbox"/>	<input type="checkbox"/>
School Finance	<input type="checkbox"/>	<input type="checkbox"/>
School Violence	<input type="checkbox"/>	<input type="checkbox"/>
Internet/Computer Usage	<input type="checkbox"/>	<input type="checkbox"/>
Section 1983 (Federal Tort-Constitutional Rts) Action	<input type="checkbox"/>	<input type="checkbox"/>
Due Process for Students or Staff	<input type="checkbox"/>	<input type="checkbox"/>
Desegregation	<input type="checkbox"/>	<input type="checkbox"/>
School Property and Buildings	<input type="checkbox"/>	<input type="checkbox"/>
Home or Private School Issues	<input type="checkbox"/>	<input type="checkbox"/>
Residency Requirements	<input type="checkbox"/>	<input type="checkbox"/>
School Fees	<input type="checkbox"/>	<input type="checkbox"/>
Academic Sanctions for Students	<input type="checkbox"/>	<input type="checkbox"/>
Reporting Child Abuse	<input type="checkbox"/>	<input type="checkbox"/>
Public Access to School Facilities	<input type="checkbox"/>	<input type="checkbox"/>
Open Meeting/Public Records Law	<input type="checkbox"/>	<input type="checkbox"/>

Survey Part II: Domain IV - Academic Issues

34. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not Important
Student Testing/NCLB	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grading/Promotion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Education of ESL Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Copyright Law	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Textbook Selection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Compulsory School Attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Censorship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Graduation Requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

35. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation program school law course. You may check one or the other, both or neither, depending on your viewpoint:
 "IMMEDIATELY NEEDED" = needed within the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principal?	Critical for principal prep program?
Student Testing/NCLB	<input type="checkbox"/>	<input type="checkbox"/>
Grading/Promotion	<input type="checkbox"/>	<input type="checkbox"/>
Education of ESL Students	<input type="checkbox"/>	<input type="checkbox"/>
Copyright Law	<input type="checkbox"/>	<input type="checkbox"/>
Textbook Selection	<input type="checkbox"/>	<input type="checkbox"/>
Compulsory School Attendance	<input type="checkbox"/>	<input type="checkbox"/>
Censorship	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements	<input type="checkbox"/>	<input type="checkbox"/>

Survey Part II: Domain V - Exceptional Children

36. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not important
Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education for Handicapped Children Act (94-142)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individuals with Disabilities Education Act (IDEA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section 504 of the Rehabilitation Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disciplining Handicapped Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra-Curricular Participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation program school law course. You may check one or the other, both or neither, depending on your viewpoint:
 "IMMEDIATELY NEEDED" = needed within the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principals?	Critical for principal prep program?
Americans with Disabilities Act	<input type="checkbox"/>	<input type="checkbox"/>
Education for Handicapped Children Act (94-142)	<input type="checkbox"/>	<input type="checkbox"/>
Individuals with Disabilities Education Act (IDEA)	<input type="checkbox"/>	<input type="checkbox"/>
Section 504 of the Rehabilitation Act	<input type="checkbox"/>	<input type="checkbox"/>
Student Rights	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rights	<input type="checkbox"/>	<input type="checkbox"/>
Disciplining Handicapped Students	<input type="checkbox"/>	<input type="checkbox"/>
Extra-Curricular Participation	<input type="checkbox"/>	<input type="checkbox"/>

Survey Part II: Domain VI - Tort Liabilities

38. Indicate the level of importance of each of the following school law areas to Montana public school principals:*

	Essential	Important	Not important
Negligence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extra-Curricular Activities/Athletic Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper Maintenance of Buildings/Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Malpractice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Privacy Rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentional Torts (assault, defamation, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Indicate whether the area of school law knowledge is of immediate need for a principal. Also, indicate whether the area of law is critical for inclusion in a principal preparation program school law course. You may check one or the other, both or neither, depending on your viewpoint:
 "IMMEDIATELY NEEDED" = needed within the next 12 months. "CRITICAL" = absolutely necessary to a public school principal for a school's operation.

	Continuing ed immediately needed for principal?	Critical for principal prep program?
Negligence	<input type="checkbox"/>	<input type="checkbox"/>
Extra-Curricular Activities/Athletic Programs	<input type="checkbox"/>	<input type="checkbox"/>
Proper Maintenance of Buildings/Grounds	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of Students	<input type="checkbox"/>	<input type="checkbox"/>
Educational Malpractice	<input type="checkbox"/>	<input type="checkbox"/>
Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
Student Transportation	<input type="checkbox"/>	<input type="checkbox"/>
Privacy Rights	<input type="checkbox"/>	<input type="checkbox"/>
Intentional Torts (assault, defamation, etc)	<input type="checkbox"/>	<input type="checkbox"/>

40. List any other topics you feel need to be listed, noting whether they are (a) essential for principals, (b) immediately needed for principals, and/or (c) critical for principal prep programs:

Survey Part III: Continuing Ed for Principals

Directions for Principals, Superintendents and School Law Attorneys: The following survey asks for YOUR perceptions regarding what a PRINCIPAL'S needs and preferences are for school law continuing education.

SURVEY PART III(a) TERMINOLOGY:

"CONVENIENCE" = fitting within an expected amount of time and/or cost.

"EFFECTIVENESS" = meeting a principal's needs for gaining school law knowledge.

41. Indicate what you believe is the level of CONVENIENCE of each of the following school law continuing education SETTINGS for public school principals:*

"CONVENIENCE" = fitting within an expected amount of time and/or cost.

	Low Convenience	Medium Convenience	High Convenience
In-district (live) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional (live) workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State level (live) workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional graduate level coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-conferencing or on-line format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Indicate what you believe is the level of EFFECTIVENESS of each of the following school law continuing education SETTINGS for public school principals:*

"EFFECTIVENESS" = meeting a principal's needs for gaining school law knowledge.

	Low Effectiveness	Medium Effectiveness	High Effectiveness
In-district (live) training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional (live) workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State level (live) workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional graduate level coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-conferencing or on-line format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Indicate the level of CONVENIENCE for principals to participate in each of the following TIME INCREMENTS of additional school law continuing education opportunities:*

"CONVENIENCE" = fitting within an expected amount of time and/or cost.

	Low Convenience	Medium Convenience	High Convenience
Full-day school law in-service once during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Half-day school law in-service twice during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Series of two hour school law in-services throughout the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-day school law in-service once during the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Half-day school law in-service once during the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. Indicate the level of EFFECTIVENESS for principals to participate in each of the following TIME INCREMENTS of additional school law continuing

education opportunities:*

"EFFECTIVENESS" = meeting a principal's needs for gaining school law knowledge.

	Low Effectiveness	Medium Effectiveness	High Effectiveness
Full-day school law in-service once during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Half-day school law in-service twice during the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Series of two hour school law in-services throughout the school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-day school law in-service once during the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Half-day school law in-service once during the summer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SURVEY PART III(b) TERMINOLOGY: FREQUENCY OF USE

"Low Frequency of Use" = less than annually

"Medium Frequency of Use" = 1-4 times a year

"High Frequency of Use" = 5 or more times a year

45. Indicate a principal's FREQUENCY OF USE of each of the following sources of school law information/continuing education:*

	Low Frequency of Use (less than annually)	Medium Frequency of Use (1-4 times a year)	High Frequency of Use (5 or more times a year)
College or university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
County attorney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School board association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private attorney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journals/professional subscriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrator colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal's own legal research/on-line searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State statutes (Montana Codes Annotated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. Indicate a principal's FREQUENCY OF USE of the following sources for IMMEDIATE ASSISTANCE when confronted with school law issues:*

	Low Frequency of Use (less than annually)	Medium Frequency of Use (1-4 times a year)	High Frequency of Use (5 or more times a year)
College or university source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
County attorney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School board association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private attorney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-conferencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journals/professional subscriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School administrator colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal's own legal research/on-line searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State statutes (Montana Codes Annotated)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

47. Rank a principal's overall preference of use of the following sources of school law information/continuing education. Use "1" as your highest preference and "10" as your lowest preference.*

Rank the items below, using numeric values starting with 1.

College or university source

County attorney

School board association

State agency

Private attorney

Video-conferencing

Journals/professional subscriptions

School administrator colleague

Principal's own legal research/on-line searching

State statutes (Montana Codes Annotated)

SURVEY PART III(c) TERMINOLOGY: LEVELS OF NEED

"Low Level of Need" = of little help and/or not necessary for meeting the needs of MT public school principals

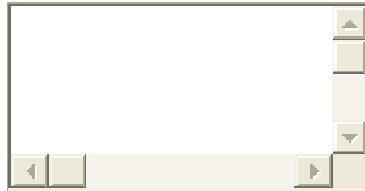
"Medium Level of Need" = helpful but not absolutely necessary to meet the needs of MT public school principals

"High Level of Need" = absolutely necessary in order to meet the needs of MT public school principals

48. Indicate your perception of the level of need for improved school law curriculum/content area alignment between the university system, state agencies, school board/administration organizations, and public/private school law attorneys:*

- Low Level of Need (little help/not necessary for meeting MT public school principal's needs)
- Medium Level of Need (helpful but not absolutely necessary for meeting MT public school principal's needs)
- High Level of Need (absolutely necessary for meeting MT public school principal's needs)

49. Your comments, criticisms, suggestions and questions are welcomed and appreciated:



APPENDIX C
SCHOOL LAW DOMAINS AND AREAS

School Law Domains

1. Student Rights
2. Teacher/Employment Issues
3. Miscellaneous
4. Academic Issues
5. Exceptional Children
6. Tort Liabilities

School Law Areas

Domain 1: Student Rights

1. Harassment
2. Suspensions and Expulsions
3. Search and Seizure
4. FERPB/Privacy
5. Freedom of Speech
6. Drug Testing
7. Corporal Punishment
8. Extra-curricular Participation
9. Students with Infectious Disease
10. Dress Codes

Domain 2: Teacher/Employment Issues

1. Dismissal Procedures
2. Sexual Harassment
3. Evaluation
4. Privacy or Other Constitutional Rights
5. Employment Contracts
6. Educational Malpractice
7. Drug Testing/Background Checks
8. Collective Bargaining
9. Equal Employment Opportunity
10. Leave Issues
11. Role of School Resource Officer

Domain 3: Miscellaneous

1. Due Process for Students or Staff
2. Reporting Child Abuse
3. School Violence
4. curriculum Accountability
5. Ethics
6. Open Meeting/Public Records Law
7. Internet/Computer Usage
8. School Finance
9. Academic Sanctions for Students
10. Public Access to School Facilities
11. Church and State
12. Legal Research/Case Study Skills
13. Section 1983 (Federal Tort-Const. Rts) Actions
14. Residency Requirements
15. School Property and Buildings
16. Historical /Foundational Legal Knowledge of Schools
17. Home or Private School Issues
18. School Fees
19. Desegregation

Domain 4: Academic Issues

1. Student Testing/NCLB
2. Grading/Promotion
3. Graduation Requirements
4. Compulsory School Attendance
5. Education of ESL Students
6. Censorship
7. Textbook Selection
8. Copyright Law

Domain 5: Exceptional Children

1. Individuals with Disabilities Education Act (IDEA)
2. Disciplining Handicapped Students
3. Section 504 of the Rehabilitation Act
4. Education for Handicapped Children Act (94-142)
5. Americans with Disabilities Act
6. Student Rights
7. Parent Rights
8. Extra-Curricular Participation

Domain 6: Tort Liabilities

1. Supervision of Students
2. Negligence
3. Intentional Torts
4. Privacy Rights
5. Educational Malpractice
6. Student Transportation
7. Extra-Curricular Activities/Athletic Programs
8. Field Trips
9. Proper Maintenance of Buildings/Grounds

APPENDIX D
SCHOOL LAW SURVEY COMMENTS

Additional Comments Regarding School Law Areas

(Verbatim)

Question 40: List any other topics you feel need to be listed, noting whether they are (a) essential for principals, (b) immediately needed for principals, and/or (c) critical for principal prep programs:

Responses:

1. Principals role in the community
Principal/superintendent working relations
Principal/staff relations
Principal and staff evaluation forms
Principals role at school board meetings
2. definition of duties clerk,superintendent,board-probably not essential for principals
3. Dealing with Cheerleader and Cheerleader sponsor issues!!! Just Kidding!!
4. Collective Bargaining agreements, grievances, etc. How to read and respond to them.
5. Harassment/intimidation/bullying
6. Public Relations, Legislative Issues
7. We need to be made aware of legal avenues for schools to follow so that states live up to their state constitutionally mandated responsibility to fund public education.
8. a,b,c) School rights and support for students meeting AYP. We hear of parental rights does the school also have a list rights.
9. How to deal with parents??
10. Community relations and engagement is a must for both the prep and continuing education programs. Also a specific focus on hiring practices. Finally, strategic planning and board relations. We need to prepare principals for interaction with elected trustees and the community, so that they can ensure that their efforts at the school level are tied to the vision of the board and focused on the needs of the community.
11. As principals, we see so many things that we are never taught. A lot deal with parents not being partners in education, not supporting school decisions, giving their children the right to "fight" in the name of self defense. I see so much of what we are trying to do be undermined by parent that don't see the real picture or don't want to see it. A class on dealing with parents I feel is essential.

12. Critical and missing in current M. ED programs, at least at MSU, is a significant component somewhere addressing legal and professional obligations administrators have toward specific NCLB mandates as interpreted by OPI.
13. I'm sure that all areas have been listed.
14. I would also like to see some type of basic educational law for the undergraduate teaching program. Many of the things I have learned as a principal would have been very beneficial to know as a teacher in the classroom.
15. Principals should be familiar with most issues to recognize when they arise and comfortable with/encouraged to call an attorney as necessary.
16. Child Abuse Reporting a, b, and c
17. Internships are critical so that principals can mentor a principal before they are thrust into an environment on their own
18. The concept of torts and what constitutes a tort is critical for principal inservice. I do workshops in this area and both administrators as well as teachers are amazed regarding their ignorance regarding the 9 standard duties we all have toward students.
19. Rules and guidelines pertaining to a District's acceptance of Federal Dollars under ESEA.
More, much more emphasis on ethics, credibility, integrity
20. Teacher contracts- essential, immediately needed, critical for prep programs
21. All aspects of NCLB and IDEA.
22. My responses are framed from an elementary perspective. In an elementary school, extra-curricular issues aren't pressing. In terms of whether training is needed, I think it may be for many people. The additional law courses I have taken during the course of the doctoral program in Ed leadership have filled most of the gaps I originally had. I think everyone should have more school law than is currently required for the certification.
23. Reduction in work force - seniority vs. school needs and accreditation. Essential and immediate need. Critical for principal prep programs.
24. Grant administration, Writing a Plan of improvement for staff, investigations

Final Comments

(Verbatim)

Question 49: Your comments, criticisms, suggestions and questions are welcomed and appreciated:

Responses:

1. I am pleased that you are doing this study. I think there is a great need for all of these agencies to be on the same page.
2. I'm not clear in #32 who the video conferencing is with. Each of the other options I can attach a person or document.
3. Good Luck with the dissertation. This is a valuable study.
4. I started my role as a principal in the elementary setting, later I was moved to a Junior High Principal position. A small number of junior high students took the majority of my time. I was required to have students ticketed for various incidents. The local police spent a great deal of time in my office. I felt the need to become more versed in School Law and took an additional class as an elective during the summer that was offered by the Law School at the University of Montana just to improve my ability to be up to date in dealing with the various legal issues involving students and some teachers. I think that as new legal cases come up it would help principals to come back to the campus, perhaps in the summers and get the updated information that these new cases provide. It would help principals stay more tuned in to current legal issues It could be part of recertification with the state as well.
5. Principals having a contractual problem would go to a private attorney and/or to SAM which was not listed and which is not reflected in my answers. Legal questions for principals are generally addressed by Superintendent FIRST. For example, a principal would not contact a County Attorney or State Agency without going through the superintendent. It is the superintendent who will usually make the contacts and/or decisions in that the outcome may have legal ramifications for the district. The principal, however, should be aware of the law as well as possible legal options so that he/she can be of assistance to a superintendent. Naturally, the relationship between principal and superintendent will determine procedure and outcome. There are a LOT of variables.
6. I have found that the principal who is lazy or lacking in ability to do research is usually the one who is in trouble.
7. After we are done with graduate school we have enough school law knowledge to make us dangerous. We are quick to learn that a call to a colleague or to a person who handles case law on a daily basis is the best way to resolve most issues.

8. I am not sure of the convenience definition above. Is it related to my convenience or the need for it to be convenient for my attendance?
9. Need some practicing professionals to work in concert with lawyers and professors to address the ever growing need for "knowledge" when it comes to legal issues.
10. Interesting!
11. Good luck Mike. I will be curious to see the results.
12. One should not have to be a lawyer to read, understand and apply the principles of law as it applies to education. If I had wanted to be a lawyer instead of an educator, I would have gone to law school.
13. Principals are ill-equipped to deal with the constant barrage of legal issues involving school education. There should be more in-services and on-line information available.
14. Private attorney for this survey corresponds to having an attorney on retainer for the district.
This survey will provide valuable information.
Like teaching programs, many times at the college level, the necessary items tend to be forgotten for the public school system and what is actually needed for its employees to do the best job possible.
15. The collaboration between agencies is vague in nature and we find at times a difference in opinions of the law. Probably to be expected but leaves us as Principals wondering what action to take at times.
16. I feel much of this survey doesn't really relate to school law issues, but more to a knowledge base for administrators.
17. The alignment question is a tricky one. There is a combination of needed training in foundational elements of school leadership, which can be provided by the university system as part of its preparation program and on the ground issues a principal will face in his or her job duties. The university system does not do a great job of training principals for "on the ground" issues. Additional collaboration with and reliance on the school boards association and private counsel, who deal with the day to day issues and can clearly articulate the key trends, would be welcome.
18. A good foundation in school law is essential to the success of any administrator in the state of Montana. This should be the strongest area of emphasis for any aspiring administrator.
19. The trouble with studying law in classes at a university is that there is WAY too much information to cover in x-amount of time. Pertinent case law that is updated yearly is

the best education for principals (in my opinion). I like the updates done at MCEL (by MTSBA) because they focus in on pertinent case law dealing with Montana.

20. I felt my law course in my principal program at MSU-Bozeman adequately prepared me to begin this career. I appreciate all of MTSBA's workshops and our superintendent's regional association that has a private ed. lawyer give updates every month at our meetings. We can never have too much information, or too many refreshers!
21. A close relative of mine is an attorney knowledgeable about school law issues--there was not an 'other' option above, but that is one of my greatest resources, and there may be something similar for other administrators.
22. Best of Luck! Thanks for taking this on to help facilitate better organized law inservice for our Principals.
23. Have contended this is an area that should be required of teachers before they step into a classroom. The university system and depts of education have been especially negligent when it comes to informing teachers about their legal rights and obligations. This in turn puts administrators in the position of generating this knowledge but unfortunately they too do not have the background knowledge.
24. Having symposia sponsored by the university to bring principals together on a regular basis to address changes in IDEA, NCLB, MT law etc. would be helpful. That way, expert resources can reach all districts, and all districts can have similar understandings. As it is, on-going education relies mostly on the decisions at a local level or an individual level.

I found the overview provided in my masters program to be interesting and necessary, but not sufficient. If that remains the model for certification, then continuing education in school law ought to be required and provided by individuals with high levels of expertise. Principals make daily decisions involving many aspects of the law. Therefore, principals should have a strong basis from which to make these decisions.

25. The effectiveness of any presentation depends on the knowledge and expertise of the presenter. Otherwise, it is not worth the time or effort. Coming from experience in various other states, MT pays less attention to liability and legal issues than any other state I have experienced. Most states have a bank of attorneys that specialize in educational law and districts access these individuals on a regular basis and have them educate staff.
26. Thanks for taking the time to look into the legal needs of schools and administrators. It is much needed.

