

2024 - 2025

SCHOOL LAW & **THE IMPACT ON** BLACK SCHOOL COMMUNITIES

A Graduate Level Course Proposal

Instructor:

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Course Description:

This graduate-level course will explore the history of The Student Transfer Law. Emphasis will be placed on the Breitenfeld vs. School District of Clayton court decision (2013). This course will use the book “Transfers & Open Enrollment: The Denigration of Black School Communities” as a primary text to examine the short-term and long-term effects of student transfers, particularly on Black schools and communities. Students will analyze the challenges less-resourced school districts face in paying transportation and tuition costs for student transfers while also exploring Open Enrollment options for students. Through class discussions, readings, research, and other practical assignments, students will gain a deeper understanding of the complexities of educational policies and their effects on Black school communities.

Course Goals:



- Understand the history and background of The Student Transfer Law
- Analyze the Breitenfeld vs. School District of Clayton decision and its impact on Black schools and communities
- Critically examine the short-term and long-term effects of student transfers on Black communities
- Evaluate the challenges faced by less resourced school districts in paying transportation and tuition costs for student transfers
- Explore the impact of Open Enrollment options on students
- Develop critical thinking and analytical skills through class discussions, readings, research, and other practical assignments

Course Timeline & Grading



TIMELINE

This course will consist of 16 weeks of asynchronous learning spread out between eight modules. The summer course will consist of 12 weeks of asynchronous learning spread out between six modules.

**Independent Study & Trimester Options Also Available*

GRADING

- Course participation and engagement (20%)
- Written assignments and projects (50%)
- Final research paper (30%)

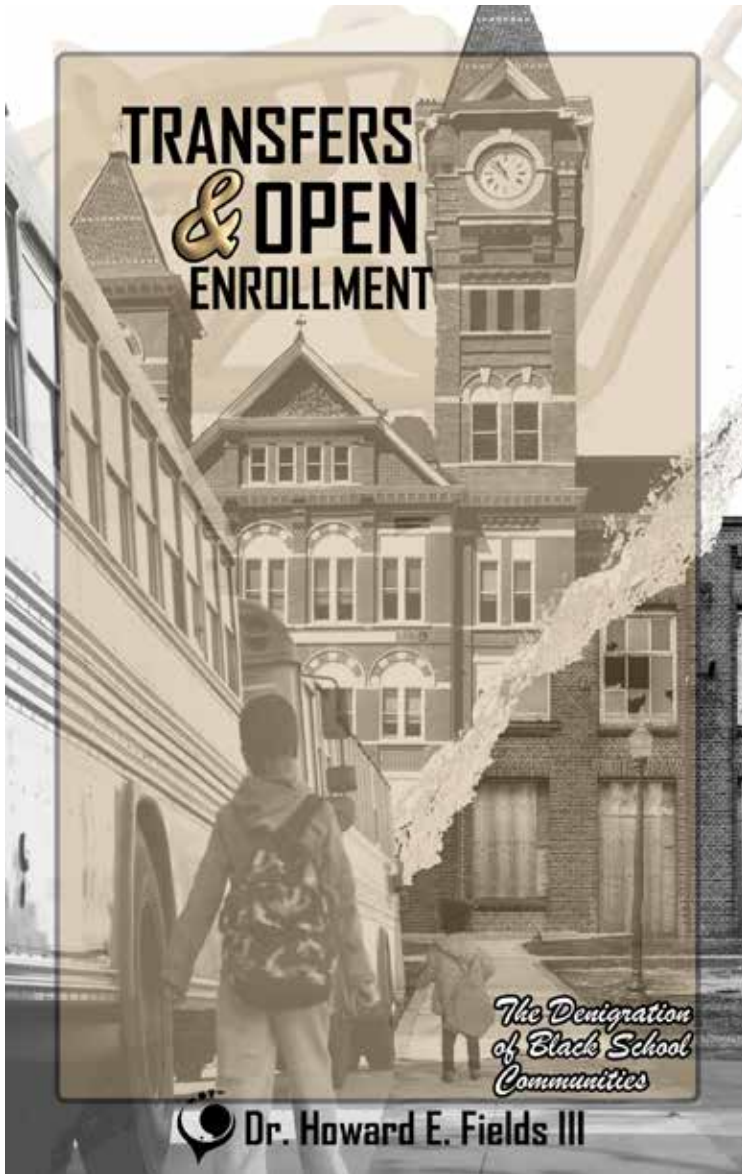
To earn a grade of “A”: Fully participate in the course activities and earn at least 90% from the coursework and documentation required on the syllabus.

