

**Is Education Helped or Hindered by The Legal Process?**

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The legal process helps education. In this century, one of the major states and National emphasis is excellent educational sector expectations. Usually, this is achieved by great accountability that increases student's class performance. Most schools are focusing on enabling students to master their curriculum objectives. Some of the legal processes that are assisting the education field to be successful in the USA include:

An educator or instructional leader should ensure that his/her school follows the “No Child Left Behind” Act. This act consists of a regulation that requires all teachers, particularly in public schools, to be highly qualified in their area of expertise. Being highly skilled means that teachers must complete a 2-year associate's college degree or pass the evaluations that show her or his knowledge and thorough understanding of the subject and the teaching capability. Additionally, this act emphasizes that the curriculums taught in all schools to have passed the federal standardized tests. This regulation ensures adequately educated, qualified teachers with appropriate education degrees get employment, which could have been occupied by under or less qualified teachers. This act also portrays a clear focus on what teachers should teach, therefore freeing them from creating or developing a curriculum.

On the other hand, this act facilitates the production of great achievers and competent students who play a significant role in a nation. The act also requires all students to demonstrate high proficiency levels in their education, evaluated in standardized tests. It ensures that the proper knowledge needed to function in their communities and society after graduation appropriately (WestEd, 2015). Through good grades, students can pursue higher learning or choose to proceed on their career path after school.

Additionally, an instructional leader or educator should ensure the application of section 504 regulation. The 504 laws state that students with a disability should receive appropriate education designed to meet their needs concerning their disabilities (Zirkel, 2011). The right and adequate education of a student with a disability, according to section 504, comprises regular classroom learning like any other student, supplementary services in their regular classes, and special education-related services. A child with any form of disability should have equal access to education under section 504 with extra modifications and accommodations. Additionally, this law prohibits discrimination of learners with disabilities.

Finally, instructional leaders must ensure that their learning institutions adhere to other federal laws related to education, such as equal protection laws or "Title IX of the Education Amendments of 1972". Equal protection laws prohibit common unethical behaviors experienced in schools such as bullying. Some students use bullying to harm or intimidate their fellow students (Pullin, 2013). This behavior is usually physical or verbal with tendencies of making offensive comments about a student's gender, ethnicity, sexual orientation, or religion; spreading explicit rumor or pictures about another student; wearing items or clothes with an intent of intimidating someone (e.g., gang colors) and physical acts such tripping or punching another student.

However, these regulations come with different challenges and benefits to the instructional leaders. For example, an instructional leader has an obligation of making sure that no form of discrimination against learners with disabilities is happening in the learning institution. This is because it can result in a lawsuit, and it is also unethical. An instructional leader must ensure that all teachers, particularly special educators, observe practical organization skills when handling special students (Alvarez & Anderson-Ketchmark, 2011). This includes

making sure that all modifications or accommodations concerning their education programs are executed. Consistent teaching strategies are also needed to make sure that the curriculum focuses on the strengths of learners with disabilities rather than their weaknesses, which cannot be changed or improved. Also, instructional leaders have to make sure that they take the right action against cyberbullying or school bullying involving their students. This gives the students confidence and a sense of belonging towards that learning institution, ultimately raising academic achievements. Lastly, the teachers must be flexible in having backups and rearranging plans if students with disabilities related activities that may need extra attention and assistance that disrupt their routine (Kauffman et al., 2018). Teachers also practice effective good planning and communication with the special learners ensuring that they are getting maximum social and educational experiences through the activities. Besides ensuring all students are engaged and learning, the educators have to ensure their services align with the school goals. Mostly the school goals are usually the same, i.e., "educating students to make sure that when they join the real world, they will have the appropriate skills/abilities of making the right choices."

On the other hand, it is beneficial for instructional leaders bound to organizations such as CAPE, CAPSEL, and CPSAS. For example, CAPE helps its members understand the right way to perform their professional responsibilities and obligations that affect the school community. Through proper training, CAPE also makes sure that the members learn the best way of; first, applying the practices and policies that support education and protecting the confidentiality and rights of the staff, students, and their families. Second, acting with fairness, justice, and integrity and intervening appropriately to ensure the school community is equally treated and with respect and dignity. Also, using professional and personal ethics and making them the communication foundation of their actions. Additionally, CAPSEL helps identify institutional and personal

biases and removes economic, racial, linguistic, social-emotional, gender, physical, and educational discrimination and disadvantages among its members. This organization also helps the instructional leaders make critical decisions involving equitable results for the school community, including the staff and students. CPSAS also recognizes instructional leaders and teachers as professionals characterized by a high level of knowledge and skills, achieved through continuous learning, adherence to high standards, formal qualification, and rigorous training.

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