27. The distance traveled for inservice would play a factor in convenience for training. For example if I had to travel from Dillon to Billing for a series of two hour school law in-services throughout the school year this is not an effective use of my time.
28. On line classes are the most convenient but face to face are best. Quarterly professional review for new administrators would be great.
29. Your survey was extremely long and kept asking the same questions

APPENDIX E

SCHOOL LAW AREAS

FULL RANKINGS SPREADSHEETS FOR SURVEY PART II RESPONSES

Essential Areas of Law - Overall								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Harassment	88%	205	11%	26	1%	2	233
Student Rights	Suspensions/Expulsions	87%	202	12%	29	1%	2	233
Student Rights	Search and Seizure	76%	176	24%	55	1%	2	233
Student Rights	FERPA/Privacy	66%	154	33%	76	1%	3	233
Student Rights	Freedom of Speech	45%	104	53%	124	2%	5	233
Student Rights	Drug Testing	37%	87	59%	138	3%	8	233
Student Rights	Corporal Punishment	34%	79	43%	101	23%	53	233
Student Rights	Extra-Curricular Participation	30%	71	63%	146	7%	16	233
Student Rights	Students with Infectious Disease	28%	66	64%	149	8%	18	233
Student Rights	Dress Codes	13%	30	72%	168	15%	35	233
Teacher/Employment Issues	Dismissal Procedures	87%	203	12%	28	1%	2	233
Teacher/Employment Issues	Sexual Harassment	82%	190	18%	42	0%	1	233
Teacher/Employment Issues	Evaluation	78%	181	22%	51	0%	1	233
Teacher/Employment Issues	Privacy or Other Constitutional Rights	51%	118	49%	114	0%	1	233
Teacher/Employment Issues	Employment Contracts	45%	106	50%	116	5%	11	233
Teacher/Employment Issues	Educational Malpractice	40%	93	51%	118	9%	22	233
Teacher/Employment Issues	Drug Testing/Background Checks	37%	87	59%	137	4%	9	233
Teacher/Employment Issues	Collective Bargaining	37%	86	52%	122	11%	25	233
Teacher/Employment Issues	Equal Employment Opportunity	28%	66	64%	149	8%	18	233
Teacher/Employment Issues	Leave Issues	24%	55	70%	162	7%	16	233
Teacher/Employment Issues	Role of School Resource Officer	17%	40	63%	146	20%	47	233
Miscellaneous	Due Process for Students or Staff	83%	192	17%	39	0%	1	232

Essential Areas of Law - Overall								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Reporting Child Abuse	76%	176	23%	54	1%	2	232
Miscellaneous	School Violence	69%	161	30%	70	0%	1	232
Miscellaneous	Curriculum Accountability	61%	142	38%	89	0%	1	232
Miscellaneous	Ethics	58%	134	42%	97	0%	1	232
Miscellaneous	Open Meeting/Public Records Law	54%	125	45%	105	1%	2	232
Miscellaneous	Internet/Computer Usage	50%	116	49%	114	1%	2	232
Miscellaneous	School Finance	50%	116	47%	110	3%	6	232
Miscellaneous	Academic Sanctions for Students	44%	101	52%	120	5%	11	232
Miscellaneous	Public Access to School Facilities	32%	74	61%	142	7%	16	232
Miscellaneous	Church and State	24%	56	69%	160	7%	16	232
Miscellaneous	Legal Research/Case Study Skills	24%	55	62%	144	14%	33	232
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	21%	48	66%	152	14%	32	232
Miscellaneous	Residency Requirements	19%	45	64%	149	16%	38	232
Miscellaneous	School Property and Buildings	16%	38	72%	166	12%	28	232
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	14%	32	74%	172	12%	28	232
Miscellaneous	Home or Private School Issues	14%	32	69%	159	18%	41	232
Miscellaneous	School Fees	10%	23	67%	156	23%	53	232
Miscellaneous	Desegregation	7%	17	63%	147	29%	68	232
Academic Issues	Student Testing/NCLB	74%	172	25%	57	1%	3	232
Academic Issues	Grading/Promotion	42%	97	54%	126	4%	9	232
Academic Issues	Graduation Requirements	36%	84	60%	139	4%	9	232
Academic Issues	Compulsory School Attendance	36%	83	60%	140	4%	9	232

Essential Areas of Law - Overall								
Domain Name	Area	Essential		Important		Not Important		Total
Academic Issues	Education of ESL Students	25%	59	64%	148	11%	25	232
Academic Issues	Censorship	22%	50	72%	166	7%	16	232
Academic Issues	Textbook Selection	22%	50	68%	158	10%	24	232
Academic Issues	Copyright Law	16%	38	72%	168	11%	26	232
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	84%	195	15%	35	1%	2	232
Exceptional Children	Disciplining Handicapped Students	79%	183	21%	48	0%	1	232
Exceptional Children	Section 504 of the Rehabilitation Act	75%	175	24%	55	1%	2	232
Exceptional Children	Education for Handicapped Children Act (94-142)	70%	162	29%	68	1%	2	232
Exceptional Children	Americans with Disabilities Act	65%	151	34%	80	0%	1	232
Exceptional Children	Student Rights	64%	149	34%	80	1%	3	232
Exceptional Children	Parent Rights	63%	146	37%	86	0%	0	232
Exceptional Children	Extra-Curricular Participation	41%	94	55%	128	4%	10	232
Tort Liabilities	Supervision of Students	78%	181	22%	51	0%	0	232
Tort Liabilities	Negligence	59%	138	40%	93	0%	1	232
Tort Liabilities	Intentional Torts (assault, defamation, etc)	51%	118	45%	104	4%	10	232
Tort Liabilities	Privacy Rights	50%	116	50%	115	0%	1	232
Tort Liabilities	Educational Malpractice	43%	99	52%	121	5%	12	232
Tort Liabilities	Student Transportation	31%	73	62%	144	6%	15	232
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	31%	72	66%	154	3%	6	232
Tort Liabilities	Field Trips	24%	56	69%	160	7%	16	232
Tort Liabilities	Proper Maintenance of Buildings/Grounds	21%	48	72%	167	7%	17	232

Essential Areas of Law - Attorneys								
Domain Name	Area	Essential		Important		Not Important		Total
		%	Count	%	Count	%	Count	
Student Rights	Harassment	100%	6	0%	0	0%	0	6
Teacher/Employment Issues	Sexual Harassment	100%	6	0%	0	0%	0	6
Teacher/Employment Issues	Evaluation	100%	6	0%	0	0%	0	6
Miscellaneous	Due Process for Students or Staff	100%	6	0%	0	0%	0	6
Miscellaneous	Reporting Child Abuse	100%	6	0%	0	0%	0	6
Academic Issues	Student Testing/NCLB	100%	6	0%	0	0%	0	6
Academic Issues	Grading/Promotion	100%	6	0%	0	0%	0	6
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	100%	6	0%	0	0%	0	6
Exceptional Children	Section 504 of the Rehabilitation Act	100%	6	0%	0	0%	0	6
Exceptional Children	Student Rights	100%	6	0%	0	0%	0	6
Exceptional Children	Disciplining Handicapped Students	100%	6	0%	0	0%	0	6
Student Rights	Search and Seizure	83%	5	17%	1	0%	0	6
Student Rights	Suspensions/Expulsions	83%	5	17%	1	0%	0	6
Academic Issues	Education of ESL Students	83%	5	17%	1	0%	0	6
Academic Issues	Graduation Requirements	83%	5	17%	1	0%	0	6
Exceptional Children	Parent Rights	83%	5	17%	1	0%	0	6
Student Rights	Corporal Punishment	67%	4	33%	2	0%	0	6
Student Rights	FERPA/Privacy	67%	4	33%	2	0%	0	6
Teacher/Employment Issues	Privacy or Other Constitutional Rights	67%	4	33%	2	0%	0	6
Miscellaneous	Ethics	67%	4	33%	2	0%	0	6
Miscellaneous	School Violence	67%	4	33%	2	0%	0	6

Essential Areas of Law - Attorneys								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Academic Sanctions for Students	67%	4	33%	2	0%	0	6
Exceptional Children	Americans with Disabilities Act	67%	4	33%	2	0%	0	6
Exceptional Children	Extra-Curricular Participation	67%	4	33%	2	0%	0	6
Exceptional Children	Education for Handicapped Children Act (94-142)	67%	4	17%	1	17%	1	6
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	67%	4	33%	2	0%	0	6
Tort Liabilities	Supervision of Students	67%	4	33%	2	0%	0	6
Tort Liabilities	Field Trips	67%	4	33%	2	0%	0	6
Tort Liabilities	Privacy Rights	67%	4	33%	2	0%	0	6
Student Rights	Freedom of Speech	50%	3	50%	3	0%	0	6
Student Rights	Drug Testing	50%	3	50%	3	0%	0	6
Student Rights	Students with Infectious Disease	50%	3	50%	3	0%	0	6
Teacher/Employment Issues	Equal Employment Opportunity	50%	3	50%	3	0%	0	6
Teacher/Employment Issues	Role of School Resource Officer	50%	3	50%	3	0%	0	6
Teacher/Employment Issues	Employment Contracts	50%	3	50%	3	0%	0	6
Teacher/Employment Issues	Collective Bargaining	50%	3	50%	3	0%	0	6
Miscellaneous	Church and State	50%	3	50%	3	0%	0	6
Miscellaneous	Curriculum Accountability	50%	3	50%	3	0%	0	6
Miscellaneous	Internet/Computer Usage	50%	3	50%	3	0%	0	6
Miscellaneous	Public Access to School Facilities	50%	3	50%	3	0%	0	6
Academic Issues	Compulsory School Attendance	50%	3	50%	3	0%	0	6
Tort Liabilities	Student Transportation	50%	3	50%	3	0%	0	6
Student Rights	Extra-Curricular Participation	33%	2	67%	4	0%	0	6

Essential Areas of Law - Attorneys								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Dress Codes	33%	2	67%	4	0%	0	6
Teacher/Employment Issues	Dismissal Procedures	33%	2	67%	4	0%	0	6
Teacher/Employment Issues	Leave Issues	33%	2	67%	4	0%	0	6
Miscellaneous	Open Meeting/Public Records Law	33%	2	67%	4	0%	0	6
Academic Issues	Censorship	33%	2	67%	4	0%	0	6
Tort Liabilities	Negligence	33%	2	67%	4	0%	0	6
Tort Liabilities	Proper Maintenance of Buildings/Grounds	33%	2	67%	4	0%	0	6
Tort Liabilities	Intentional Torts (assault, defamation, etc)	33%	2	67%	4	0%	0	6
Teacher/Employment Issues	Drug Testing/Background Checks	17%	1	83%	5	0%	0	6
Teacher/Employment Issues	Educational Malpractice	17%	1	50%	3	33%	2	6
Miscellaneous	School Property and Buildings	17%	1	67%	4	17%	1	6
Miscellaneous	Residency Requirements	17%	1	67%	4	17%	1	6
Miscellaneous	School Fees	17%	1	67%	4	17%	1	6
Academic Issues	Textbook Selection	17%	1	83%	5	0%	0	6
Miscellaneous	School Finance	0%	0	83%	5	17%	1	6
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	0%	0	67%	4	33%	2	6
Miscellaneous	Legal Research/Case Study Skills	0%	0	67%	4	33%	2	6
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	0%	0	67%	4	33%	2	6
Miscellaneous	Home or Private School Issues	0%	0	67%	4	33%	2	6
Miscellaneous	Desegregation	0%	0	50%	3	50%	3	6
Academic Issues	Copyright Law	0%	0	100%	6	0%	0	6
Tort Liabilities	Educational Malpractice	0%	0	67%	4	33%	2	6

Essential Areas of Law - Superintendents								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Harassment	88%	79	10%	9	2%	2	90
Teacher/Employment Issues	Sexual Harassment	86%	77	14%	13	0%	0	90
Teacher/Employment Issues	Dismissal Procedures	86%	77	13%	12	1%	1	90
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	83%	75	14%	13	2%	2	90
Student Rights	Suspensions/Expulsions	81%	73	18%	16	1%	1	90
Miscellaneous	Due Process for Students or Staff	81%	73	18%	16	1%	1	90
Teacher/Employment Issues	Evaluation	80%	72	19%	17	1%	1	90
Exceptional Children	Disciplining Handicapped Students	80%	72	19%	17	1%	1	90
Student Rights	Search and Seizure	79%	71	20%	18	1%	1	90
Tort Liabilities	Supervision of Students	79%	71	21%	19	0%	0	90
Miscellaneous	Reporting Child Abuse	78%	70	20%	18	2%	2	90
Academic Issues	Student Testing/NCLB	72%	65	27%	24	1%	1	90
Exceptional Children	Section 504 of the Rehabilitation Act	70%	63	28%	25	2%	2	90
Exceptional Children	Education for Handicapped Children Act (94-142)	67%	60	33%	30	0%	0	90
Miscellaneous	School Violence	64%	58	36%	32	0%	0	90
Student Rights	FERPA/Privacy	63%	57	34%	31	2%	2	90
Miscellaneous	Curriculum Accountability	63%	57	37%	33	0%	0	90
Miscellaneous	Open Meeting/Public Records Law	63%	57	36%	32	1%	1	90
Exceptional Children	Student Rights	63%	57	33%	30	3%	3	90
Exceptional Children	Americans with Disabilities Act	62%	56	38%	34	0%	0	90
Exceptional Children	Parent Rights	62%	56	38%	34	0%	0	90

Essential Areas of Law - Superintendents								
Domain Name	Area	Essential		Important		Not Important		Total
Tort Liabilities	Privacy Rights	59%	53	41%	37	0%	0	90
Miscellaneous	Ethics	58%	52	42%	38	0%	0	90
Teacher/Employment Issues	Privacy or Other Constitutional Rights	57%	51	43%	39	0%	0	90
Miscellaneous	School Finance	57%	51	40%	36	3%	3	90
Tort Liabilities	Negligence	54%	49	46%	41	0%	0	90
Student Rights	Freedom of Speech	49%	44	49%	44	2%	2	90
Tort Liabilities	Intentional Torts (assault, defamation, etc)	49%	44	47%	42	4%	4	90
Academic Issues	Graduation Requirements	48%	43	48%	43	4%	4	90
Teacher/Employment Issues	Employment Contracts	47%	42	49%	44	4%	4	90
Miscellaneous	Internet/Computer Usage	47%	42	52%	47	1%	1	90
Academic Issues	Grading/Promotion	43%	39	51%	46	6%	5	90
Miscellaneous	Academic Sanctions for Students	42%	38	53%	48	4%	4	90
Exceptional Children	Extra-Curricular Participation	42%	38	54%	49	3%	3	90
Tort Liabilities	Student Transportation	39%	35	57%	51	4%	4	90
Tort Liabilities	Educational Malpractice	39%	35	56%	50	6%	5	90
Miscellaneous	Public Access to School Facilities	38%	34	53%	48	9%	8	90
Student Rights	Extra-Curricular Participation	37%	33	56%	50	8%	7	90
Student Rights	Corporal Punishment	37%	33	47%	42	17%	15	90
Teacher/Employment Issues	Educational Malpractice	37%	33	50%	45	13%	12	90
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	37%	33	61%	55	2%	2	90
Teacher/Employment Issues	Collective Bargaining	36%	32	54%	49	10%	9	90
Student Rights	Drug Testing	34%	31	60%	54	6%	5	90

Essential Areas of Law - Superintendents								
Domain Name	Area	Essential		Important		Not Important		Total
Academic Issues	Compulsory School Attendance	34%	31	60%	54	6%	5	90
Student Rights	Students with Infectious Disease	31%	28	58%	52	11%	10	90
Teacher/Employment Issues	Drug Testing/Background Checks	31%	28	64%	58	4%	4	90
Teacher/Employment Issues	Equal Employment Opportunity	30%	27	59%	53	11%	10	90
Academic Issues	Textbook Selection	28%	25	59%	53	13%	12	90
Tort Liabilities	Field Trips	27%	24	68%	61	6%	5	90
Academic Issues	Education of ESL Students	26%	23	63%	57	11%	10	90
Miscellaneous	Legal Research/Case Study Skills	24%	22	59%	53	17%	15	90
Teacher/Employment Issues	Leave Issues	21%	19	70%	63	9%	8	90
Academic Issues	Censorship	21%	19	70%	63	9%	8	90
Academic Issues	Copyright Law	21%	19	64%	58	14%	13	90
Miscellaneous	Church and State	20%	18	71%	64	9%	8	90
Miscellaneous	Home or Private School Issues	19%	17	62%	56	19%	17	90
Tort Liabilities	Proper Maintenance of Buildings/Grounds	19%	17	71%	64	10%	9	90
Teacher/Employment Issues	Role of School Resource Officer	18%	16	57%	51	26%	23	90
Miscellaneous	School Property and Buildings	18%	16	68%	61	14%	13	90
Miscellaneous	Residency Requirements	17%	15	67%	60	17%	15	90
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	14%	13	71%	64	14%	13	90
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	14%	13	66%	59	20%	18	90
Student Rights	Dress Codes	13%	12	72%	65	14%	13	90
Miscellaneous	School Fees	12%	11	64%	58	23%	21	90
Miscellaneous	Desegregation	9%	8	53%	48	38%	34	90

Essential Areas of Law - Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Suspensions/Expulsions	91%	124	9%	12	1%	1	137
Teacher/Employment Issues	Dismissal Procedures	91%	124	9%	12	1%	1	137
Student Rights	Harassment	88%	120	12%	17	0%	0	137
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	84%	114	16%	22	0%	0	136
Miscellaneous	Due Process for Students or Staff	83%	113	17%	23	0%	0	136
Teacher/Employment Issues	Sexual Harassment	78%	107	21%	29	1%	1	137
Exceptional Children	Section 504 of the Rehabilitation Act	78%	106	22%	30	0%	0	136
Tort Liabilities	Supervision of Students	78%	106	22%	30	0%	0	136
Exceptional Children	Disciplining Handicapped Students	77%	105	23%	31	0%	0	136
Teacher/Employment Issues	Evaluation	75%	103	25%	34	0%	0	137
Academic Issues	Student Testing/NCLB	74%	101	24%	33	1%	2	136
Miscellaneous	Reporting Child Abuse	74%	100	26%	36	0%	0	136
Student Rights	Search and Seizure	73%	100	26%	36	1%	1	137
Miscellaneous	School Violence	73%	99	26%	36	1%	1	136
Exceptional Children	Education for Handicapped Children Act (94-142)	72%	98	27%	37	1%	1	136
Student Rights	FERPA/Privacy	68%	93	31%	43	1%	1	137
Exceptional Children	Americans with Disabilities Act	67%	91	32%	44	1%	1	136
Tort Liabilities	Negligence	64%	87	35%	48	1%	1	136
Exceptional Children	Student Rights	63%	86	37%	50	0%	0	136
Exceptional Children	Parent Rights	63%	85	38%	51	0%	0	136
Miscellaneous	Curriculum Accountability	60%	82	39%	53	1%	1	136

Essential Areas of Law - Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Ethics	57%	78	42%	57	1%	1	136
Tort Liabilities	Intentional Torts (assault, defamation, etc)	53%	72	43%	58	4%	6	136
Miscellaneous	Internet/Computer Usage	52%	71	47%	64	1%	1	136
Miscellaneous	Open Meeting/Public Records Law	49%	66	51%	69	1%	1	136
Miscellaneous	School Finance	48%	65	51%	69	1%	2	136
Tort Liabilities	Educational Malpractice	47%	64	49%	67	4%	5	136
Teacher/Employment Issues	Privacy or Other Constitutional Rights	46%	63	53%	73	1%	1	137
Teacher/Employment Issues	Employment Contracts	45%	61	50%	69	5%	7	137
Miscellaneous	Academic Sanctions for Students	43%	59	51%	70	5%	7	136
Tort Liabilities	Privacy Rights	43%	59	56%	76	1%	1	136
Teacher/Employment Issues	Educational Malpractice	43%	59	51%	70	6%	8	137
Teacher/Employment Issues	Drug Testing/Background Checks	42%	58	54%	74	4%	5	137
Student Rights	Freedom of Speech	42%	57	56%	77	2%	3	137
Student Rights	Drug Testing	39%	53	59%	81	2%	3	137
Academic Issues	Grading/Promotion	38%	52	59%	80	3%	4	136
Exceptional Children	Extra-Curricular Participation	38%	52	57%	77	5%	7	136
Teacher/Employment Issues	Collective Bargaining	37%	51	51%	70	12%	16	137
Academic Issues	Compulsory School Attendance	36%	49	61%	83	3%	4	136
Student Rights	Corporal Punishment	31%	42	42%	57	28%	38	137
Miscellaneous	Public Access to School Facilities	27%	37	67%	91	6%	8	136
Academic Issues	Graduation Requirements	26%	36	70%	95	4%	5	136
Student Rights	Extra-Curricular Participation	26%	36	67%	92	7%	9	137