To earn a grade of “B”: Fully participate in the course activities and earn at least 80% from coursework and documentation required on the syllabus.

Failure to thoroughly complete the coursework or failure to meet the course requirements of an “A” or “B” will result in failure of the class.

**This information is subject to change.*

Required Text



Transfers & Open Enrollment: The Denigration of Black School Communities

This text will be used as the primary text for this course. All other supplemental reading materials such as articles, policies and court cases will be provided by the professor.

Additional Course Reading

Did busing for school desegregation succeed?

<https://www.chalkbeat.org/2019/7/1/21121022/did-busing-for-school-desegregation-succeed-here-s-what-research-says>

Open enrollment bill sparks debate over segregation, consolidation

https://www.columbiaindianapolis.com/news/state_news/open-enrollment-bill-sparks-debate-over-segregation-consolidation/article_fd378836-9fa2-11eb-990d-9f56e0573600.html

Open enrollment can be double-edged sword

<https://www.urbanacitizen.com/2016/12/08/open-enrollment-can-be-double-edged-sword/>

The Ultimate Guide to a Public School Transfer

<https://schoolchoiceweek.com/public-school-transfer/>

Breitenfeld v. Clayton

<https://law.justia.com/cases/missouri/supreme-court/2013/sc92653.html#:~:text=The%20trial%20court%20held%20in,tuition%20costs%20for%20attending%20Clayton.>

Liddell v. Board of Education

<https://law.justia.com/cases/federal/district-courts/FSupp/567/1037/1454699/>

Brown v. Board of Education

<https://supreme.justia.com/cases/federal/us/347/483/>

Roberts v. City of Boston

<https://www.encyclopedia.com/law/law-magazines/roberts-v-city-boston-1848-49>

Swann v. Charlotte-Mecklenburg

<https://supreme.justia.com/cases/federal/us/402/1/>

United States District Court v. Indianapolis Public Schools

<https://casetext.com/case/us-v-bd-of-sch-comrs-indianapolis>

Course Schedule

01

Module 1

Introduction to The Student Transfer Law

- History and background
- Key policies and legislation

02

Module 2

The Breitenfeld vs. School District of Clayton decision

- Analysis of the court case
- Impact on Black schools and communities

03

Module 3

Short-term effects of student transfers

- Challenges faced by less resourced school districts
- Impact on students and families

04

Module 4

Long-term effects of student transfers

- Impact on school funding and resources
- Impact on community development

05

Module 5

Open Enrollment options and their impact

- Analysis of current policies and practices
- Impact on all students

06

Module 6

Educational policy disconnect Project

- Analysis of current legislative bills

07

Module 7

Critical examination of educational policies

- Discussion of alternatives and solutions
- Final research paper preparation

08

Module 8

Final research paper presentations

- Student presentations and discussion

Course Assignments

01

Module 1

- Read Part I of Transfers & Open Enrollment
- Watch The Student Transfer Law Documentary
- Respond to discussion questions

02

Module 2

- Read Part II of Transfers & Open Enrollment
- Read “Did Busing For School Desegregation Succeed?”
- Respond to discussion questions

03

Module 3

- Read “Open Enrollment Bill Sparks Debate...”
- Write an essay that examines the immediate and long-term impacts of student transfers on Black schools and communities.

04

Module 4

- Read “Why Open Enrollment is a Double-Edged Sword for School Districts”
- Write a research paper on the financial challenges of paying for transportation and tuition costs for student transfers.

05

Module 5

- Read “Open Enrollment Can Be A Double Edged Sword”
- Read Financing School Choice”
- Submit project

06

Module 6

- Respond to class discussion prompts
- Write an argumentative essay that takes a position on the impact of Open Enrollment options on all students.

07

Module 7

- Read “The Ultimate Guide To a Public School Transfer”
- Write a reflective essay that examines the complexities of educational policies and their effects on marginalized communities.

