



## From Tinker to Today: Student Rights in Schools

**Course Description:** The issues of civil liberties are present in our daily lives both inside and outside the school environment. However the liberties of free speech and privacy get tricky when applied to the school setting. Does one student have the right to free expression when it is causing another student to feel offended? What do the courts say about student rights? How do we balance this with public safety? What makes a good teacher advocate for students? These are all questions that are magnified by the presence of social media and technology. So that we may be better advocates for our students it is imperative that we understand the law and how to apply it to keep our students protected.

This course will explore and interpret the wide-ranging span of rights for Iowa students and apply them to a contemporary context. Resources targeted for students and educators alike will be used to increase a deeper understanding of student rights and how they influence the outcome of a situation. Professionals from the field will share their knowledge of navigating through policies and become effective advocates for students. Finally, the course will give educators the tools they need to evaluate the policies within their own district to determine what can be done to increase safety while protecting rights.

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

**Learning Objectives:**

- Demonstrate deeper knowledge and understanding of student rights and court decisions associated with these protections
- Apply knowledge of rights and responsibilities to advocate on behalf of students who need protection
- Evaluate district and school policies to judge their effectiveness in protecting student rights while still considering
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

**Getting Started:**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Course Outline:**

Lesson Number	Lesson Description	Clock Hours
1	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours

2	<b>What is Tinker?</b> – Participants will review materials and submit a short paper on the Tinker v Des Moines case. They will outline the significance, details of the case, and what their thoughts are on student rights in schools.	0.85 Hours
3	<b>School Newspapers</b> – Participants will be tasked with researching a current event situation involving school newspapers or other publications. They will summarize the situation and resolution, then give their thoughts on if the school did the “right thing.”	0.85 Hours
4	<b>Religious Freedom in School</b> – Participants will review articles and materials, and summarize the information. They will also need to research information on student rights on their own. They will then discuss what rights students have when it comes to religious expression, and what rights schools have on the same front.	0.85 Hours
5	<b>Dress Codes</b> – Participants will read articles surrounding a well know dress code case. They will then reflect on key points of the case.	0.85 Hours
6	<b>Punishment</b> – Participants will read ACLU materials on student rights, specifically surrounding punishment. They will then reflect on where limitations are when it comes to punishing students and what rights students have if school policy violates the law.	0.85 Hours
7	<b>Student Groups</b> – Participants will read posted materials and answer questions regarding laws that protect student groups in schools.	0.85 Hours
8	<b>Trans* Student Rights</b> – Participants will review course materials on the topic of transgender students using school restrooms.	0.85 Hours
9	<b>Protesting</b> – Participants will review materials and laws regarding student rights relating to the act of protesting.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course.

Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- 3. Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
Background Information	Lesson / Title Identified	1
	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
Lesson Plan	<i>Engage:</i> Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain:</i> Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate:</i> Lesson effectively assesses participant understanding.	5
Implementation	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
Total Points Possible		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.