Essential Areas of Law - Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Teacher/Employment Issues	Equal Employment Opportunity	26%	36	68%	93	6%	8	137
Miscellaneous	Church and State	26%	35	68%	93	6%	8	136
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	26%	35	65%	89	9%	12	136
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	26%	35	71%	97	3%	4	136
Tort Liabilities	Student Transportation	26%	35	66%	90	8%	11	136
Student Rights	Students with Infectious Disease	26%	35	69%	94	6%	8	137
Teacher/Employment Issues	Leave Issues	25%	34	69%	95	6%	8	137
Miscellaneous	Legal Research/Case Study Skills	24%	33	64%	87	12%	16	136
Academic Issues	Education of ESL Students	23%	31	66%	90	11%	15	136
Miscellaneous	Residency Requirements	21%	29	63%	85	16%	22	136
Academic Issues	Censorship	21%	29	73%	99	6%	8	136
Tort Liabilities	Proper Maintenance of Buildings/Grounds	21%	29	73%	99	6%	8	136
Tort Liabilities	Field Trips	21%	28	71%	97	8%	11	136
Academic Issues	Textbook Selection	18%	24	74%	100	9%	12	136
Miscellaneous	School Property and Buildings	15%	21	74%	101	10%	14	136
Teacher/Employment Issues	Role of School Resource Officer	15%	21	67%	92	18%	24	137
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	14%	19	76%	104	10%	13	136
Academic Issues	Copyright Law	14%	19	76%	104	10%	13	136
Student Rights	Dress Codes	12%	16	72%	99	16%	22	137
Miscellaneous	Home or Private School Issues	11%	15	73%	99	16%	22	136
Miscellaneous	School Fees	8%	11	69%	94	23%	31	136
Miscellaneous	Desegregation	7%	9	71%	96	23%	31	136

Essential Areas of Law - Elementary School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Suspensions/Expulsions	93%	63	7%	5	0%	0	68
Teacher/Employment Issues	Dismissal Procedures	93%	63	7%	5	0%	0	68
Student Rights	Harassment	91%	62	9%	6	0%	0	68
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	91%	61	9%	6	0%	0	67
Miscellaneous	Due Process for Students or Staff	85%	57	15%	10	0%	0	67
Exceptional Children	Section 504 of the Rehabilitation Act	82%	55	18%	12	0%	0	67
Miscellaneous	Reporting Child Abuse	81%	54	19%	13	0%	0	67
Tort Liabilities	Supervision of Students	81%	54	19%	13	0%	0	67
Academic Issues	Student Testing/NCLB	79%	53	19%	13	1%	1	67
Teacher/Employment Issues	Sexual Harassment	78%	53	22%	15	0%	0	68
Exceptional Children	Education for Handicapped Children Act (94-142)	78%	52	21%	14	1%	1	67
Teacher/Employment Issues	Evaluation	74%	50	26%	18	0%	0	68
Miscellaneous	School Violence	73%	49	27%	18	0%	0	67
Exceptional Children	Disciplining Handicapped Students	73%	49	27%	18	0%	0	67
Student Rights	FERPA/Privacy	71%	48	29%	20	0%	0	68
Exceptional Children	Americans with Disabilities Act	70%	47	30%	20	0%	0	67
Miscellaneous	Curriculum Accountability	63%	42	36%	24	1%	1	67
Exceptional Children	Parent Rights	63%	42	37%	25	0%	0	67
Student Rights	Search and Seizure	60%	41	40%	27	0%	0	68
Exceptional Children	Student Rights	60%	40	40%	27	0%	0	67
Miscellaneous	Ethics	58%	39	42%	28	0%	0	67

Essential Areas of Law - Elementary School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Open Meeting/Public Records Law	58%	39	40%	27	1%	1	67
Tort Liabilities	Negligence	58%	39	42%	28	0%	0	67
Miscellaneous	Internet/Computer Usage	55%	37	45%	30	0%	0	67
Tort Liabilities	Educational Malpractice	55%	37	42%	28	3%	2	67
Miscellaneous	School Finance	54%	36	45%	30	1%	1	67
Tort Liabilities	Intentional Torts (assault, defamation, etc)	54%	36	40%	27	6%	4	67
Teacher/Employment Issues	Educational Malpractice	51%	35	46%	31	3%	2	68
Teacher/Employment Issues	Employment Contracts	49%	33	47%	32	4%	3	68
Tort Liabilities	Privacy Rights	46%	31	54%	36	0%	0	67
Teacher/Employment Issues	Drug Testing/Background Checks	46%	31	50%	34	4%	3	68
Miscellaneous	Academic Sanctions for Students	45%	30	51%	34	4%	3	67
Academic Issues	Grading/Promotion	45%	30	54%	36	1%	1	67
Teacher/Employment Issues	Privacy or Other Constitutional Rights	44%	30	54%	37	1%	1	68
Teacher/Employment Issues	Collective Bargaining	44%	30	44%	30	12%	8	68
Student Rights	Freedom of Speech	41%	28	57%	39	1%	1	68
Academic Issues	Compulsory School Attendance	40%	27	60%	40	0%	0	67
Student Rights	Corporal Punishment	35%	24	43%	29	22%	15	68
Student Rights	Students with Infectious Disease	34%	23	62%	42	4%	3	68
Exceptional Children	Extra-Curricular Participation	33%	22	61%	41	6%	4	67
Student Rights	Drug Testing	32%	22	65%	44	3%	2	68
Teacher/Employment Issues	Leave Issues	32%	22	59%	40	9%	6	68
Miscellaneous	Public Access to School Facilities	30%	20	66%	44	4%	3	67

Essential Areas of Law - Elementary School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Teacher/Employment Issues	Equal Employment Opportunity	29%	20	63%	43	7%	5	68
Tort Liabilities	Student Transportation	28%	19	64%	43	7%	5	67
Academic Issues	Education of ESL Students	27%	18	66%	44	7%	5	67
Tort Liabilities	Proper Maintenance of Buildings/Grounds	27%	18	69%	46	4%	3	67
Miscellaneous	Church and State	25%	17	67%	45	7%	5	67
Miscellaneous	School Property and Buildings	24%	16	67%	45	9%	6	67
Academic Issues	Graduation Requirements	24%	16	76%	51	0%	0	67
Academic Issues	Censorship	24%	16	75%	50	1%	1	67
Tort Liabilities	Field Trips	24%	16	70%	47	6%	4	67
Academic Issues	Textbook Selection	22%	15	73%	49	4%	3	67
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	21%	14	70%	47	9%	6	67
Miscellaneous	Legal Research/Case Study Skills	21%	14	67%	45	12%	8	67
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	21%	14	67%	45	12%	8	67
Miscellaneous	Residency Requirements	21%	14	64%	43	15%	10	67
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	21%	14	75%	50	4%	3	67
Student Rights	Extra-Curricular Participation	21%	14	71%	48	9%	6	68
Academic Issues	Copyright Law	19%	13	72%	48	9%	6	67
Miscellaneous	Home or Private School Issues	18%	12	70%	47	12%	8	67
Teacher/Employment Issues	Role of School Resource Officer	12%	8	72%	49	16%	11	68
Miscellaneous	School Fees	7%	5	70%	47	22%	15	67
Miscellaneous	Desegregation	7%	5	69%	46	24%	16	67
Student Rights	Dress Codes	7%	5	78%	53	15%	10	68

Essential Areas of Law - Middle School & Jr High Principals								
Domain Name	Area	Essential	Important	Not Important		Total		
Teacher/Employment Issues	Dismissal Procedures	96%	27	4%	1	0%	0	28
Student Rights	Suspensions/Expulsions	93%	26	7%	2	0%	0	28
Student Rights	Harassment	89%	25	11%	3	0%	0	28
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	89%	25	11%	3	0%	0	28
Exceptional Children	Section 504 of the Rehabilitation Act	86%	24	14%	4	0%	0	28
Exceptional Children	Disciplining Handicapped Students	82%	23	18%	5	0%	0	28
Student Rights	Search and Seizure	79%	22	18%	5	4%	1	28
Teacher/Employment Issues	Sexual Harassment	79%	22	18%	5	4%	1	28
Miscellaneous	School Violence	79%	22	21%	6	0%	0	28
Miscellaneous	Due Process for Students or Staff	79%	22	21%	6	0%	0	28
Teacher/Employment Issues	Evaluation	75%	21	25%	7	0%	0	28
Exceptional Children	Student Rights	75%	21	25%	7	0%	0	28
Exceptional Children	Americans with Disabilities Act	71%	20	29%	8	0%	0	28
Exceptional Children	Education for Handicapped Children Act (94-142)	71%	20	29%	8	0%	0	28
Exceptional Children	Parent Rights	71%	20	29%	8	0%	0	28
Tort Liabilities	Supervision of Students	71%	20	29%	8	0%	0	28
Miscellaneous	Reporting Child Abuse	68%	19	32%	9	0%	0	28
Tort Liabilities	Negligence	68%	19	32%	9	0%	0	28
Student Rights	FERPA/Privacy	64%	18	36%	10	0%	0	28
Academic Issues	Student Testing/NCLB	64%	18	36%	10	0%	0	28
Miscellaneous	Ethics	61%	17	39%	11	0%	0	28

Essential Areas of Law - Middle School & Jr High Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Curriculum Accountability	57%	16	43%	12	0%	0	28
Tort Liabilities	Intentional Torts (assault, defamation, etc)	50%	14	50%	14	0%	0	28
Student Rights	Drug Testing	46%	13	50%	14	4%	1	28
Teacher/Employment Issues	Employment Contracts	46%	13	54%	15	0%	0	28
Teacher/Employment Issues	Privacy or Other Constitutional Rights	43%	12	57%	16	0%	0	28
Teacher/Employment Issues	Educational Malpractice	43%	12	50%	14	7%	2	28
Miscellaneous	School Finance	43%	12	54%	15	4%	1	28
Miscellaneous	Internet/Computer Usage	43%	12	54%	15	4%	1	28
Teacher/Employment Issues	Drug Testing/Background Checks	39%	11	61%	17	0%	0	28
Miscellaneous	Open Meeting/Public Records Law	39%	11	61%	17	0%	0	28
Exceptional Children	Extra-Curricular Participation	39%	11	57%	16	4%	1	28
Tort Liabilities	Privacy Rights	39%	11	61%	17	0%	0	28
Tort Liabilities	Educational Malpractice	39%	11	57%	16	4%	1	28
Student Rights	Freedom of Speech	36%	10	64%	18	0%	0	28
Teacher/Employment Issues	Collective Bargaining	32%	9	61%	17	7%	2	28
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	32%	9	68%	19	0%	0	28
Academic Issues	Compulsory School Attendance	32%	9	68%	19	0%	0	28
Miscellaneous	Church and State	29%	8	68%	19	4%	1	28
Miscellaneous	Legal Research/Case Study Skills	29%	8	64%	18	7%	2	28
Miscellaneous	Academic Sanctions for Students	29%	8	61%	17	11%	3	28
Academic Issues	Grading/Promotion	29%	8	71%	20	0%	0	28
Academic Issues	Education of ESL Students	29%	8	68%	19	4%	1	28

Essential Areas of Law - Middle School & Jr High Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Corporal Punishment	25%	7	39%	11	36%	10	28
Teacher/Employment Issues	Equal Employment Opportunity	25%	7	71%	20	4%	1	28
Teacher/Employment Issues	Role of School Resource Officer	25%	7	68%	19	7%	2	28
Teacher/Employment Issues	Leave Issues	21%	6	79%	22	0%	0	28
Miscellaneous	Public Access to School Facilities	21%	6	71%	20	7%	2	28
Miscellaneous	Residency Requirements	21%	6	64%	18	14%	4	28
Academic Issues	Censorship	21%	6	64%	18	14%	4	28
Academic Issues	Graduation Requirements	21%	6	64%	18	14%	4	28
Student Rights	Students with Infectious Disease	18%	5	79%	22	4%	1	28
Student Rights	Extra-Curricular Participation	18%	5	79%	22	4%	1	28
Tort Liabilities	Student Transportation	18%	5	71%	20	11%	3	28
Student Rights	Dress Codes	14%	4	71%	20	14%	4	28
Miscellaneous	School Fees	14%	4	71%	20	14%	4	28
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	14%	4	86%	24	0%	0	28
Tort Liabilities	Field Trips	14%	4	75%	21	11%	3	28
Academic Issues	Textbook Selection	11%	3	75%	21	14%	4	28
Tort Liabilities	Proper Maintenance of Buildings/Grounds	11%	3	82%	23	7%	2	28
Academic Issues	Copyright Law	7%	2	75%	21	18%	5	28
Miscellaneous	School Property and Buildings	4%	1	93%	26	4%	1	28
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	4%	1	86%	24	11%	3	28
Miscellaneous	Desegregation	4%	1	86%	24	11%	3	28
Miscellaneous	Home or Private School Issues	4%	1	86%	24	11%	3	28

Essential Areas of Law - High School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Search and Seizure	90%	37	10%	4	0%	0	41
Student Rights	Suspensions/Expulsions	85%	35	12%	5	2%	1	41
Teacher/Employment Issues	Dismissal Procedures	83%	34	15%	6	2%	1	41
Miscellaneous	Due Process for Students or Staff	83%	34	17%	7	0%	0	41
Student Rights	Harassment	80%	33	20%	8	0%	0	41
Exceptional Children	Disciplining Handicapped Students	80%	33	20%	8	0%	0	41
Teacher/Employment Issues	Sexual Harassment	78%	32	22%	9	0%	0	41
Teacher/Employment Issues	Evaluation	78%	32	22%	9	0%	0	41
Tort Liabilities	Supervision of Students	78%	32	22%	9	0%	0	41
Academic Issues	Student Testing/NCLB	73%	30	24%	10	2%	1	41
Tort Liabilities	Negligence	71%	29	27%	11	2%	1	41
Miscellaneous	School Violence	68%	28	29%	12	2%	1	41
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	68%	28	32%	13	0%	0	41
Student Rights	FERPA/Privacy	66%	27	32%	13	2%	1	41
Miscellaneous	Reporting Child Abuse	66%	27	34%	14	0%	0	41
Exceptional Children	Section 504 of the Rehabilitation Act	66%	27	34%	14	0%	0	41
Exceptional Children	Education for Handicapped Children Act (94-142)	63%	26	37%	15	0%	0	41
Exceptional Children	Student Rights	61%	25	39%	16	0%	0	41
Miscellaneous	Curriculum Accountability	59%	24	41%	17	0%	0	41
Exceptional Children	Americans with Disabilities Act	59%	24	39%	16	2%	1	41
Exceptional Children	Parent Rights	56%	23	44%	18	0%	0	41

Essential Areas of Law - High School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Internet/Computer Usage	54%	22	46%	19	0%	0	41
Miscellaneous	Ethics	54%	22	44%	18	2%	1	41
Tort Liabilities	Intentional Torts (assault, defamation, etc)	54%	22	41%	17	5%	2	41
Teacher/Employment Issues	Privacy or Other Constitutional Rights	51%	21	49%	20	0%	0	41
Miscellaneous	Academic Sanctions for Students	51%	21	46%	19	2%	1	41
Student Rights	Freedom of Speech	46%	19	49%	20	5%	2	41
Exceptional Children	Extra-Curricular Participation	46%	19	49%	20	5%	2	41
Student Rights	Drug Testing	44%	18	56%	23	0%	0	41
Student Rights	Extra-Curricular Participation	41%	17	54%	22	5%	2	41
Miscellaneous	School Finance	41%	17	59%	24	0%	0	41
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	41%	17	56%	23	2%	1	41
Tort Liabilities	Privacy Rights	41%	17	56%	23	2%	1	41
Teacher/Employment Issues	Drug Testing/Background Checks	39%	16	56%	23	5%	2	41
Miscellaneous	Open Meeting/Public Records Law	39%	16	61%	25	0%	0	41
Tort Liabilities	Educational Malpractice	39%	16	56%	23	5%	2	41
Teacher/Employment Issues	Employment Contracts	37%	15	54%	22	10%	4	41
Academic Issues	Graduation Requirements	34%	14	63%	26	2%	1	41
Academic Issues	Grading/Promotion	34%	14	59%	24	7%	3	41
Academic Issues	Compulsory School Attendance	32%	13	59%	24	10%	4	41
Teacher/Employment Issues	Educational Malpractice	29%	12	61%	25	10%	4	41
Teacher/Employment Issues	Collective Bargaining	29%	12	56%	23	15%	6	41
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	29%	12	61%	25	10%	4	41

Essential Areas of Law - High School Principals								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Corporal Punishment	27%	11	41%	17	32%	13	41
Miscellaneous	Public Access to School Facilities	27%	11	66%	27	7%	3	41
Miscellaneous	Legal Research/Case Study Skills	27%	11	59%	24	15%	6	41
Tort Liabilities	Student Transportation	27%	11	66%	27	7%	3	41
Miscellaneous	Church and State	24%	10	71%	29	5%	2	41
Teacher/Employment Issues	Equal Employment Opportunity	22%	9	73%	30	5%	2	41
Miscellaneous	Residency Requirements	22%	9	59%	24	20%	8	41
Tort Liabilities	Proper Maintenance of Buildings/Grounds	20%	8	73%	30	7%	3	41
Tort Liabilities	Field Trips	20%	8	71%	29	10%	4	41
Student Rights	Students with Infectious Disease	17%	7	73%	30	10%	4	41
Student Rights	Dress Codes	17%	7	63%	26	20%	8	41
Academic Issues	Censorship	17%	7	76%	31	7%	3	41
Teacher/Employment Issues	Leave Issues	15%	6	80%	33	5%	2	41
Teacher/Employment Issues	Role of School Resource Officer	15%	6	59%	24	27%	11	41
Academic Issues	Textbook Selection	15%	6	73%	30	12%	5	41
Academic Issues	Education of ESL Students	12%	5	66%	27	22%	9	41
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	10%	4	80%	33	10%	4	41
Miscellaneous	School Property and Buildings	10%	4	73%	30	17%	7	41
Academic Issues	Copyright Law	10%	4	85%	35	5%	2	41
Miscellaneous	Desegregation	7%	3	63%	26	29%	12	41
Miscellaneous	Home or Private School Issues	5%	2	68%	28	27%	11	41
Miscellaneous	School Fees	5%	2	66%	27	29%	12	41

Essential Areas of Law - Principals 0 - 400 Enrollment								
Domain Name	Area	Essential	Important	Not Important		Total		
Student Rights	Suspensions/Expulsions	88%	35	10%	4	3%	1	40
Student Rights	Harassment	85%	34	15%	6	0%	0	40
Teacher/Employment Issues	Dismissal Procedures	83%	33	15%	6	3%	1	40
Teacher/Employment Issues	Evaluation	80%	32	20%	8	0%	0	40
Miscellaneous	Due Process for Students or Staff	80%	32	20%	8	0%	0	40
Tort Liabilities	Supervision of Students	78%	31	23%	9	0%	0	40
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	75%	30	25%	10	0%	0	40
Teacher/Employment Issues	Sexual Harassment	73%	29	25%	10	3%	1	40
Student Rights	Search and Seizure	70%	28	28%	11	3%	1	40
Miscellaneous	School Violence	70%	28	28%	11	3%	1	40
Exceptional Children	Disciplining Handicapped Students	68%	27	33%	13	0%	0	40
Student Rights	FERPA/Privacy	65%	26	33%	13	3%	1	40
Miscellaneous	Curriculum Accountability	65%	26	35%	14	0%	0	40
Exceptional Children	Education for Handicapped Children Act (94-142)	65%	26	35%	14	0%	0	40
Exceptional Children	Section 504 of the Rehabilitation Act	65%	26	35%	14	0%	0	40
Miscellaneous	Ethics	63%	25	38%	15	0%	0	40
Exceptional Children	Americans with Disabilities Act	63%	25	38%	15	0%	0	40
Tort Liabilities	Negligence	63%	25	35%	14	3%	1	40
Tort Liabilities	Intentional Torts (assault, defamation, etc)	63%	25	33%	13	5%	2	40
Teacher/Employment Issues	Employment Contracts	60%	24	35%	14	5%	2	40
Miscellaneous	Reporting Child Abuse	60%	24	40%	16	0%	0	40

Essential Areas of Law - Principals 0 - 400 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Internet/Computer Usage	60%	24	38%	15	3%	1	40
Exceptional Children	Student Rights	60%	24	40%	16	0%	0	40
Exceptional Children	Parent Rights	60%	24	40%	16	0%	0	40
Miscellaneous	School Finance	58%	23	43%	17	0%	0	40
Academic Issues	Student Testing/NCLB	58%	23	40%	16	3%	1	40
Teacher/Employment Issues	Privacy or Other Constitutional Rights	55%	22	45%	18	0%	0	40
Miscellaneous	Open Meeting/Public Records Law	55%	22	45%	18	0%	0	40
Teacher/Employment Issues	Collective Bargaining	53%	21	40%	16	8%	3	40
Tort Liabilities	Privacy Rights	50%	20	48%	19	3%	1	40
Tort Liabilities	Educational Malpractice	50%	20	43%	17	8%	3	40
Teacher/Employment Issues	Drug Testing/Background Checks	48%	19	53%	21	0%	0	40
Teacher/Employment Issues	Educational Malpractice	48%	19	43%	17	10%	4	40
Student Rights	Freedom of Speech	40%	16	58%	23	3%	1	40
Exceptional Children	Extra-Curricular Participation	38%	15	58%	23	5%	2	40
Miscellaneous	Academic Sanctions for Students	35%	14	60%	24	5%	2	40
Academic Issues	Grading/Promotion	33%	13	65%	26	3%	1	40
Student Rights	Drug Testing	30%	12	68%	27	3%	1	40
Student Rights	Extra-Curricular Participation	30%	12	65%	26	5%	2	40
Student Rights	Corporal Punishment	30%	12	35%	14	35%	14	40
Teacher/Employment Issues	Leave Issues	30%	12	65%	26	5%	2	40
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	30%	12	68%	27	3%	1	40
Tort Liabilities	Student Transportation	30%	12	58%	23	13%	5	40