08

Module 8

- Write a final research paper that analyzes the Breitenfeld vs. School District of Clayton decision and its impact on Black schools and communities. Use a variety of sources to support your analysis, including primary source.

About The Professor

Dr. Howard E. Fields III is an award-winning leader, author, creator, and adjunct professor.

In his first year as a principal, Dr. Fields was responsible for navigating the Ferguson Unrest because his school was located down the street from where Michael Brown Jr. was shot and killed by a police officer. Though there were five months of contentious interactions between community members and law enforcement, Dr. Fields' leadership was a driving factor in increasing his school's Annual Performance Report (APR) by 200% and reading proficiency by 20%. As a result, Dr. Fields was recognized by the Missouri Association of Elementary School Principals (MAESP) as a 2016 Exemplary New Principal. That same year, he was named one of North (St. Louis) County Incorporated's 30 Leaders in their Thirties.

After nine years in urban education, Dr. Fields transitioned to a suburban school district in the fall of 2017. Within one year, Dr. Fields expanded elective course options for students to include Computer Science, Drama, Art & Design, and Foreign Language, all with existing district staff. He also implemented Passion Days, a shared facilitation model that allows students to learn from staff and community passions before sharing their passions with their classmates.

In 2020, Dr. Fields co-founded Black Males in Education St. Louis (BMESTL) and The State of Black Educators Symposium. Later that year, he was inducted into the first class of the Mehlville School District Alumni Hall of Fame while also being named the 2020 National Elementary Distinguished Principal from Missouri.

Dr. Fields is a 2023 graduate of the AASA and Howard University's Urban Superintendent Academy. In addition to serving as the Assistant Superintendent of Human Resources, Dr. Fields leverages his experience in recruiting, developing, and supporting those seeking jobs within the education field as cofounder of EduOpenings.

*Resume included on the next page.



Howard E. Fields III, Ph.D.

Adjunct Professor: School Law & The Impact on Black School Communities

EDUCATION

DOCTORATE DEGREE

University of Missouri-St. Louis
2017

EDUCATIONAL SPECIALIST DEGREE

University of Missouri-St. Louis
2012

MASTER'S DEGREE

University of Missouri-St. Louis
2009

BACHELOR'S DEGREE

University of Missouri-St. Louis
2007

ASSOCIATE DEGREE

St. Louis Community College
2005

PROFESSIONAL ACCOLADES

2021 St. Louis American Foundation Salute to Excellence in Education Award Recipient

2020 National Elementary Distinguished Principal of the Year (Missouri)

2019 Mehlville School District Alumna Hall of Fame Inductee

2019 St. Louis Suburban Elementary Principal of the Year

2017 International ND LTD Innovative Electronic Thesis & Dissertation Award

2016 North County Incorporated 30 Leaders in their Thirties

2016 MAESP Exemplary New Principal

RELEVANT EXPERIENCE

ADJUNCT PROFESSOR

University of Missouri
2018 - Present

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES

Kirkwood School District
2020 - Present

URBAN SUPERINTENDENTS' ACADEMY

Howard University/AASA
2022 - 2023

PROGRAM ON NEGOTIATION & LEADERSHIP

Harvard University
2023

PRINCIPAL

Givens Elementary & Steger Sixth Grade Center
Webster Groves School District
2017 - 2020

PRINCIPAL

Koch Elementary
Riverview Gardens School District
2014 - 2017

ASSISTANT PRINCIPAL

Westview Middle School
Riverview Gardens School District
2012 - 2014

TEACHER

Riverview Gardens School District
2008 - 2012

References Available Upon Request

Terms Offered

This online course will be offered during the following terms:

TERM	WEEKS	CREDITS
Spring 2024	16 Weeks/ 8 Modules	3 Credits
Summer 2024	12 Weeks/ 6 Modules	3 Credits
Fall 2024	16 Weeks/ 8 Modules	3 Credits
Spring 2025	16 Weeks/ 8 Modules	3 Credits
Summer 2025	12 Weeks/ 6 Modules	3 Credits
Fall 2025	16 Weeks/ 8 Modules	3 Credits

*Independent Study & Trimester Options Also Available

To sign up visit: <https://drhowardfields.com/transfers-%26-open-enroll>

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2024 - 2025



THANKS FOR THE CONSIDERATION

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