Essential Areas of Law - Principals 0 - 400 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Students with Infectious Disease	28%	11	65%	26	8%	3	40
Academic Issues	Compulsory School Attendance	28%	11	68%	27	5%	2	40
Teacher/Employment Issues	Equal Employment Opportunity	25%	10	70%	28	5%	2	40
Miscellaneous	Church and State	25%	10	65%	26	10%	4	40
Miscellaneous	Public Access to School Facilities	23%	9	70%	28	8%	3	40
Miscellaneous	Legal Research/Case Study Skills	23%	9	68%	27	10%	4	40
Academic Issues	Education of ESL Students	23%	9	65%	26	13%	5	40
Academic Issues	Censorship	20%	8	73%	29	8%	3	40
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	18%	7	70%	28	13%	5	40
Miscellaneous	School Property and Buildings	18%	7	68%	27	15%	6	40
Tort Liabilities	Proper Maintenance of Buildings/Grounds	18%	7	75%	30	8%	3	40
Tort Liabilities	Field Trips	18%	7	70%	28	13%	5	40
Academic Issues	Graduation Requirements	15%	6	80%	32	5%	2	40
Student Rights	Dress Codes	10%	4	68%	27	23%	9	40
Miscellaneous	Home or Private School Issues	10%	4	70%	28	20%	8	40
Miscellaneous	Residency Requirements	10%	4	70%	28	20%	8	40
Miscellaneous	Desegregation	10%	4	63%	25	28%	11	40
Academic Issues	Textbook Selection	10%	4	75%	30	15%	6	40
Teacher/Employment Issues	Role of School Resource Officer	8%	3	70%	28	23%	9	40
Academic Issues	Copyright Law	8%	3	78%	31	15%	6	40
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	5%	2	83%	33	13%	5	40
Miscellaneous	School Fees	3%	1	78%	31	20%	8	40

Essential Areas of Law - Principals 401 - 800 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Teacher/Employment Issues	Dismissal Procedures	93%	28	7%	2	0%	0	30
Student Rights	Suspensions/Expulsions	90%	27	10%	3	0%	0	30
Miscellaneous	Due Process for Students or Staff	87%	26	13%	4	0%	0	30
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	87%	26	13%	4	0%	0	30
Exceptional Children	Disciplining Handicapped Students	87%	26	13%	4	0%	0	30
Student Rights	Harassment	83%	25	17%	5	0%	0	30
Teacher/Employment Issues	Sexual Harassment	83%	25	17%	5	0%	0	30
Exceptional Children	Section 504 of the Rehabilitation Act	83%	25	17%	5	0%	0	30
Miscellaneous	Reporting Child Abuse	80%	24	20%	6	0%	0	30
Exceptional Children	Education for Handicapped Children Act (94-142)	80%	24	20%	6	0%	0	30
Student Rights	Search and Seizure	77%	23	23%	7	0%	0	30
Academic Issues	Student Testing/NCLB	77%	23	23%	7	0%	0	30
Tort Liabilities	Supervision of Students	77%	23	23%	7	0%	0	30
Teacher/Employment Issues	Evaluation	73%	22	27%	8	0%	0	30
Miscellaneous	School Violence	70%	21	30%	9	0%	0	30
Exceptional Children	Student Rights	70%	21	30%	9	0%	0	30
Exceptional Children	Americans with Disabilities Act	70%	21	27%	8	3%	1	30
Miscellaneous	Curriculum Accountability	67%	20	33%	10	0%	0	30
Tort Liabilities	Negligence	67%	20	33%	10	0%	0	30
Miscellaneous	Internet/Computer Usage	63%	19	37%	11	0%	0	30
Exceptional Children	Parent Rights	63%	19	37%	11	0%	0	30

Essential Areas of Law - Principals 401 - 800 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	FERPA/Privacy	60%	18	40%	12	0%	0	30
Miscellaneous	Ethics	53%	16	43%	13	3%	1	30
Miscellaneous	Academic Sanctions for Students	50%	15	50%	15	0%	0	30
Miscellaneous	Open Meeting/Public Records Law	50%	15	47%	14	3%	1	30
Academic Issues	Grading/Promotion	50%	15	50%	15	0%	0	30
Exceptional Children	Extra-Curricular Participation	50%	15	43%	13	7%	2	30
Tort Liabilities	Educational Malpractice	50%	15	50%	15	0%	0	30
Tort Liabilities	Intentional Torts (assault, defamation, etc)	50%	15	47%	14	3%	1	30
Teacher/Employment Issues	Educational Malpractice	43%	13	50%	15	7%	2	30
Miscellaneous	School Finance	43%	13	57%	17	0%	0	30
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	43%	13	47%	14	10%	3	30
Tort Liabilities	Privacy Rights	43%	13	57%	17	0%	0	30
Student Rights	Drug Testing	37%	11	63%	19	0%	0	30
Teacher/Employment Issues	Privacy or Other Constitutional Rights	37%	11	63%	19	0%	0	30
Student Rights	Freedom of Speech	33%	10	60%	18	7%	2	30
Student Rights	Corporal Punishment	33%	10	50%	15	17%	5	30
Academic Issues	Graduation Requirements	33%	10	63%	19	3%	1	30
Academic Issues	Compulsory School Attendance	33%	10	60%	18	7%	2	30
Student Rights	Extra-Curricular Participation	30%	9	60%	18	10%	3	30
Teacher/Employment Issues	Employment Contracts	30%	9	60%	18	10%	3	30
Teacher/Employment Issues	Collective Bargaining	30%	9	47%	14	23%	7	30
Miscellaneous	Church and State	27%	8	67%	20	7%	2	30

Essential Areas of Law - Principals 401 - 800 Enrollment								
Domain Name	Area	Essential	Important	Not Important	Total			
Miscellaneous	Public Access to School Facilities	27%	8	60%	18	13%	4	30
Miscellaneous	Residency Requirements	27%	8	53%	16	20%	6	30
Miscellaneous	Legal Research/Case Study Skills	23%	7	70%	21	7%	2	30
Academic Issues	Textbook Selection	23%	7	67%	20	10%	3	30
Academic Issues	Education of ESL Students	23%	7	60%	18	17%	5	30
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	23%	7	73%	22	3%	1	30
Tort Liabilities	Proper Maintenance of Buildings/Grounds	23%	7	70%	21	7%	2	30
Teacher/Employment Issues	Drug Testing/Background Checks	20%	6	73%	22	7%	2	30
Teacher/Employment Issues	Leave Issues	20%	6	73%	22	7%	2	30
Tort Liabilities	Student Transportation	20%	6	70%	21	10%	3	30
Teacher/Employment Issues	Equal Employment Opportunity	17%	5	77%	23	7%	2	30
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	17%	5	77%	23	7%	2	30
Miscellaneous	School Property and Buildings	17%	5	70%	21	13%	4	30
Tort Liabilities	Field Trips	17%	5	73%	22	10%	3	30
Student Rights	Students with Infectious Disease	13%	4	77%	23	10%	3	30
Miscellaneous	School Fees	13%	4	47%	14	40%	12	30
Academic Issues	Copyright Law	13%	4	87%	26	0%	0	30
Academic Issues	Censorship	13%	4	83%	25	3%	1	30
Teacher/Employment Issues	Role of School Resource Officer	10%	3	67%	20	23%	7	30
Student Rights	Dress Codes	7%	2	83%	25	10%	3	30
Miscellaneous	Home or Private School Issues	7%	2	70%	21	23%	7	30
Miscellaneous	Desegregation	3%	1	70%	21	27%	8	30

Essential Areas of Law - Principals 801 - 1200 Enrollment									
Domain Name	Area	Essential		Important		Not Important		Total	
Teacher/Employment Issues	Dismissal Procedures	100%	24	0%	0	0%	0	24	
Student Rights	Suspensions/Expulsions	96%	23	4%	1	0%	0	24	
Student Rights	Harassment	88%	21	13%	3	0%	0	24	
Academic Issues	Student Testing/NCLB	88%	21	13%	3	0%	0	24	
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	88%	21	13%	3	0%	0	24	
Miscellaneous	Due Process for Students or Staff	83%	20	17%	4	0%	0	24	
Exceptional Children	Section 504 of the Rehabilitation Act	83%	20	17%	4	0%	0	24	
Miscellaneous	Reporting Child Abuse	79%	19	21%	5	0%	0	24	
Exceptional Children	Disciplining Handicapped Students	79%	19	21%	5	0%	0	24	
Tort Liabilities	Supervision of Students	79%	19	21%	5	0%	0	24	
Miscellaneous	School Violence	75%	18	25%	6	0%	0	24	
Exceptional Children	Education for Handicapped Children Act (94-142)	75%	18	25%	6	0%	0	24	
Teacher/Employment Issues	Sexual Harassment	71%	17	29%	7	0%	0	24	
Teacher/Employment Issues	Evaluation	71%	17	29%	7	0%	0	24	
Exceptional Children	Americans with Disabilities Act	71%	17	29%	7	0%	0	24	
Student Rights	Search and Seizure	67%	16	33%	8	0%	0	24	
Student Rights	FERPA/Privacy	58%	14	42%	10	0%	0	24	
Exceptional Children	Student Rights	58%	14	42%	10	0%	0	24	
Miscellaneous	Ethics	54%	13	46%	11	0%	0	24	
Exceptional Children	Parent Rights	54%	13	46%	11	0%	0	24	
Tort Liabilities	Negligence	54%	13	46%	11	0%	0	24	

Essential Areas of Law - Principals 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Curriculum Accountability	50%	12	50%	12	0%	0	24
Miscellaneous	Open Meeting/Public Records Law	50%	12	50%	12	0%	0	24
Student Rights	Drug Testing	46%	11	50%	12	4%	1	24
Miscellaneous	School Finance	46%	11	50%	12	4%	1	24
Teacher/Employment Issues	Drug Testing/Background Checks	42%	10	58%	14	0%	0	24
Teacher/Employment Issues	Employment Contracts	42%	10	58%	14	0%	0	24
Miscellaneous	Internet/Computer Usage	42%	10	58%	14	0%	0	24
Academic Issues	Compulsory School Attendance	42%	10	58%	14	0%	0	24
Tort Liabilities	Educational Malpractice	42%	10	58%	14	0%	0	24
Tort Liabilities	Intentional Torts (assault, defamation, etc)	42%	10	54%	13	4%	1	24
Miscellaneous	Academic Sanctions for Students	38%	9	63%	15	0%	0	24
Student Rights	Students with Infectious Disease	33%	8	63%	15	4%	1	24
Exceptional Children	Extra-Curricular Participation	33%	8	63%	15	4%	1	24
Teacher/Employment Issues	Educational Malpractice	29%	7	71%	17	0%	0	24
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	29%	7	67%	16	4%	1	24
Miscellaneous	Public Access to School Facilities	29%	7	67%	16	4%	1	24
Academic Issues	Grading/Promotion	29%	7	71%	17	0%	0	24
Academic Issues	Graduation Requirements	29%	7	63%	15	8%	2	24
Teacher/Employment Issues	Equal Employment Opportunity	25%	6	71%	17	4%	1	24
Teacher/Employment Issues	Privacy or Other Constitutional Rights	25%	6	71%	17	4%	1	24
Teacher/Employment Issues	Role of School Resource Officer	25%	6	63%	15	13%	3	24
Miscellaneous	Church and State	25%	6	71%	17	4%	1	24

Essential Areas of Law - Principals 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Legal Research/Case Study Skills	25%	6	67%	16	8%	2	24
Tort Liabilities	Proper Maintenance of Buildings/Grounds	25%	6	75%	18	0%	0	24
Student Rights	Freedom of Speech	21%	5	79%	19	0%	0	24
Student Rights	Extra-Curricular Participation	21%	5	67%	16	13%	3	24
Student Rights	Corporal Punishment	21%	5	42%	10	38%	9	24
Teacher/Employment Issues	Collective Bargaining	21%	5	71%	17	8%	2	24
Miscellaneous	Residency Requirements	21%	5	67%	16	13%	3	24
Academic Issues	Censorship	21%	5	71%	17	8%	2	24
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	21%	5	79%	19	0%	0	24
Tort Liabilities	Student Transportation	21%	5	79%	19	0%	0	24
Tort Liabilities	Privacy Rights	21%	5	79%	19	0%	0	24
Teacher/Employment Issues	Leave Issues	17%	4	79%	19	4%	1	24
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	17%	4	83%	20	0%	0	24
Academic Issues	Education of ESL Students	17%	4	79%	19	4%	1	24
Student Rights	Dress Codes	13%	3	71%	17	17%	4	24
Miscellaneous	School Property and Buildings	13%	3	83%	20	4%	1	24
Miscellaneous	Home or Private School Issues	13%	3	75%	18	13%	3	24
Academic Issues	Textbook Selection	13%	3	79%	19	8%	2	24
Academic Issues	Copyright Law	13%	3	71%	17	17%	4	24
Tort Liabilities	Field Trips	13%	3	83%	20	4%	1	24
Miscellaneous	School Fees	8%	2	79%	19	13%	3	24
Miscellaneous	Desegregation	4%	1	71%	17	25%	6	24

Essential Areas of Law - Principals 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
		%	Count	%	Count	%	Count	
Student Rights	Harassment	93%	40	7%	3	0%	0	43
Student Rights	Suspensions/Expulsions	91%	39	9%	4	0%	0	43
Teacher/Employment Issues	Dismissal Procedures	91%	39	9%	4	0%	0	43
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	88%	37	12%	5	0%	0	42
Teacher/Employment Issues	Sexual Harassment	84%	36	16%	7	0%	0	43
Miscellaneous	Due Process for Students or Staff	83%	35	17%	7	0%	0	42
Exceptional Children	Section 504 of the Rehabilitation Act	83%	35	17%	7	0%	0	42
Student Rights	FERPA/Privacy	81%	35	19%	8	0%	0	43
Academic Issues	Student Testing/NCLB	81%	34	17%	7	2%	1	42
Miscellaneous	Reporting Child Abuse	79%	33	21%	9	0%	0	42
Exceptional Children	Disciplining Handicapped Students	79%	33	21%	9	0%	0	42
Tort Liabilities	Supervision of Students	79%	33	21%	9	0%	0	42
Student Rights	Search and Seizure	77%	33	23%	10	0%	0	43
Miscellaneous	School Violence	76%	32	24%	10	0%	0	42
Teacher/Employment Issues	Evaluation	74%	32	26%	11	0%	0	43
Exceptional Children	Education for Handicapped Children Act (94-142)	71%	30	26%	11	2%	1	42
Exceptional Children	Parent Rights	69%	29	31%	13	0%	0	42
Tort Liabilities	Negligence	69%	29	31%	13	0%	0	42
Exceptional Children	Americans with Disabilities Act	67%	28	33%	14	0%	0	42
Exceptional Children	Student Rights	64%	27	36%	15	0%	0	42
Student Rights	Freedom of Speech	60%	26	40%	17	0%	0	43

Essential Areas of Law - Principals 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Ethics	57%	24	43%	18	0%	0	42
Miscellaneous	Curriculum Accountability	57%	24	40%	17	2%	1	42
Teacher/Employment Issues	Privacy or Other Constitutional Rights	56%	24	44%	19	0%	0	43
Teacher/Employment Issues	Drug Testing/Background Checks	53%	23	40%	17	7%	3	43
Tort Liabilities	Intentional Torts (assault, defamation, etc)	52%	22	43%	18	5%	2	42
Miscellaneous	Academic Sanctions for Students	50%	21	38%	16	12%	5	42
Tort Liabilities	Privacy Rights	50%	21	50%	21	0%	0	42
Teacher/Employment Issues	Educational Malpractice	47%	20	49%	21	5%	2	43
Tort Liabilities	Educational Malpractice	45%	19	50%	21	5%	2	42
Student Rights	Drug Testing	44%	19	53%	23	2%	1	43
Miscellaneous	Internet/Computer Usage	43%	18	57%	24	0%	0	42
Miscellaneous	School Finance	43%	18	55%	23	2%	1	42
Academic Issues	Compulsory School Attendance	43%	18	57%	24	0%	0	42
Teacher/Employment Issues	Employment Contracts	42%	18	53%	23	5%	2	43
Miscellaneous	Open Meeting/Public Records Law	40%	17	60%	25	0%	0	42
Academic Issues	Grading/Promotion	40%	17	52%	22	7%	3	42
Teacher/Employment Issues	Collective Bargaining	37%	16	53%	23	9%	4	43
Student Rights	Corporal Punishment	35%	15	42%	18	23%	10	43
Teacher/Employment Issues	Equal Employment Opportunity	35%	15	58%	25	7%	3	43
Exceptional Children	Extra-Curricular Participation	33%	14	62%	26	5%	2	42
Miscellaneous	Public Access to School Facilities	31%	13	69%	29	0%	0	42
Academic Issues	Graduation Requirements	31%	13	69%	29	0%	0	42

Essential Areas of Law - Principals 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Tort Liabilities	Field Trips	31%	13	64%	27	5%	2	42
Miscellaneous	Residency Requirements	29%	12	60%	25	12%	5	42
Academic Issues	Censorship	29%	12	67%	28	5%	2	42
Tort Liabilities	Student Transportation	29%	12	64%	27	7%	3	42
Student Rights	Students with Infectious Disease	28%	12	70%	30	2%	1	43
Teacher/Employment Issues	Leave Issues	28%	12	65%	28	7%	3	43
Miscellaneous	Church and State	26%	11	71%	30	2%	1	42
Miscellaneous	Legal Research/Case Study Skills	26%	11	55%	23	19%	8	42
Academic Issues	Education of ESL Students	26%	11	64%	27	10%	4	42
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	26%	11	69%	29	5%	2	42
Academic Issues	Textbook Selection	24%	10	74%	31	2%	1	42
Student Rights	Extra-Curricular Participation	23%	10	74%	32	2%	1	43
Academic Issues	Copyright Law	21%	9	71%	30	7%	3	42
Tort Liabilities	Proper Maintenance of Buildings/Grounds	21%	9	71%	30	7%	3	42
Teacher/Employment Issues	Role of School Resource Officer	21%	9	67%	29	12%	5	43
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	19%	8	74%	31	7%	3	42
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	19%	8	67%	28	14%	6	42
Student Rights	Dress Codes	16%	7	70%	30	14%	6	43
Miscellaneous	School Property and Buildings	14%	6	79%	33	7%	3	42
Miscellaneous	Home or Private School Issues	14%	6	76%	32	10%	4	42
Miscellaneous	School Fees	10%	4	71%	30	19%	8	42
Miscellaneous	Desegregation	7%	3	79%	33	14%	6	42

Essential Areas of Law - Superintendent 0 - 400 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Teacher/Employment Issues	Dismissal Procedures	86%	51	12%	7	2%	1	59
Teacher/Employment Issues	Sexual Harassment	83%	49	17%	10	0%	0	59
Student Rights	Harassment	81%	48	15%	9	3%	2	59
Teacher/Employment Issues	Evaluation	81%	48	17%	10	2%	1	59
Student Rights	Suspensions/Expulsions	80%	47	19%	11	2%	1	59
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	80%	47	19%	11	2%	1	59
Miscellaneous	Due Process for Students or Staff	76%	45	22%	13	2%	1	59
Exceptional Children	Disciplining Handicapped Students	75%	44	25%	15	0%	0	59
Student Rights	Search and Seizure	73%	43	25%	15	2%	1	59
Miscellaneous	Reporting Child Abuse	73%	43	25%	15	2%	1	59
Tort Liabilities	Supervision of Students	71%	42	29%	17	0%	0	59
Miscellaneous	Open Meeting/Public Records Law	66%	39	32%	19	2%	1	59
Academic Issues	Student Testing/NCLB	66%	39	32%	19	2%	1	59
Exceptional Children	Section 504 of the Rehabilitation Act	66%	39	32%	19	2%	1	59
Exceptional Children	Student Rights	64%	38	32%	19	3%	2	59
Exceptional Children	Education for Handicapped Children Act (94-142)	63%	37	37%	22	0%	0	59
Miscellaneous	School Finance	61%	36	36%	21	3%	2	59
Exceptional Children	Parent Rights	61%	36	39%	23	0%	0	59
Teacher/Employment Issues	Privacy or Other Constitutional Rights	59%	35	41%	24	0%	0	59
Miscellaneous	Curriculum Accountability	59%	35	41%	24	0%	0	59
Student Rights	FERPA/Privacy	58%	34	41%	24	2%	1	59

Essential Areas of Law - Superintendent 0 - 400 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	School Violence	58%	34	42%	25	0%	0	59
Exceptional Children	Americans with Disabilities Act	58%	34	42%	25	0%	0	59
Miscellaneous	Ethics	53%	31	47%	28	0%	0	59
Tort Liabilities	Privacy Rights	51%	30	49%	29	0%	0	59
Teacher/Employment Issues	Employment Contracts	49%	29	44%	26	7%	4	59
Tort Liabilities	Negligence	49%	29	51%	30	0%	0	59
Miscellaneous	Internet/Computer Usage	46%	27	53%	31	2%	1	59
Academic Issues	Graduation Requirements	46%	27	49%	29	5%	3	59
Student Rights	Freedom of Speech	44%	26	53%	31	3%	2	59
Teacher/Employment Issues	Collective Bargaining	44%	26	47%	28	8%	5	59
Tort Liabilities	Intentional Torts (assault, defamation, etc)	44%	26	51%	30	5%	3	59
Tort Liabilities	Student Transportation	39%	23	56%	33	5%	3	59
Student Rights	Drug Testing	37%	22	54%	32	8%	5	59
Student Rights	Extra-Curricular Participation	37%	22	53%	31	10%	6	59
Miscellaneous	Public Access to School Facilities	37%	22	51%	30	12%	7	59
Exceptional Children	Extra-Curricular Participation	37%	22	58%	34	5%	3	59
Teacher/Employment Issues	Educational Malpractice	36%	21	47%	28	17%	10	59
Miscellaneous	Academic Sanctions for Students	36%	21	59%	35	5%	3	59
Academic Issues	Grading/Promotion	36%	21	59%	35	5%	3	59
Academic Issues	Compulsory School Attendance	36%	21	58%	34	7%	4	59
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	36%	21	63%	37	2%	1	59
Tort Liabilities	Educational Malpractice	34%	20	59%	35	7%	4	59

Essential Areas of Law - Superintendent 0 - 400 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Corporal Punishment	31%	18	49%	29	20%	12	59
Teacher/Employment Issues	Drug Testing/Background Checks	29%	17	66%	39	5%	3	59
Student Rights	Students with Infectious Disease	27%	16	59%	35	14%	8	59
Teacher/Employment Issues	Equal Employment Opportunity	25%	15	61%	36	14%	8	59
Academic Issues	Textbook Selection	24%	14	63%	37	14%	8	59
Miscellaneous	Church and State	22%	13	69%	41	8%	5	59
Miscellaneous	Legal Research/Case Study Skills	22%	13	63%	37	15%	9	59
Tort Liabilities	Field Trips	22%	13	71%	42	7%	4	59
Academic Issues	Education of ESL Students	20%	12	68%	40	12%	7	59
Teacher/Employment Issues	Leave Issues	19%	11	71%	42	10%	6	59
Tort Liabilities	Proper Maintenance of Buildings/Grounds	19%	11	75%	44	7%	4	59
Teacher/Employment Issues	Role of School Resource Officer	17%	10	54%	32	29%	17	59
Miscellaneous	Home or Private School Issues	17%	10	63%	37	20%	12	59
Academic Issues	Censorship	17%	10	71%	42	12%	7	59
Miscellaneous	School Property and Buildings	15%	9	71%	42	14%	8	59
Academic Issues	Copyright Law	14%	8	71%	42	15%	9	59
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	12%	7	76%	45	12%	7	59
Miscellaneous	Residency Requirements	12%	7	73%	43	15%	9	59
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	10%	6	69%	41	20%	12	59
Student Rights	Dress Codes	8%	5	76%	45	15%	9	59
Miscellaneous	School Fees	8%	5	68%	40	24%	14	59
Miscellaneous	Desegregation	7%	4	53%	31	41%	24	59

Essential Areas of Law - Superintendent 401 - 800 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Harassment	100%	13	0%	0	0%	0	13
Teacher/Employment Issues	Sexual Harassment	100%	13	0%	0	0%	0	13
Exceptional Children	Disciplining Handicapped Students	100%	13	0%	0	0%	0	13
Student Rights	Search and Seizure	92%	12	8%	1	0%	0	13
Student Rights	Suspensions/Expulsions	92%	12	8%	1	0%	0	13
Miscellaneous	Due Process for Students or Staff	92%	12	8%	1	0%	0	13
Miscellaneous	Reporting Child Abuse	92%	12	0%	0	8%	1	13
Academic Issues	Student Testing/NCLB	92%	12	8%	1	0%	0	13
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	92%	12	8%	1	0%	0	13
Tort Liabilities	Supervision of Students	92%	12	8%	1	0%	0	13
Teacher/Employment Issues	Evaluation	85%	11	15%	2	0%	0	13
Student Rights	FERPA/Privacy	77%	10	23%	3	0%	0	13
Exceptional Children	Section 504 of the Rehabilitation Act	77%	10	23%	3	0%	0	13
Tort Liabilities	Negligence	77%	10	23%	3	0%	0	13
Student Rights	Corporal Punishment	69%	9	23%	3	8%	1	13
Miscellaneous	Curriculum Accountability	69%	9	31%	4	0%	0	13
Miscellaneous	School Violence	69%	9	31%	4	0%	0	13
Exceptional Children	Americans with Disabilities Act	69%	9	31%	4	0%	0	13
Exceptional Children	Education for Handicapped Children Act (94-142)	69%	9	31%	4	0%	0	13
Tort Liabilities	Privacy Rights	69%	9	31%	4	0%	0	13
Student Rights	Freedom of Speech	62%	8	38%	5	0%	0	13

Essential Areas of Law - Superintendent 401 - 800 Enrollment									
Domain Name	Area	Essential		Important		Not Important		Total	
Teacher/Employment Issues	Dismissal Procedures	62%	8	38%	5	0%	0	13	
Miscellaneous	Ethics	62%	8	38%	5	0%	0	13	
Exceptional Children	Parent Rights	62%	8	38%	5	0%	0	13	
Teacher/Employment Issues	Privacy or Other Constitutional Rights	54%	7	46%	6	0%	0	13	
Miscellaneous	Internet/Computer Usage	54%	7	46%	6	0%	0	13	
Miscellaneous	Academic Sanctions for Students	54%	7	46%	6	0%	0	13	
Miscellaneous	Open Meeting/Public Records Law	54%	7	46%	6	0%	0	13	
Academic Issues	Grading/Promotion	54%	7	38%	5	8%	1	13	
Exceptional Children	Student Rights	54%	7	46%	6	0%	0	13	
Exceptional Children	Extra-Curricular Participation	54%	7	46%	6	0%	0	13	
Tort Liabilities	Intentional Torts (assault, defamation, etc)	54%	7	46%	6	0%	0	13	
Tort Liabilities	Educational Malpractice	54%	7	38%	5	8%	1	13	
Student Rights	Students with Infectious Disease	46%	6	46%	6	8%	1	13	
Miscellaneous	School Finance	46%	6	46%	6	8%	1	13	
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	46%	6	54%	7	0%	0	13	
Tort Liabilities	Field Trips	46%	6	46%	6	8%	1	13	
Tort Liabilities	Student Transportation	46%	6	46%	6	8%	1	13	
Student Rights	Extra-Curricular Participation	38%	5	62%	8	0%	0	13	
Teacher/Employment Issues	Educational Malpractice	38%	5	62%	8	0%	0	13	
Miscellaneous	Public Access to School Facilities	38%	5	54%	7	8%	1	13	
Academic Issues	Graduation Requirements	38%	5	54%	7	8%	1	13	
Academic Issues	Textbook Selection	38%	5	46%	6	15%	2	13	

Essential Areas of Law - Superintendent 401 - 800 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Drug Testing	31%	4	69%	9	0%	0	13
Student Rights	Dress Codes	31%	4	69%	9	0%	0	13
Teacher/Employment Issues	Equal Employment Opportunity	31%	4	54%	7	15%	2	13
Miscellaneous	Home or Private School Issues	31%	4	62%	8	8%	1	13
Miscellaneous	Legal Research/Case Study Skills	31%	4	54%	7	15%	2	13
Academic Issues	Education of ESL Students	31%	4	62%	8	8%	1	13
Academic Issues	Censorship	31%	4	62%	8	8%	1	13
Academic Issues	Copyright Law	31%	4	54%	7	15%	2	13
Teacher/Employment Issues	Leave Issues	23%	3	77%	10	0%	0	13
Teacher/Employment Issues	Employment Contracts	23%	3	77%	10	0%	0	13
Teacher/Employment Issues	Collective Bargaining	23%	3	62%	8	15%	2	13
Teacher/Employment Issues	Role of School Resource Officer	23%	3	46%	6	31%	4	13
Miscellaneous	Residency Requirements	23%	3	62%	8	15%	2	13
Miscellaneous	School Fees	23%	3	62%	8	15%	2	13
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	23%	3	54%	7	23%	3	13
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	23%	3	54%	7	23%	3	13
Academic Issues	Compulsory School Attendance	23%	3	69%	9	8%	1	13
Tort Liabilities	Proper Maintenance of Buildings/Grounds	23%	3	62%	8	15%	2	13
Teacher/Employment Issues	Drug Testing/Background Checks	15%	2	85%	11	0%	0	13
Miscellaneous	Church and State	15%	2	77%	10	8%	1	13
Miscellaneous	School Property and Buildings	8%	1	69%	9	23%	3	13
Miscellaneous	Desegregation	8%	1	54%	7	38%	5	13

Essential Areas of Law - Superintendent 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Search and Seizure	100%	7	0%	0	0%	0	7
Student Rights	Harassment	100%	7	0%	0	0%	0	7
Teacher/Employment Issues	Dismissal Procedures	100%	7	0%	0	0%	0	7
Miscellaneous	Due Process for Students or Staff	100%	7	0%	0	0%	0	7
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	100%	7	0%	0	0%	0	7
Tort Liabilities	Supervision of Students	100%	7	0%	0	0%	0	7
Student Rights	FERPA/Privacy	86%	6	14%	1	0%	0	7
Teacher/Employment Issues	Sexual Harassment	86%	6	14%	1	0%	0	7
Miscellaneous	Ethics	86%	6	14%	1	0%	0	7
Miscellaneous	Reporting Child Abuse	86%	6	14%	1	0%	0	7
Miscellaneous	Open Meeting/Public Records Law	86%	6	14%	1	0%	0	7
Exceptional Children	Education for Handicapped Children Act (94-142)	86%	6	14%	1	0%	0	7
Exceptional Children	Section 504 of the Rehabilitation Act	86%	6	14%	1	0%	0	7
Tort Liabilities	Privacy Rights	86%	6	14%	1	0%	0	7
Student Rights	Freedom of Speech	71%	5	29%	2	0%	0	7
Teacher/Employment Issues	Evaluation	71%	5	29%	2	0%	0	7
Miscellaneous	Curriculum Accountability	71%	5	29%	2	0%	0	7
Academic Issues	Student Testing/NCLB	71%	5	29%	2	0%	0	7
Academic Issues	Graduation Requirements	71%	5	29%	2	0%	0	7
Exceptional Children	Americans with Disabilities Act	71%	5	29%	2	0%	0	7

Essential Areas of Law - Superintendent 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Exceptional Children	Student Rights	71%	5	29%	2	0%	0	7
Exceptional Children	Parent Rights	71%	5	29%	2	0%	0	7
Exceptional Children	Disciplining Handicapped Students	71%	5	29%	2	0%	0	7
Tort Liabilities	Intentional Torts (assault, defamation, etc)	71%	5	14%	1	14%	1	7
Student Rights	Suspensions/Expulsions	57%	4	43%	3	0%	0	7
Miscellaneous	School Violence	57%	4	43%	3	0%	0	7
Miscellaneous	Academic Sanctions for Students	57%	4	43%	3	0%	0	7
Tort Liabilities	Negligence	57%	4	43%	3	0%	0	7
Teacher/Employment Issues	Drug Testing/Background Checks	57%	4	29%	2	14%	1	7
Academic Issues	Grading/Promotion	57%	4	29%	2	14%	1	7
Teacher/Employment Issues	Equal Employment Opportunity	43%	3	57%	4	0%	0	7
Teacher/Employment Issues	Employment Contracts	43%	3	57%	4	0%	0	7
Miscellaneous	School Finance	43%	3	57%	4	0%	0	7
Miscellaneous	Internet/Computer Usage	43%	3	57%	4	0%	0	7
Miscellaneous	Public Access to School Facilities	43%	3	57%	4	0%	0	7
Academic Issues	Compulsory School Attendance	43%	3	57%	4	0%	0	7
Exceptional Children	Extra-Curricular Participation	43%	3	57%	4	0%	0	7
Tort Liabilities	Educational Malpractice	43%	3	57%	4	0%	0	7
Teacher/Employment Issues	Educational Malpractice	43%	3	29%	2	29%	2	7
Student Rights	Students with Infectious Disease	29%	2	71%	5	0%	0	7
Teacher/Employment Issues	Privacy or Other Constitutional Rights	29%	2	71%	5	0%	0	7

Essential Areas of Law - Superintendent 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Tort Liabilities	Student Transportation	29%	2	71%	5	0%	0	7
Student Rights	Corporal Punishment	29%	2	57%	4	14%	1	7
Student Rights	Extra-Curricular Participation	29%	2	57%	4	14%	1	7
Miscellaneous	School Property and Buildings	29%	2	57%	4	14%	1	7
Academic Issues	Copyright Law	29%	2	57%	4	14%	1	7
Teacher/Employment Issues	Leave Issues	29%	2	43%	3	29%	2	7
Miscellaneous	Residency Requirements	29%	2	14%	1	57%	4	7
Student Rights	Drug Testing	14%	1	86%	6	0%	0	7
Academic Issues	Censorship	14%	1	86%	6	0%	0	7
Miscellaneous	Church and State	14%	1	71%	5	14%	1	7
Academic Issues	Education of ESL Students	14%	1	71%	5	14%	1	7
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	14%	1	71%	5	14%	1	7
Teacher/Employment Issues	Collective Bargaining	14%	1	57%	4	29%	2	7
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	14%	1	57%	4	29%	2	7
Miscellaneous	Desegregation	14%	1	57%	4	29%	2	7
Miscellaneous	School Fees	14%	1	57%	4	29%	2	7
Academic Issues	Textbook Selection	14%	1	57%	4	29%	2	7
Tort Liabilities	Proper Maintenance of Buildings/Grounds	14%	1	57%	4	29%	2	7
Miscellaneous	Legal Research/Case Study Skills	14%	1	43%	3	43%	3	7
Miscellaneous	Home or Private School Issues	14%	1	43%	3	43%	3	7
Tort Liabilities	Field Trips	0%	0	100%	7	0%	0	7

Essential Areas of Law - Superintendent 801 - 1200 Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
		%	Count	%	Count	%	Count	
Student Rights	Dress Codes	0%	0	86%	6	14%	1	7
Teacher/Employment Issues	Role of School Resource Officer	0%	0	86%	6	14%	1	7
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	0%	0	71%	5	29%	2	7

Essential Areas of Law - Superintendent 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Student Rights	Harassment	100%	11	0%	0	0%	0	11
Teacher/Employment Issues	Dismissal Procedures	100%	11	0%	0	0%	0	11
Miscellaneous	School Violence	100%	11	0%	0	0%	0	11
Student Rights	Suspensions/Expulsions	91%	10	9%	1	0%	0	11
Exceptional Children	Disciplining Handicapped Students	91%	10	0%	0	9%	1	11
Tort Liabilities	Supervision of Students	91%	10	9%	1	0%	0	11
Student Rights	Search and Seizure	82%	9	18%	2	0%	0	11
Teacher/Employment Issues	Sexual Harassment	82%	9	18%	2	0%	0	11
Miscellaneous	Due Process for Students or Staff	82%	9	18%	2	0%	0	11
Miscellaneous	Reporting Child Abuse	82%	9	18%	2	0%	0	11
Academic Issues	Student Testing/NCLB	82%	9	18%	2	0%	0	11
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	82%	9	9%	1	9%	1	11
Teacher/Employment Issues	Evaluation	73%	8	27%	3	0%	0	11
Miscellaneous	Curriculum Accountability	73%	8	27%	3	0%	0	11
Exceptional Children	Americans with Disabilities Act	73%	8	27%	3	0%	0	11
Exceptional Children	Education for Handicapped Children Act (94-142)	73%	8	27%	3	0%	0	11
Exceptional Children	Section 504 of the Rehabilitation Act	73%	8	18%	2	9%	1	11
Tort Liabilities	Privacy Rights	73%	8	27%	3	0%	0	11
Student Rights	FERPA/Privacy	64%	7	27%	3	9%	1	11
Teacher/Employment Issues	Privacy or Other Constitutional Rights	64%	7	36%	4	0%	0	11

Essential Areas of Law - Superintendent 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Teacher/Employment Issues	Employment Contracts	64%	7	36%	4	0%	0	11
Miscellaneous	Ethics	64%	7	36%	4	0%	0	11
Academic Issues	Grading/Promotion	64%	7	36%	4	0%	0	11
Exceptional Children	Parent Rights	64%	7	36%	4	0%	0	11
Exceptional Children	Student Rights	64%	7	27%	3	9%	1	11
Miscellaneous	School Finance	55%	6	45%	5	0%	0	11
Miscellaneous	Academic Sanctions for Students	55%	6	36%	4	9%	1	11
Academic Issues	Graduation Requirements	55%	6	45%	5	0%	0	11
Academic Issues	Education of ESL Students	55%	6	36%	4	9%	1	11
Exceptional Children	Extra-Curricular Participation	55%	6	45%	5	0%	0	11
Tort Liabilities	Negligence	55%	6	45%	5	0%	0	11
Tort Liabilities	Intentional Torts (assault, defamation, etc)	55%	6	45%	5	0%	0	11
Student Rights	Freedom of Speech	45%	5	55%	6	0%	0	11
Teacher/Employment Issues	Equal Employment Opportunity	45%	5	55%	6	0%	0	11
Teacher/Employment Issues	Drug Testing/Background Checks	45%	5	55%	6	0%	0	11
Miscellaneous	Internet/Computer Usage	45%	5	55%	6	0%	0	11
Miscellaneous	Open Meeting/Public Records Law	45%	5	55%	6	0%	0	11
Academic Issues	Textbook Selection	45%	5	55%	6	0%	0	11
Academic Issues	Copyright Law	45%	5	45%	5	9%	1	11
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	45%	5	55%	6	0%	0	11
Tort Liabilities	Educational Malpractice	45%	5	55%	6	0%	0	11

Essential Areas of Law - Superintendent 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Tort Liabilities	Field Trips	45%	5	55%	6	0%	0	11
Student Rights	Drug Testing	36%	4	64%	7	0%	0	11
Student Rights	Extra-Curricular Participation	36%	4	64%	7	0%	0	11
Student Rights	Corporal Punishment	36%	4	55%	6	9%	1	11
Student Rights	Students with Infectious Disease	36%	4	55%	6	9%	1	11
Teacher/Employment Issues	Educational Malpractice	36%	4	64%	7	0%	0	11
Miscellaneous	Public Access to School Facilities	36%	4	64%	7	0%	0	11
Miscellaneous	Legal Research/Case Study Skills	36%	4	55%	6	9%	1	11
Miscellaneous	School Property and Buildings	36%	4	55%	6	9%	1	11
Academic Issues	Compulsory School Attendance	36%	4	64%	7	0%	0	11
Academic Issues	Censorship	36%	4	64%	7	0%	0	11
Tort Liabilities	Student Transportation	36%	4	64%	7	0%	0	11
Student Rights	Dress Codes	27%	3	45%	5	27%	3	11
Teacher/Employment Issues	Leave Issues	27%	3	73%	8	0%	0	11
Teacher/Employment Issues	Role of School Resource Officer	27%	3	64%	7	9%	1	11
Miscellaneous	Residency Requirements	27%	3	73%	8	0%	0	11
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	27%	3	64%	7	9%	1	11
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Actions	27%	3	64%	7	9%	1	11
Teacher/Employment Issues	Collective Bargaining	18%	2	82%	9	0%	0	11
Miscellaneous	Church and State	18%	2	73%	8	9%	1	11
Miscellaneous	Home or Private School Issues	18%	2	73%	8	9%	1	11

Essential Areas of Law - Superintendent 1201+ Enrollment								
Domain Name	Area	Essential		Important		Not Important		Total
Miscellaneous	Desegregation	18%	2	55%	6	27%	3	11
Miscellaneous	School Fees	18%	2	55%	6	27%	3	11
Tort Liabilities	Proper Maintenance of Buildings/Grounds	18%	2	73%	8	9%	1	11

Immediate Need for Continuing Education - Overall			
Domain Title	Area	Immediate Need	
Academic Issues	Student Testing/NCLB	58%	161
Student Rights	Harassment	56%	165
Teacher/Employment Issues	Dismissal Procedures	56%	162
Student Rights	Suspensions/Expulsions	55%	157
Miscellaneous	School Violence	52%	135
Teacher/Employment Issues	Evaluation	51%	145
Miscellaneous	Curriculum Accountability	51%	138
Teacher/Employment Issues	Sexual Harassment	51%	140
Miscellaneous	Due Process for Students or Staff	51%	144
Student Rights	FERPA/Privacy	50%	136
Miscellaneous	Reporting Child Abuse	49%	130
Exceptional Children	Disciplining Handicapped Students	49%	135
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	48%	140
Student Rights	Search and Seizure	48%	137
Exceptional Children	Section 504 of the Rehabilitation Act	48%	134
Tort Liabilities	Intentional Torts (assault, defamation, etc)	48%	119
Miscellaneous	Internet/Computer Usage	47%	116
Student Rights	Drug Testing	45%	113
Miscellaneous	Academic Sanctions for Students	45%	108
Tort Liabilities	Negligence	45%	121
Teacher/Employment Issues	Employment Contracts	44%	109
Teacher/Employment Issues	Collective Bargaining	43%	97
Miscellaneous	Open Meeting/Public Records Law	43%	111
Teacher/Employment Issues	Privacy or Other Constitutional Rights	43%	106
Miscellaneous	Ethics	43%	108
Exceptional Children	Americans with Disabilities Act	42%	108
Exceptional Children	Education for Handicapped Children Act (94-142)	41%	108
Academic Issues	Graduation Requirements	41%	93
Tort Liabilities	Educational Malpractice	41%	101
Student Rights	Students with Infectious Disease	41%	92
Miscellaneous	School Finance	41%	100
Tort Liabilities	Privacy Rights	40%	102
Teacher/Employment Issues	Drug Testing/Background Checks	40%	94

Immediate Need for Continuing Education - Overall			
Domain Title	Area	Immediate Need	
Teacher/Employment Issues	Educational Malpractice	40%	93
Tort Liabilities	Supervision of Students	40%	112
Student Rights	Extra-Curricular Participation	38%	89
Teacher/Employment Issues	Leave Issues	38%	85
Exceptional Children	Student Rights	38%	101
Teacher/Employment Issues	Equal Employment Opportunity	38%	84
Exceptional Children	Extra-Curricular Participation	37%	89
Student Rights	Freedom of Speech	37%	92
Exceptional Children	Parent Rights	37%	97
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	36%	87
Academic Issues	Grading/Promotion	36%	82
Student Rights	Dress Codes	35%	77
Academic Issues	Textbook Selection	35%	67
Miscellaneous	Residency Requirements	33%	69
Miscellaneous	Public Access to School Facilities	33%	75
Tort Liabilities	Field Trips	33%	70
Academic Issues	Education of ESL Students	33%	75
Tort Liabilities	Proper Maintenance of Buildings/Grounds	32%	69
Academic Issues	Compulsory School Attendance	32%	73
Tort Liabilities	Student Transportation	31%	70
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	31%	63
Miscellaneous	School Property and Buildings	30%	64
Academic Issues	Copyright Law	30%	64
Miscellaneous	Home or Private School Issues	30%	61
Miscellaneous	Legal Research/Case Study Skills	30%	67
Academic Issues	Censorship	29%	65
Miscellaneous	School Fees	29%	54
Teacher/Employment Issues	Role of School Resource Officer	29%	54
Student Rights	Corporal Punishment	28%	64
Miscellaneous	Church and State	27%	64
Miscellaneous	Desegregation	22%	41
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	21%	42

Immediate Need for Continuing Education - Attorneys			
Domain Title	Area	Immediate Need	
Academic Issues	Graduation Requirements	83%	5
Exceptional Children	Education for Handicapped Children Act (94-142)	80%	4
Teacher/Employment Issues	Sexual Harassment	71%	5
Teacher/Employment Issues	Evaluation	71%	5
Teacher/Employment Issues	Dismissal Procedures	71%	5
Academic Issues	Education of ESL Students	71%	5
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	71%	5
Exceptional Children	Section 504 of the Rehabilitation Act	71%	5
Exceptional Children	Parent Rights	71%	5
Student Rights	Drug Testing	67%	4
Teacher/Employment Issues	Employment Contracts	67%	4
Student Rights	Search and Seizure	63%	5
Student Rights	Suspensions/Expulsions	63%	5
Student Rights	Harassment	63%	5
Miscellaneous	Reporting Child Abuse	63%	5
Miscellaneous	Due Process for Students or Staff	63%	5
Academic Issues	Grading/Promotion	63%	5
Academic Issues	Student Testing/NCLB	63%	5
Exceptional Children	Student Rights	63%	5
Exceptional Children	Extra-Curricular Participation	63%	5
Miscellaneous	Public Access to School Facilities	60%	3
Tort Liabilities	Proper Maintenance of Buildings/Grounds	60%	3
Teacher/Employment Issues	Equal Employment Opportunity	57%	4
Teacher/Employment Issues	Collective Bargaining	57%	4
Miscellaneous	Curriculum Accountability	57%	4
Miscellaneous	Ethics	57%	4
Student Rights	Extra-Curricular Participation	50%	3
Student Rights	Freedom of Speech	50%	4
Student Rights	Students with Infectious Disease	50%	4
Teacher/Employment Issues	Privacy or Other Constitutional Rights	50%	4
Miscellaneous	School Violence	50%	4
Miscellaneous	Residency Requirements	50%	3
Miscellaneous	Church and State	50%	4

Immediate Need for Continuing Education - Attorneys			
Domain Title	Area	Immediate Need	
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	50%	2
Academic Issues	Compulsory School Attendance	50%	4
Academic Issues	Censorship	50%	3
Exceptional Children	Americans with Disabilities Act	50%	4
Exceptional Children	Disciplining Handicapped Students	50%	5
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	50%	4
Tort Liabilities	Supervision of Students	50%	4
Tort Liabilities	Negligence	50%	3
Tort Liabilities	Field Trips	50%	4
Teacher/Employment Issues	Leave Issues	44%	4
Miscellaneous	Internet/Computer Usage	44%	4
Miscellaneous	Academic Sanctions for Students	44%	4
Tort Liabilities	Privacy Rights	44%	4
Student Rights	Corporal Punishment	43%	3
Student Rights	FERPA/Privacy	43%	3
Student Rights	Dress Codes	43%	3
Teacher/Employment Issues	Role of School Resource Officer	43%	3
Teacher/Employment Issues	Drug Testing/Background Checks	43%	3
Miscellaneous	Open Meeting/Public Records Law	43%	3
Miscellaneous	School Property and Buildings	43%	3
Tort Liabilities	Student Transportation	43%	3
Teacher/Employment Issues	Educational Malpractice	40%	2
Miscellaneous	School Finance	40%	2
Miscellaneous	Home or Private School Issues	40%	2
Academic Issues	Copyright Law	40%	2
Tort Liabilities	Intentional Torts (assault, defamation, etc)	38%	3
Miscellaneous	School Fees	33%	2
Academic Issues	Textbook Selection	33%	2
Tort Liabilities	Educational Malpractice	33%	1
Miscellaneous	Legal Research/Case Study Skills	25%	1
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	0%	0
Miscellaneous	Desegregation	0%	0

Immediate Need for Continuing Education - Superintendents			
Domain Title	Area	Immediate Need	
Academic Issues	Student Testing/NCLB	57%	61
Student Rights	Harassment	53%	60
Teacher/Employment Issues	Dismissal Procedures	51%	56
Teacher/Employment Issues	Sexual Harassment	51%	55
Miscellaneous	Open Meeting/Public Records Law	51%	49
Miscellaneous	Reporting Child Abuse	50%	51
Teacher/Employment Issues	Collective Bargaining	50%	44
Miscellaneous	Curriculum Accountability	50%	53
Exceptional Children	Disciplining Handicapped Students	50%	54
Miscellaneous	School Violence	50%	50
Student Rights	Suspensions/Expulsions	49%	54
Tort Liabilities	Intentional Torts (assault, defamation, etc)	49%	47
Teacher/Employment Issues	Privacy or Other Constitutional Rights	48%	45
Teacher/Employment Issues	Evaluation	48%	55
Student Rights	Search and Seizure	48%	50
Miscellaneous	Internet/Computer Usage	46%	44
Teacher/Employment Issues	Employment Contracts	46%	42
Miscellaneous	Due Process for Students or Staff	46%	50
Student Rights	Drug Testing	46%	44
Exceptional Children	Parent Rights	46%	47
Tort Liabilities	Privacy Rights	45%	45
Student Rights	FERPA/Privacy	45%	47
Academic Issues	Graduation Requirements	45%	41
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	45%	50
Exceptional Children	Section 504 of the Rehabilitation Act	45%	49
Teacher/Employment Issues	Leave Issues	45%	39
Tort Liabilities	Educational Malpractice	45%	41
Student Rights	Extra-Curricular Participation	43%	41
Miscellaneous	Academic Sanctions for Students	43%	41
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	43%	41
Teacher/Employment Issues	Equal Employment Opportunity	43%	37
Exceptional Children	Americans with Disabilities Act	43%	42
Exceptional Children	Student Rights	43%	44

Immediate Need for Continuing Education - Superintendents			
Domain Title	Area	Immediate Need	
Miscellaneous	Public Access to School Facilities	43%	38
Exceptional Children	Education for Handicapped Children Act (94-142)	42%	44
Exceptional Children	Extra-Curricular Participation	42%	42
Student Rights	Students with Infectious Disease	42%	38
Miscellaneous	School Finance	42%	43
Tort Liabilities	Negligence	40%	43
Academic Issues	Textbook Selection	40%	32
Tort Liabilities	Student Transportation	40%	36
Student Rights	Freedom of Speech	40%	39
Teacher/Employment Issues	Role of School Resource Officer	39%	28
Student Rights	Dress Codes	39%	34
Miscellaneous	Ethics	39%	38
Tort Liabilities	Proper Maintenance of Buildings/Grounds	39%	32
Academic Issues	Copyright Law	38%	31
Miscellaneous	Residency Requirements	38%	34
Tort Liabilities	Supervision of Students	38%	38
Tort Liabilities	Field Trips	37%	30
Miscellaneous	School Property and Buildings	37%	32
Teacher/Employment Issues	Drug Testing/Background Checks	36%	34
Academic Issues	Education of ESL Students	36%	30
Academic Issues	Grading/Promotion	36%	31
Miscellaneous	School Fees	36%	27
Teacher/Employment Issues	Educational Malpractice	35%	31
Miscellaneous	Home or Private School Issues	35%	29
Miscellaneous	Legal Research/Case Study Skills	33%	29
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	33%	26
Academic Issues	Compulsory School Attendance	32%	27
Student Rights	Corporal Punishment	32%	29
Academic Issues	Censorship	30%	25
Miscellaneous	Desegregation	29%	22
Miscellaneous	Church and State	28%	25
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	26%	20

Immediate Need for Continuing Education - Principals			
Domain Title	Area	Immediate Need	
Teacher/Employment Issues	Dismissal Procedures	60%	101
Student Rights	Suspensions/Expulsions	60%	98
Student Rights	Harassment	57%	100
Miscellaneous	Curriculum Accountability	53%	81
Student Rights	FERPA/Privacy	53%	86
Academic Issues	Student Testing/NCLB	53%	95
Miscellaneous	School Violence	52%	81
Student Rights	Search and Seizure	52%	82
Miscellaneous	Due Process for Students or Staff	50%	89
Teacher/Employment Issues	Evaluation	49%	85
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	49%	85
Teacher/Employment Issues	Sexual Harassment	49%	80
Tort Liabilities	Intentional Torts (assault, defamation, etc)	48%	69
Teacher/Employment Issues	Employment Contracts	47%	63
Miscellaneous	Internet/Computer Usage	47%	68
Miscellaneous	Reporting Child Abuse	47%	74
Exceptional Children	Disciplining Handicapped Students	46%	76
Tort Liabilities	Negligence	45%	75
Student Rights	Drug Testing	45%	65
Exceptional Children	Section 504 of the Rehabilitation Act	45%	80
Miscellaneous	Ethics	45%	66
Miscellaneous	Academic Sanctions for Students	44%	63
Teacher/Employment Issues	Educational Malpractice	42%	60
Teacher/Employment Issues	Drug Testing/Background Checks	41%	57
Exceptional Children	Americans with Disabilities Act	40%	62
Tort Liabilities	Supervision of Students	40%	70
Miscellaneous	Open Meeting/Public Records Law	40%	59
Tort Liabilities	Educational Malpractice	40%	59
Exceptional Children	Education for Handicapped Children Act (94-142)	38%	60
Teacher/Employment Issues	Collective Bargaining	38%	49
Teacher/Employment Issues	Privacy or Other Constitutional Rights	38%	57
Miscellaneous	School Finance	38%	55
Student Rights	Students with Infectious Disease	37%	50

Immediate Need for Continuing Education - Principals			
Domain Title	Area	Immediate Need	
Academic Issues	Graduation Requirements	36%	47
Tort Liabilities	Privacy Rights	35%	53
Student Rights	Freedom of Speech	34%	49
Student Rights	Extra-Curricular Participation	34%	45
Academic Issues	Grading/Promotion	34%	46
Exceptional Children	Student Rights	34%	52
Teacher/Employment Issues	Leave Issues	33%	42
Teacher/Employment Issues	Equal Employment Opportunity	32%	43
Exceptional Children	Extra-Curricular Participation	32%	42
Academic Issues	Compulsory School Attendance	32%	42
Student Rights	Dress Codes	31%	40
Academic Issues	Education of ESL Students	30%	40
Tort Liabilities	Field Trips	30%	36
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	30%	42
Academic Issues	Textbook Selection	29%	33
Exceptional Children	Parent Rights	29%	45
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	29%	35
Miscellaneous	Residency Requirements	28%	32
Academic Issues	Censorship	28%	37
Miscellaneous	Legal Research/Case Study Skills	28%	37
Miscellaneous	Home or Private School Issues	27%	30
Tort Liabilities	Proper Maintenance of Buildings/Grounds	27%	34
Miscellaneous	Public Access to School Facilities	26%	34
Miscellaneous	Church and State	26%	35
Miscellaneous	School Property and Buildings	25%	29
Student Rights	Corporal Punishment	25%	32
Academic Issues	Copyright Law	25%	31
Tort Liabilities	Student Transportation	24%	31
Miscellaneous	School Fees	24%	25
Teacher/Employment Issues	Role of School Resource Officer	21%	23
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	18%	22
Miscellaneous	Desegregation	18%	19

Immediate Need for Continuing Education - Elementary Principals			
Domain Title	Area	Immediate Need	
Teacher/Employment Issues	Dismissal Procedures	63%	54
Student Rights	Harassment	57%	50
Student Rights	Suspensions/Expulsions	56%	50
Miscellaneous	Due Process for Students or Staff	56%	48
Student Rights	FERPA/Privacy	54%	43
Academic Issues	Student Testing/NCLB	54%	49
Miscellaneous	Curriculum Accountability	53%	40
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	53%	46
Miscellaneous	School Violence	51%	39
Teacher/Employment Issues	Sexual Harassment	51%	41
Teacher/Employment Issues	Evaluation	50%	42
Miscellaneous	Reporting Child Abuse	49%	41
Exceptional Children	Section 504 of the Rehabilitation Act	49%	41
Teacher/Employment Issues	Employment Contracts	48%	30
Tort Liabilities	Supervision of Students	46%	37
Miscellaneous	Academic Sanctions for Students	46%	30
Exceptional Children	Disciplining Handicapped Students	45%	35
Student Rights	Search and Seizure	44%	37
Teacher/Employment Issues	Collective Bargaining	44%	25
Miscellaneous	Internet/Computer Usage	44%	32
Tort Liabilities	Intentional Torts (assault, defamation, etc)	43%	31
Exceptional Children	Americans with Disabilities Act	42%	32
Tort Liabilities	Negligence	42%	32
Tort Liabilities	Educational Malpractice	41%	29
Miscellaneous	Ethics	41%	31
Student Rights	Drug Testing	40%	27
Exceptional Children	Education for Handicapped Children Act (94-142)	39%	29
Miscellaneous	Open Meeting/Public Records Law	39%	30
Teacher/Employment Issues	Privacy or Other Constitutional Rights	39%	28
Student Rights	Students with Infectious Disease	39%	26
Teacher/Employment Issues	Educational Malpractice	37%	28
Teacher/Employment Issues	Drug Testing/Background Checks	37%	24
Miscellaneous	School Finance	36%	25

Immediate Need for Continuing Education - Elementary Principals			
Domain Title	Area	Immediate Need	
Academic Issues	Grading/Promotion	36%	26
Academic Issues	Compulsory School Attendance	36%	24
Tort Liabilities	Privacy Rights	36%	26
Teacher/Employment Issues	Leave Issues	33%	20
Academic Issues	Graduation Requirements	32%	20
Exceptional Children	Student Rights	32%	23
Exceptional Children	Parent Rights	32%	23
Student Rights	Corporal Punishment	31%	20
Student Rights	Extra-Curricular Participation	30%	19
Student Rights	Freedom of Speech	30%	20
Academic Issues	Education of ESL Students	30%	20
Student Rights	Dress Codes	30%	19
Miscellaneous	Public Access to School Facilities	28%	17
Academic Issues	Censorship	28%	17
Tort Liabilities	Proper Maintenance of Buildings/Grounds	28%	18
Academic Issues	Textbook Selection	27%	14
Teacher/Employment Issues	Equal Employment Opportunity	27%	17
Tort Liabilities	Field Trips	25%	14
Miscellaneous	School Property and Buildings	25%	14
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	24%	15
Academic Issues	Copyright Law	22%	13
Miscellaneous	Church and State	22%	14
Miscellaneous	Residency Requirements	22%	12
Exceptional Children	Extra-Curricular Participation	22%	14
Miscellaneous	Home or Private School Issues	21%	12
Miscellaneous	Legal Research/Case Study Skills	21%	13
Miscellaneous	School Fees	19%	9
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	18%	10
Tort Liabilities	Student Transportation	17%	10
Teacher/Employment Issues	Role of School Resource Officer	15%	8
Miscellaneous	Desegregation	15%	7
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	10%	6

Immediate Need for Continuing Education - Middle & Jr High School Principals			
Domain Title	Area	Immediate Need	
Student Rights	School Violence	67%	20
Miscellaneous	Ethics	57%	17
Miscellaneous	Curriculum Accountability	56%	18
Tort Liabilities	Negligence	56%	18
Student Rights	Search and Seizure	54%	19
Exceptional Children	Disciplining Handicapped Students	53%	17
Teacher/Employment Issues	Dismissal Procedures	53%	18
Student Rights	Harassment	53%	19
Student Rights	Suspensions/Expulsions	53%	19
Teacher/Employment Issues	Evaluation	49%	17
Academic Issues	Student Testing/NCLB	47%	15
Exceptional Children	Section 504 of the Rehabilitation Act	46%	16
Miscellaneous	Due Process for Students or Staff	45%	15
Tort Liabilities	Intentional Torts (assault, defamation, etc)	45%	15
Miscellaneous	Reporting Child Abuse	45%	14
Miscellaneous	Internet/Computer Usage	45%	14
Miscellaneous	School Finance	45%	13
Teacher/Employment Issues	Drug Testing/Background Checks	44%	12
Student Rights	FERPA/Privacy	44%	15
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	44%	15
Student Rights	Drug Testing	42%	13
Teacher/Employment Issues	Educational Malpractice	41%	12
Teacher/Employment Issues	Equal Employment Opportunity	41%	11
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	40%	10
Tort Liabilities	Supervision of Students	40%	12
Exceptional Children	Education for Handicapped Children Act (94-142)	39%	12
Exceptional Children	Americans with Disabilities Act	38%	13
Miscellaneous	Legal Research/Case Study Skills	38%	12
Exceptional Children	Student Rights	38%	12
Teacher/Employment Issues	Sexual Harassment	37%	13
Teacher/Employment Issues	Employment Contracts	37%	10
Miscellaneous	Academic Sanctions for Students	37%	10
Tort Liabilities	Educational Malpractice	37%	10

Immediate Need for Continuing Education - Middle & Jr High School Principals			
Domain Title	Area	Immediate Need	
Student Rights	Freedom of Speech	36%	12
Student Rights	Students with Infectious Disease	33%	9
Teacher/Employment Issues	Leave Issues	33%	9
Teacher/Employment Issues	Privacy or Other Constitutional Rights	33%	9
Teacher/Employment Issues	Collective Bargaining	32%	8
Miscellaneous	Open Meeting/Public Records Law	31%	9
Miscellaneous	Home or Private School Issues	30%	7
Miscellaneous	School Fees	30%	7
Tort Liabilities	Privacy Rights	30%	10
Miscellaneous	Church and State	30%	8
Miscellaneous	Residency Requirements	29%	7
Academic Issues	Textbook Selection	29%	7
Exceptional Children	Extra-Curricular Participation	29%	9
Exceptional Children	Parent Rights	28%	9
Tort Liabilities	Proper Maintenance of Buildings/Grounds	28%	7
Academic Issues	Grading/Promotion	28%	8
Academic Issues	Education of ESL Students	27%	7
Academic Issues	Compulsory School Attendance	25%	7
Academic Issues	Graduation Requirements	25%	7
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	24%	7
Miscellaneous	Public Access to School Facilities	24%	6
Academic Issues	Copyright Law	24%	6
Tort Liabilities	Field Trips	24%	6
Student Rights	Extra-Curricular Participation	23%	7
Student Rights	Dress Codes	22%	6
Academic Issues	Censorship	22%	6
Teacher/Employment Issues	Role of School Resource Officer	22%	5
Tort Liabilities	Student Transportation	21%	6
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	21%	5
Miscellaneous	School Property and Buildings	15%	3
Miscellaneous	Desegregation	13%	3
Student Rights	Corporal Punishment	12%	3

Immediate Need for Continuing Education - High School Principals			
Domain Title	Area	Immediate Need	
Academic Issues	Student Testing/NCLB	62%	31
Student Rights	Harassment	58%	31
Student Rights	FERPA/Privacy	58%	28
Student Rights	Suspensions/Expulsions	58%	29
Teacher/Employment Issues	Dismissal Procedures	57%	29
Miscellaneous	Curriculum Accountability	53%	23
Tort Liabilities	Negligence	53%	25
Miscellaneous	Internet/Computer Usage	52%	22
Student Rights	Drug Testing	52%	25
Miscellaneous	Academic Sanctions for Students	51%	23
Exceptional Children	Disciplining Handicapped Students	51%	24
Miscellaneous	Due Process for Students or Staff	51%	26
Teacher/Employment Issues	Evaluation	50%	26
Teacher/Employment Issues	Employment Contracts	50%	23
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	50%	20
Teacher/Employment Issues	Sexual Harassment	48%	26
Tort Liabilities	Intentional Torts (assault, defamation, etc)	48%	23
Miscellaneous	School Violence	48%	22
Student Rights	Search and Seizure	47%	26
Academic Issues	Graduation Requirements	47%	20
Tort Liabilities	Educational Malpractice	47%	20
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	46%	24
Exceptional Children	Section 504 of the Rehabilitation Act	46%	23
Exceptional Children	Extra-Curricular Participation	45%	19
Teacher/Employment Issues	Drug Testing/Background Checks	44%	21
Teacher/Employment Issues	Privacy or Other Constitutional Rights	43%	20
Teacher/Employment Issues	Educational Malpractice	43%	20
Student Rights	Extra-Curricular Participation	43%	19
Miscellaneous	Open Meeting/Public Records Law	43%	20
Miscellaneous	Ethics	42%	18
Tort Liabilities	Supervision of Students	41%	21
Miscellaneous	School Finance	40%	17
Miscellaneous	Reporting Child Abuse	40%	19

Immediate Need for Continuing Education - High School Principals			
Domain Title	Area	Immediate Need	
Exceptional Children	Education for Handicapped Children Act (94-142)	40%	19
Tort Liabilities	Privacy Rights	40%	17
Student Rights	Students with Infectious Disease	39%	15
Teacher/Employment Issues	Collective Bargaining	39%	16
Exceptional Children	Americans with Disabilities Act	39%	17
Student Rights	Dress Codes	38%	15
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	38%	15
Tort Liabilities	Student Transportation	38%	15
Teacher/Employment Issues	Equal Employment Opportunity	38%	15
Tort Liabilities	Field Trips	37%	16
Student Rights	Freedom of Speech	37%	17
Exceptional Children	Student Rights	37%	17
Miscellaneous	Residency Requirements	35%	13
Academic Issues	Textbook Selection	34%	12
Academic Issues	Education of ESL Students	34%	13
Teacher/Employment Issues	Leave Issues	33%	13
Academic Issues	Censorship	33%	14
Miscellaneous	School Property and Buildings	32%	12
Academic Issues	Grading/Promotion	32%	12
Miscellaneous	Home or Private School Issues	31%	11
Miscellaneous	Church and State	31%	13
Teacher/Employment Issues	Role of School Resource Officer	30%	10
Miscellaneous	Legal Research/Case Study Skills	30%	12
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	30%	11
Academic Issues	Copyright Law	29%	12
Exceptional Children	Parent Rights	29%	13
Miscellaneous	Desegregation	28%	9
Miscellaneous	School Fees	27%	9
Miscellaneous	Public Access to School Facilities	27%	11
Academic Issues	Compulsory School Attendance	27%	11
Student Rights	Corporal Punishment	25%	9
Tort Liabilities	Proper Maintenance of Buildings/Grounds	24%	9

Critical for Inclusion in Principal Prep - Overall			
Domain Title	Area	Critical for Prep	
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	80%	163
Miscellaneous	Desegregation	79%	145
Student Rights	Corporal Punishment	78%	176
Miscellaneous	Church and State	78%	183
Miscellaneous	Legal Research/Case Study Skills	76%	172
Academic Issues	Censorship	76%	167
Miscellaneous	Home or Private School Issues	75%	152
Tort Liabilities	Student Transportation	75%	168
Teacher/Employment Issues	Role of School Resource Officer	75%	141
Miscellaneous	School Fees	74%	137
Tort Liabilities	Field Trips	74%	157
Tort Liabilities	Proper Maintenance of Buildings/Grounds	73%	157
Miscellaneous	School Property and Buildings	73%	154
Exceptional Children	Parent Rights	73%	192
Exceptional Children	Education for Handicapped Children Act (94-142)	73%	191
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	73%	148
Academic Issues	Compulsory School Attendance	73%	166
Student Rights	Freedom of Speech	73%	180
Academic Issues	Copyright Law	73%	153
Exceptional Children	Extra-Curricular Participation	72%	173
Miscellaneous	Residency Requirements	72%	149
Tort Liabilities	Privacy Rights	72%	182
Exceptional Children	Student Rights	72%	194
Exceptional Children	Americans with Disabilities Act	72%	187
Miscellaneous	Public Access to School Facilities	72%	161
Teacher/Employment Issues	Equal Employment Opportunity	71%	160
Academic Issues	Grading/Promotion	71%	164
Student Rights	Dress Codes	71%	158
Academic Issues	Textbook Selection	71%	138
Teacher/Employment Issues	Educational Malpractice	71%	165
Academic Issues	Education of ESL Students	71%	161
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	71%	172

Critical for Inclusion in Principal Prep - Overall			
Domain Title	Area	Critical for Prep	
Teacher/Employment Issues	Drug Testing/Background Checks	70%	164
Miscellaneous	School Finance	70%	171
Student Rights	Extra-Curricular Participation	70%	164
Tort Liabilities	Supervision of Students	70%	196
Academic Issues	Graduation Requirements	69%	156
Student Rights	Students with Infectious Disease	69%	155
Exceptional Children	Section 504 of the Rehabilitation Act	69%	193
Tort Liabilities	Educational Malpractice	68%	168
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	68%	198
Teacher/Employment Issues	Leave Issues	68%	154
Miscellaneous	Academic Sanctions for Students	68%	162
Miscellaneous	Ethics	68%	172
Teacher/Employment Issues	Privacy or Other Constitutional Rights	67%	166
Student Rights	FERPA/Privacy	67%	184
Teacher/Employment Issues	Sexual Harassment	67%	184
Miscellaneous	Open Meeting/Public Records Law	66%	170
Tort Liabilities	Negligence	66%	178
Teacher/Employment Issues	Collective Bargaining	66%	147
Teacher/Employment Issues	Evaluation	66%	185
Student Rights	Search and Seizure	66%	188
Exceptional Children	Disciplining Handicapped Students	65%	180
Teacher/Employment Issues	Employment Contracts	65%	160
Miscellaneous	Reporting Child Abuse	64%	170
Tort Liabilities	Intentional Torts (assault, defamation, etc)	64%	160
Student Rights	Drug Testing	64%	159
Miscellaneous	School Violence	63%	166
Student Rights	Suspensions/Expulsions	63%	180
Miscellaneous	Internet/Computer Usage	63%	156
Student Rights	Harassment	63%	185
Miscellaneous	Due Process for Students or Staff	62%	176
Academic Issues	Student Testing/NCLB	61%	171
Miscellaneous	Curriculum Accountability	61%	164
Teacher/Employment Issues	Dismissal Procedures	60%	176

Critical for Inclusion in Principal Prep - Attorneys			
Domain Title	Area	Critical for Prep	
Student Rights	Extra-Curricular Participation	100%	6
Miscellaneous	Desegregation	100%	2
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	100%	2
Exceptional Children	Education for Handicapped Children Act (94-142)	100%	5
Student Rights	Corporal Punishment	86%	6
Miscellaneous	Curriculum Accountability	86%	6
Tort Liabilities	Student Transportation	86%	6
Miscellaneous	Public Access to School Facilities	80%	4
Miscellaneous	School Finance	80%	4
Teacher/Employment Issues	Privacy or Other Constitutional Rights	75%	6
Miscellaneous	Legal Research/Case Study Skills	75%	3
Miscellaneous	School Violence	75%	6
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	75%	6
Tort Liabilities	Supervision of Students	75%	6
Student Rights	Dress Codes	71%	5
Student Rights	FERPA/Privacy	71%	5
Teacher/Employment Issues	Evaluation	71%	5
Teacher/Employment Issues	Role of School Resource Officer	71%	5
Teacher/Employment Issues	Sexual Harassment	71%	5
Miscellaneous	Ethics	71%	5
Miscellaneous	Open Meeting/Public Records Law	71%	5
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	71%	5
Exceptional Children	Parent Rights	71%	5
Exceptional Children	Section 504 of the Rehabilitation Act	71%	5
Student Rights	Drug Testing	67%	4
Teacher/Employment Issues	Employment Contracts	67%	4
Teacher/Employment Issues	Leave Issues	67%	6
Miscellaneous	Academic Sanctions for Students	67%	6
Miscellaneous	Internet/Computer Usage	67%	6
Miscellaneous	Residency Requirements	67%	4
Miscellaneous	School Fees	67%	4
Academic Issues	Textbook Selection	67%	4

Critical for Inclusion in Principal Prep - Attorneys			
Domain Title	Area	Critical for Prep	
Tort Liabilities	Educational Malpractice	67%	2
Tort Liabilities	Negligence	67%	4
Tort Liabilities	Privacy Rights	67%	6
Student Rights	Freedom of Speech	63%	5
Student Rights	Harassment	63%	5
Student Rights	Search and Seizure	63%	5
Student Rights	Students with Infectious Disease	63%	5
Student Rights	Suspensions/Expulsions	63%	5
Miscellaneous	Church and State	63%	5
Miscellaneous	Reporting Child Abuse	63%	5
Academic Issues	Compulsory School Attendance	63%	5
Academic Issues	Grading/Promotion	63%	5
Exceptional Children	Americans with Disabilities Act	63%	5
Exceptional Children	Extra-Curricular Participation	63%	5
Exceptional Children	Student Rights	63%	5
Tort Liabilities	Field Trips	63%	5
Tort Liabilities	Intentional Torts (assault, defamation, etc)	63%	5
Teacher/Employment Issues	Educational Malpractice	60%	3
Miscellaneous	Home or Private School Issues	60%	3
Academic Issues	Copyright Law	60%	3
Tort Liabilities	Proper Maintenance of Buildings/Grounds	60%	3
Teacher/Employment Issues	Collective Bargaining	57%	4
Teacher/Employment Issues	Drug Testing/Background Checks	57%	4
Teacher/Employment Issues	Equal Employment Opportunity	57%	4
Miscellaneous	School Property and Buildings	57%	4
Academic Issues	Education of ESL Students	57%	4
Miscellaneous	Due Process for Students or Staff	50%	4
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	50%	2
Academic Issues	Censorship	50%	3
Academic Issues	Graduation Requirements	50%	3
Academic Issues	Student Testing/NCLB	50%	4
Exceptional Children	Disciplining Handicapped Students	50%	5
Teacher/Employment Issues	Dismissal Procedures	43%	3

Critical for Inclusion in Principal Prep - Superintendents			
Domain Title	Area	Critical for Prep	
Miscellaneous	Church and State	76%	68
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	76%	59
Tort Liabilities	Supervision of Students	75%	76
Academic Issues	Censorship	75%	62
Miscellaneous	Desegregation	74%	56
Student Rights	Corporal Punishment	74%	67
Teacher/Employment Issues	Employment Contracts	73%	66
Student Rights	Search and Seizure	72%	75
Academic Issues	Compulsory School Attendance	71%	60
Miscellaneous	Home or Private School Issues	71%	59
Exceptional Children	Americans with Disabilities Act	70%	69
Tort Liabilities	Field Trips	70%	57
Miscellaneous	Legal Research/Case Study Skills	70%	61
Academic Issues	Grading/Promotion	70%	60
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	70%	55
Student Rights	Freedom of Speech	69%	68
Exceptional Children	Education for Handicapped Children Act (94-142)	69%	72
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	68%	76
Teacher/Employment Issues	Educational Malpractice	68%	60
Exceptional Children	Student Rights	68%	70
Exceptional Children	Section 504 of the Rehabilitation Act	68%	74
Miscellaneous	School Property and Buildings	68%	59
Academic Issues	Education of ESL Students	67%	56
Tort Liabilities	Proper Maintenance of Buildings/Grounds	67%	56
Miscellaneous	Academic Sanctions for Students	67%	64
Miscellaneous	Ethics	67%	66
Student Rights	FERPA/Privacy	67%	70
Miscellaneous	School Fees	67%	51
Teacher/Employment Issues	Drug Testing/Background Checks	67%	63
Tort Liabilities	Student Transportation	67%	60
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	66%	63
Tort Liabilities	Educational Malpractice	66%	61

Critical for Inclusion in Principal Prep - Superintendents			
Domain Title	Area	Critical for Prep	
Tort Liabilities	Privacy Rights	66%	65
Student Rights	Dress Codes	66%	57
Teacher/Employment Issues	Leave Issues	66%	57
Student Rights	Suspensions/Expulsions	65%	72
Academic Issues	Copyright Law	65%	53
Miscellaneous	Public Access to School Facilities	65%	58
Exceptional Children	Parent Rights	65%	67
Student Rights	Students with Infectious Disease	65%	59
Miscellaneous	School Violence	64%	65
Miscellaneous	School Finance	64%	66
Teacher/Employment Issues	Equal Employment Opportunity	64%	55
Exceptional Children	Disciplining Handicapped Students	64%	69
Academic Issues	Graduation Requirements	64%	58
Student Rights	Harassment	64%	72
Tort Liabilities	Negligence	64%	68
Teacher/Employment Issues	Role of School Resource Officer	63%	45
Miscellaneous	Residency Requirements	63%	57
Teacher/Employment Issues	Dismissal Procedures	63%	69
Miscellaneous	Due Process for Students or Staff	63%	69
Student Rights	Extra-Curricular Participation	63%	60
Exceptional Children	Extra-Curricular Participation	63%	63
Miscellaneous	Open Meeting/Public Records Law	62%	60
Student Rights	Drug Testing	61%	59
Teacher/Employment Issues	Evaluation	61%	70
Teacher/Employment Issues	Collective Bargaining	61%	54
Teacher/Employment Issues	Privacy or Other Constitutional Rights	61%	57
Academic Issues	Textbook Selection	61%	49
Teacher/Employment Issues	Sexual Harassment	60%	65
Miscellaneous	Internet/Computer Usage	60%	57
Tort Liabilities	Intentional Torts (assault, defamation, etc)	59%	57
Miscellaneous	Curriculum Accountability	58%	62
Miscellaneous	Reporting Child Abuse	58%	59
Academic Issues	Student Testing/NCLB	56%	60

Critical for Inclusion in Principal Prep - Principals			
Domain Title	Area	Critical for Prep	
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	86%	102
Miscellaneous	Desegregation	82%	87
Teacher/Employment Issues	Role of School Resource Officer	82%	91
Miscellaneous	Legal Research/Case Study Skills	81%	108
Student Rights	Corporal Punishment	80%	103
Miscellaneous	Home or Private School Issues	80%	90
Miscellaneous	Church and State	80%	110
Tort Liabilities	Student Transportation	80%	102
Exceptional Children	Extra-Curricular Participation	80%	105
Miscellaneous	School Property and Buildings	79%	91
Tort Liabilities	Field Trips	79%	95
Miscellaneous	School Fees	78%	82
Exceptional Children	Parent Rights	78%	120
Academic Issues	Copyright Law	78%	97
Academic Issues	Censorship	77%	102
Miscellaneous	Residency Requirements	77%	88
Exceptional Children	Student Rights	77%	119
Miscellaneous	Public Access to School Facilities	77%	99
Tort Liabilities	Proper Maintenance of Buildings/Grounds	77%	98
Academic Issues	Compulsory School Attendance	76%	101
Academic Issues	Education of ESL Students	76%	101
Academic Issues	Textbook Selection	76%	85
Teacher/Employment Issues	Equal Employment Opportunity	75%	101
Student Rights	Freedom of Speech	75%	107
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	75%	91
Student Rights	Extra-Curricular Participation	74%	98
Tort Liabilities	Privacy Rights	74%	111
Student Rights	Dress Codes	74%	96
Exceptional Children	Americans with Disabilities Act	73%	113
Academic Issues	Grading/Promotion	73%	99
Exceptional Children	Education for Handicapped Children Act (94-142)	73%	114
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	73%	103

Critical for Inclusion in Principal Prep - Principals			
Domain Title	Area	Critical for Prep	
Teacher/Employment Issues	Leave Issues	72%	91
Academic Issues	Graduation Requirements	72%	95
Miscellaneous	Open Meeting/Public Records Law	71%	105
Teacher/Employment Issues	Educational Malpractice	71%	102
Tort Liabilities	Educational Malpractice	70%	105
Teacher/Employment Issues	Drug Testing/Background Checks	70%	97
Miscellaneous	School Finance	70%	101
Teacher/Employment Issues	Collective Bargaining	70%	89
Teacher/Employment Issues	Sexual Harassment	70%	114
Teacher/Employment Issues	Privacy or Other Constitutional Rights	69%	103
Student Rights	Search and Seizure	68%	108
Miscellaneous	Ethics	68%	101
Student Rights	Students with Infectious Disease	68%	91
Tort Liabilities	Intentional Torts (assault, defamation, etc)	68%	98
Student Rights	FERPA/Privacy	67%	109
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	67%	117
Teacher/Employment Issues	Employment Contracts	67%	90
Miscellaneous	Reporting Child Abuse	67%	106
Student Rights	Drug Testing	66%	96
Tort Liabilities	Supervision of Students	66%	114
Miscellaneous	Academic Sanctions for Students	65%	92
Exceptional Children	Disciplining Handicapped Students	64%	106
Tort Liabilities	Negligence	64%	106
Miscellaneous	Internet/Computer Usage	64%	93
Exceptional Children	Section 504 of the Rehabilitation Act	64%	114
Teacher/Employment Issues	Evaluation	63%	110
Miscellaneous	Curriculum Accountability	63%	96
Student Rights	Suspensions/Expulsions	63%	103
Student Rights	Harassment	62%	108
Teacher/Employment Issues	Dismissal Procedures	62%	104
Miscellaneous	School Violence	61%	95
Academic Issues	Student Testing/NCLB	60%	107
Miscellaneous	Due Process for Students or Staff	58%	103

Critical for Inclusion in Principal Prep - Elementary Principals			
Domain Title	Area	Critical for Prep	
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	90%	53
Teacher/Employment Issues	Role of School Resource Officer	89%	48
Miscellaneous	Desegregation	88%	42
Miscellaneous	School Fees	87%	41
Miscellaneous	Legal Research/Case Study Skills	87%	53
Tort Liabilities	Student Transportation	86%	51
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	86%	48
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	86%	54
Miscellaneous	Church and State	84%	54
Academic Issues	Textbook Selection	84%	43
Miscellaneous	Home or Private School Issues	84%	47
Miscellaneous	Residency Requirements	84%	46
Exceptional Children	Extra-Curricular Participation	83%	54
Teacher/Employment Issues	Equal Employment Opportunity	83%	52
Miscellaneous	School Property and Buildings	82%	47
Exceptional Children	Parent Rights	82%	60
Exceptional Children	Student Rights	82%	60
Tort Liabilities	Field Trips	82%	46
Academic Issues	Censorship	80%	48
Academic Issues	Copyright Law	80%	47
Student Rights	Freedom of Speech	79%	53
Academic Issues	Education of ESL Students	79%	53
Student Rights	Corporal Punishment	78%	51
Miscellaneous	Public Access to School Facilities	78%	47
Exceptional Children	Education for Handicapped Children Act (94-142)	77%	57
Teacher/Employment Issues	Drug Testing/Background Checks	77%	50
Miscellaneous	School Finance	77%	53
Student Rights	Extra-Curricular Participation	76%	48
Academic Issues	Graduation Requirements	76%	47
Tort Liabilities	Proper Maintenance of Buildings/Grounds	75%	49
Exceptional Children	Americans with Disabilities Act	75%	57
Teacher/Employment Issues	Collective Bargaining	74%	42

Critical for Inclusion in Principal Prep - Elementary Principals			
Domain Title	Area	Critical for Prep	
Teacher/Employment Issues	Privacy or Other Constitutional Rights	74%	53
Tort Liabilities	Educational Malpractice	73%	52
Tort Liabilities	Privacy Rights	73%	53
Tort Liabilities	Negligence	72%	55
Miscellaneous	Academic Sanctions for Students	72%	47
Student Rights	Dress Codes	72%	46
Teacher/Employment Issues	Educational Malpractice	71%	53
Academic Issues	Compulsory School Attendance	70%	47
Exceptional Children	Disciplining Handicapped Students	70%	54
Teacher/Employment Issues	Leave Issues	70%	42
Tort Liabilities	Supervision of Students	70%	56
Teacher/Employment Issues	Sexual Harassment	69%	55
Miscellaneous	Ethics	68%	52
Student Rights	FERPA/Privacy	68%	54
Teacher/Employment Issues	Employment Contracts	68%	42
Student Rights	Drug Testing	68%	46
Miscellaneous	Open Meeting/Public Records Law	68%	52
Exceptional Children	Section 504 of the Rehabilitation Act	67%	56
Student Rights	Students with Infectious Disease	67%	45
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	67%	58
Tort Liabilities	Intentional Torts (assault, defamation, etc)	67%	48
Miscellaneous	Internet/Computer Usage	66%	48
Teacher/Employment Issues	Evaluation	65%	55
Academic Issues	Grading/Promotion	65%	47
Student Rights	Search and Seizure	62%	52
Miscellaneous	Reporting Child Abuse	61%	51
Miscellaneous	Curriculum Accountability	61%	46
Student Rights	Harassment	61%	53
Miscellaneous	School Violence	59%	45
Academic Issues	Student Testing/NCLB	58%	53
Miscellaneous	Due Process for Students or Staff	58%	50
Teacher/Employment Issues	Dismissal Procedures	57%	49
Student Rights	Suspensions/Expulsions	56%	50

Critical for Inclusion in Principal Prep - Middle & Jr High School Principals			
Domain Title	Area	Critical for Prep	
Miscellaneous	Church and State	89%	24
Student Rights	Corporal Punishment	88%	22
Miscellaneous	Desegregation	88%	21
Academic Issues	Censorship	85%	23
Miscellaneous	School Property and Buildings	85%	17
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	83%	20
Teacher/Employment Issues	Role of School Resource Officer	83%	19
Miscellaneous	Home or Private School Issues	83%	19
Student Rights	Dress Codes	81%	22
Academic Issues	Education of ESL Students	81%	21
Miscellaneous	Public Access to School Facilities	80%	20
Tort Liabilities	Field Trips	80%	20
Tort Liabilities	Proper Maintenance of Buildings/Grounds	80%	20
Tort Liabilities	Student Transportation	79%	22
Exceptional Children	Parent Rights	78%	25
Teacher/Employment Issues	Employment Contracts	78%	21
Tort Liabilities	Educational Malpractice	78%	21
Student Rights	Extra-Curricular Participation	77%	23
Teacher/Employment Issues	Collective Bargaining	76%	19
Academic Issues	Copyright Law	76%	19
Miscellaneous	Open Meeting/Public Records Law	76%	22
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	76%	22
Miscellaneous	Legal Research/Case Study Skills	75%	24
Miscellaneous	Residency Requirements	75%	18
Academic Issues	Compulsory School Attendance	75%	21
Academic Issues	Graduation Requirements	75%	21
Academic Issues	Textbook Selection	75%	18
Exceptional Children	Student Rights	75%	24
Exceptional Children	Education for Handicapped Children Act (94-142)	74%	23
Student Rights	Students with Infectious Disease	74%	20
Teacher/Employment Issues	Equal Employment Opportunity	74%	20
Teacher/Employment Issues	Leave Issues	74%	20
Teacher/Employment Issues	Privacy or Other Constitutional Rights	74%	20

Critical for Inclusion in Principal Prep - Middle & Jr High School Principals			
Domain Title	Area	Critical for Prep	
Miscellaneous	School Fees	74%	17
Tort Liabilities	Supervision of Students	73%	22
Tort Liabilities	Privacy Rights	73%	24
Academic Issues	Grading/Promotion	72%	21
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	72%	18
Exceptional Children	Disciplining Handicapped Students	72%	23
Exceptional Children	Extra-Curricular Participation	71%	22
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	71%	24
Miscellaneous	Academic Sanctions for Students	70%	19
Student Rights	Freedom of Speech	70%	23
Miscellaneous	Due Process for Students or Staff	70%	23
Miscellaneous	School Finance	69%	20
Academic Issues	Student Testing/NCLB	69%	22
Teacher/Employment Issues	Sexual Harassment	69%	24
Exceptional Children	Section 504 of the Rehabilitation Act	69%	24
Miscellaneous	Reporting Child Abuse	68%	21
Exceptional Children	Americans with Disabilities Act	68%	23
Student Rights	School Violence	67%	20
Teacher/Employment Issues	Drug Testing/Background Checks	67%	18
Tort Liabilities	Negligence	66%	21
Teacher/Employment Issues	Educational Malpractice	66%	19
Student Rights	FERPA/Privacy	65%	22
Teacher/Employment Issues	Dismissal Procedures	65%	22
Student Rights	Drug Testing	65%	20
Miscellaneous	Ethics	63%	19
Student Rights	Search and Seizure	63%	22
Miscellaneous	Curriculum Accountability	63%	20
Miscellaneous	Internet/Computer Usage	61%	19
Student Rights	Harassment	61%	22
Tort Liabilities	Intentional Torts (assault, defamation, etc)	61%	20
Teacher/Employment Issues	Evaluation	60%	21
Student Rights	Suspensions/Expulsions	56%	20

Critical for Inclusion in Principal Prep - High School Principals			
Domain Title	Area	Critical for Prep	
Student Rights	Corporal Punishment	83%	30
Academic Issues	Grading/Promotion	82%	31
Academic Issues	Compulsory School Attendance	80%	33
Tort Liabilities	Privacy Rights	79%	34
Miscellaneous	Historical/Foundational Legal Knowledge of Schools	78%	29
Tort Liabilities	Proper Maintenance of Buildings/Grounds	78%	29
Miscellaneous	Public Access to School Facilities	78%	32
Exceptional Children	Parent Rights	78%	35
Miscellaneous	Legal Research/Case Study Skills	78%	31
Miscellaneous	Church and State	76%	32
Exceptional Children	Student Rights	76%	35
Academic Issues	Copyright Law	76%	31
Miscellaneous	Desegregation	75%	24
Exceptional Children	Americans with Disabilities Act	75%	33
Tort Liabilities	Educational Malpractice	74%	32
Teacher/Employment Issues	Leave Issues	74%	29
Tort Liabilities	Student Transportation	74%	29
Teacher/Employment Issues	Role of School Resource Officer	73%	24
Miscellaneous	School Fees	73%	24
Teacher/Employment Issues	Equal Employment Opportunity	73%	29
Miscellaneous	Reporting Child Abuse	72%	34
Exceptional Children	Education for Handicapped Children Act (94-142)	72%	34
Academic Issues	Censorship	72%	31
Student Rights	Dress Codes	72%	28
Miscellaneous	School Property and Buildings	71%	27
Academic Issues	Education of ESL Students	71%	27
Tort Liabilities	Supervision of Students	71%	36
Miscellaneous	Curriculum Accountability	70%	30
Miscellaneous	Ethics	70%	30
Exceptional Children	Extra-Curricular Participation	69%	29
Student Rights	FERPA/Privacy	69%	33
Miscellaneous	Home or Private School Issues	69%	24
Academic Issues	Textbook Selection	69%	24

Critical for Inclusion in Principal Prep - High School Principals			
Domain Title	Area	Critical for Prep	
Student Rights	Students with Infectious Disease	68%	26
Teacher/Employment Issues	Collective Bargaining	68%	28
Exceptional Children	Section 504 of the Rehabilitation Act	68%	34
Tort Liabilities	Extra-Curricular Activities/Athletic Programs	68%	27
Tort Liabilities	Field Trips	67%	29
Student Rights	Freedom of Speech	67%	31
Exceptional Children	Individuals with Disabilities Education Act (IDEA)	67%	35
Miscellaneous	School Finance	67%	28
Student Rights	Suspensions/Expulsions	66%	33
Miscellaneous	Open Meeting/Public Records Law	66%	31
Teacher/Employment Issues	Evaluation	65%	34
Teacher/Employment Issues	Educational Malpractice	65%	30
Teacher/Employment Issues	Privacy or Other Constitutional Rights	65%	30
Miscellaneous	School Violence	65%	30
Miscellaneous	Residency Requirements	65%	24
Teacher/Employment Issues	Sexual Harassment	65%	35
Teacher/Employment Issues	Dismissal Procedures	65%	33
Miscellaneous	Section 1983 (Federal Tort-Constitutional Rts) Action	64%	25
Academic Issues	Student Testing/NCLB	64%	32
Tort Liabilities	Negligence	64%	30
Academic Issues	Graduation Requirements	63%	27
Student Rights	Drug Testing	63%	30
Tort Liabilities	Intentional Torts (assault, defamation, etc)	63%	30
Student Rights	Harassment	62%	33
Miscellaneous	Internet/Computer Usage	62%	26
Student Rights	Search and Seizure	62%	34
Exceptional Children	Disciplining Handicapped Students	62%	29
Student Rights	Extra-Curricular Participation	61%	27
Teacher/Employment Issues	Drug Testing/Background Checks	60%	29
Miscellaneous	Due Process for Students or Staff	59%	30
Teacher/Employment Issues	Employment Contracts	59%	27
Miscellaneous	Academic Sanctions for Students	58%	26

REFERENCES

1. Agostini v. Felton, 521 U.S. 203 (1997).
2. Aguilar v. Felton, 473 U.S. 402 (1985).
3. Alexander, C. (1932). Can a school executive afford to ignore the law? *Nation's Schools*, 9(3), 29-30.
4. Alexander, K. & Alexander, M.D. (2001). *American Public School Law* (5th ed.), Belmont, CA; Thomson Learning.
5. Alexander, K. & Alexander, M.D. (2005). *American Public School Law* (6th ed.), Belmont, CA; Thomson West Publishing Co.
6. Bednar, W.C. (1984). Preventive School Law, In T.N. Jones & D.P. Semler (Ed.), *School Law Update . . . Preventive School Law* (pp.1-14). Topeka, KS: National Organization on Legal Problems of Education.
7. Benson, K.M. (2005). United States Supreme Court decisions that have shaped K-12 education in America, 1972-2004. *Dissertation Abstracts International* 66(06), 2032A. (UMI No. 3180758)
8. Bourque, L.B. & Fieldler, E.P. (2003). *How to Conduct Self-Administered and Mail Surveys* (2nd ed.) Thousand Oaks, CA; Sage Publications, Inc.
9. Brabrand, S.S. (2003). Virginia principals and school law. *Dissertations Abstracts International*, 64(06), 1914A. (UMI No. 3095423)
10. Bravenec, D.L. (1998). A critical needs survey of Texas elementary and secondary school principals regarding administrator preparation and administration of special education programs. *Dissertation Abstracts International*, 59(04), 1120A. (UMI No. 9830373)

11. Bull, B.L. & McCarthy, M.M. (1995). Reflections on the knowledge base in law and ethics for educational leaders. *Educational Administration Quarterly* 31(4) 613-631.
12. Cairns, D.V. (1995). *Research Report: Critical skills necessary for Montana principals*. Montana State Board of Education, Helena, MT. (ERIC Document Reproduction Service No. ED390822)
13. Cambron-McCabe, N.H., McCarthy, M.M., & Thomas, S.B., (2004) *Public School Law*. (5th ed.) Boston, MA; Pearson Education, Inc.
14. Carmon, L. (1982). The knowledge and perception of public school administrators in Michigan towards four selected United States court cases. *Dissertation Abstracts International*, 43 (06), 1759A. (UMI No. 8224921)
15. Copenhaver, M.B. (2005). Survey of North Carolinas' principals' knowledge of school law. *Dissertation Abstracts International* 66 (08), 2889A. (UMI No. 3185748)
16. Creswell, J.W., (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.), Thousand Oaks, CA; Sage Publications, Inc.
17. Crockett, C.W. (1994). A survey of Alabama principals' perceived comfort levels regarding their legal knowledge of students' rights in the areas of constitutional law, torts, and special education. *Dissertation Abstracts International*, 56(03), 0772A. (UMI No. 9522417)
18. Doverspike, D.E. (1990). The principal, students, and the law (Volumes I and II). *Dissertation Abstracts International* 51(05), 1456A. (UMI No. 9027330)
19. Gonzalez, D. (1997). Problems faced by beginning principals. *Dissertation Abstracts International* 58(03), 0664A. (UMI No. 9726720)

20. Gullatt, D.E. & Tollett, J.R. (1997). Education Law: A requisite course for preservice and inservice teacher education programs. *Journal of Teacher Education*, 48(2), 129-135.
21. Hardin, D.T. (1998). *What do superintendents think about principalship preparation curriculum?* Paper presented at the Annual Meeting of the Southwest Educational Research Association, Houston, TX. (ERIC Document Reproduction Service No. 426471)
22. Harris, J.C. (2001). An inquiry into problematic K-12 public school law issues within the state of Florida. *Dissertation Abstracts International* 62(01), 0037A. (UMI No. 3002697)
23. Herbert, D.J. (1991). An analysis of the acquisition, utilization, and compensation of legal services in public school districts in the United States. *Dissertation Abstracts International*, 53(05), 1342A. (UMI No. 927997)
24. Hines, T.S. (1993). Florida principals' and designates' knowledge of special education law. *Dissertation Abstracts International* 55(07), 19008A. (UMI No. 9432059)
25. Hughes, W.R. (1985). Legal education necessary for adequate pre-service training of teachers, principals and superintendents in Nebraska schools (school law). *Dissertation Abstracts International*, 47(01), 0152A. (UMI No. 8606964)
26. Interstate School Leaders Licensure Consortium (ISLLC). (1996). *Standards for School Leaders*. Washington, D.C: Author.

27. Jolly, R.A. (1995). The effectiveness of secondary educational administration preparation programs at Kansas Regents universities. *Dissertation Abstracts International*, 56(11), 4224A. (UMI No. 9609508)
28. Kallio, B. & Valadez, L. (2002). *Sources of Effectiveness of Legal Training for Educational Administration. Balancing Rights: Education Law in Brave New World*, Paper presented at the Education Law Association Conference, New Orleans, LA. (ERIC Document Reproduction Service No. 473371)
29. Kemerer, F., & Walsh, J. (2000). *The Educator's Guide to Texas School Law* (5th ed.). Austin: The University of Texas Press.
30. Kerrigan, J. (1987). A study of the perceptions of school administrators regarding educational law, legal policies and procedures. *Dissertation Abstracts International*, 48(09), 2208A. (UMI No. 8727068)
31. Lattimore, L. (2001) Educating the administrators. *Quill*, 89, 12-14.
32. Leas, E.E. (1986). A study of the pre-service preparation of selected elementary principals in the state of Ohio. *Dissertation Abstracts International*, 47(09), 3265A. (UMI No. 8629346)
33. Office of Public Instruction, Montana Association of Business Officials, Montana Rural Education Association, Montana School Boards Association, School Administrators of Montana, MEA-MFT. (2005). *K-12 Education: 2005 Legislative Session Summary of Legislation Related to K-12 Education*. Helena, MT
34. Osborn, C.E. (1990). Principals' knowledge of South Dakota school law. *Dissertation Abstracts International*, 51(06), 1859A. (UMI No. 9029773)

35. Painter, S. (1998). School district employment practices regarding school attorneys. *Journal of Law and Education*, 27(1), 73-87.
36. Painter, S.R. (2001). Improving the teaching of school law: A call for dialogue. *B.Y.U. Education and Law Journal*, 2001(2), 213-228.
37. Petzko, V.N. (1998). Preventing legal headaches through staff development: Considerations and recommendations. *NASSP Bulletin*, 83, 35-42.
38. Quinn, D.M. (2003). Legal issues in educational technology: Implications for school leaders. *Educational Administration Quarterly*, 39(2), 187-207.
39. Redfield, S.E. (2003). The convergence of education and law: A new class of educators and layers. *Indiana Law Review*, 36, 609-643.
40. Reglin, G.L. (1990). Public school educators' knowledge of school law. *Illinois Schools Journal*, 69(2), 36-39.
41. Reglin, G.L. (1992). Public school educators' knowledge of selected Supreme Court decisions affecting daily public school operations. *Journal of Educational Administration*, 30(2).
42. Remmlein, M.K. (1956). What administrators need to know about school law. *The Nation's Schools*, 58(5), 52-54.
43. Ricci, E.A. (1997). Methods, Issues and Trends in the Teaching of Education Law: A Brief Survey on the Course Syllabi. *NOLPE Notes*, 32(6)
44. Risch, J. (2004). The general counsel in a school district: Examining prevalence and roles. *Dissertation Abstracts International* 65(04), 1203A. (UMI No. 3128045)
45. Russo, C.J. (2006) Reutter's The Law of Public Education. (6th ed.), New York, NY; Foundation Press.

46. Schlosser, Rebecca A., (2006). An analysis of principal interns' legal knowledge and legal instruction in principal preparation programs. *Dissertation Abstracts International* 67(09) (UMI No. 3233261)
47. Smith, S. (1989). Organizational communication of school law information. *Dissertation Abstracts International* 50(06), 1519A. (UMI No. 8921420)
48. Stephens, M.B. (1983). A study of the legal competencies of selected secondary school principals in relation to their school law training. *Dissertation Abstracts International* 44(03), 0639A. (UMI No. 8315349)
49. Sullivan, K. & Zirkel, P.A. (1998). Education law texts: Survey results. *Journal of Law and Education*, 27(3), 423-430.
50. Suter, W. Newton (1998) Primer of Educational Research Needham Heights, MA; Allyn and Bacon.
51. Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).
52. Tipton, W.A. (1981). The perceptions of selected members of the legal community as to North Dakota public school superintendents' understanding of important issues in public school law. *Dissertation Abstracts International*, 42(04), 1429A. (UMI No. 8120387)
53. Turnbull, H.R. (2005). Individuals with Disabilities Education Act Reauthorization: Accountability and Personal Responsibility. *Remedial & Special Education*, 26(6), 320-326.
54. Underwood, J.K., & Noffke, J. (1990). Good news: The litigation scales are tilting in your favor. *The Executive Educator*, 12(3), 16-20.

55. University of Montana School of Education. (2006). *Student Learning Goals*. Retrieved November 18, 2006, School of Education, Education Leadership Program Website, University of Montana, Missoula, MT.
56. Valadez, L. (2005). An Analysis of Legal Services and Training of Selected Texas School Districts: Proactive vs. Reactive Approaches. *Dissertation Abstracts International*, 66(10) _____. (UMI No. 3190057)
57. Wattam, D.K. (2004). Analysis of Montana Education Litigation, 1999-2003. *Dissertation Abstracts International*, 65(06), 2051A. (UMI No. 3138422)
58. Weinand, N.A. (1997). An assessment of the doctoral program in educational administration at the University of Minnesota. *Dissertation Abstracts International*, 58(05), 1618A. (UMI No. 9734656)
59. Williams, D.A. (1980). The use of legal assistance by Arizona school districts. *Dissertation Abstracts International*, 41(06), 2401A. (UMI No. 8029267)
60. Williams, R.E. (2005). California middle school principals' comfort level with the law. *Dissertation Abstracts International*, 66(01), 0052A. (UMI No. 3160279)
61. Witt, D.E. (2003). An examination of how educational administration programs prepare principals in special education issues. *Dissertation Abstracts International* 64(06), 1937A. (UMI No. 3093401)
62. Zahler, W.R. (2001). What practitioners think principals should know about school law in North Carolina. *Digital Dissertations International* 62(09), 2948A (UMI No. 3025193)
63. Zirkel, P.A. & Richardson, S.N. (1989). The "explosion" in education litigation. *West's Education Law Reporter* 53(3), 767-791.

64. Zirkel, P.A. & Vance, S.D. (2004). Education law course offerings in law schools.

Journal of Law & Education, 33(327)