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CASES AND MATERIALS
Fifth Edition

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LAW AND PUBLIC EDUCATION

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Fifth Edition

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MATTHEW  BENDER

Dedication

I dedicate this edition to the two new ladies in my life, Elizabeth and Eva Patron.

— President Emeritus Gee

This, the Fifth edition, is dedicated to my new grandson, Asegai Kousei Kanai Daniel.

— Professor Daniel

Preface

All three branches of government, legislative, executive, and judicial, play a significant role in shaping and influencing the enterprise of American public education. Certainly, since the decision in *Brown v. Board of Education*, the federal government has reformed educational policy, and much decision-making undertaken by local and state school officials has been litigated in the courts. This fifth edition of *Law and Public Education* represents the authors' efforts to keep pace with the changes in education and the dynamic impact the law has had on this transformation of authority. The changes have been substantial since the publication of the fourth edition in 2009 and, as a result, much of the current edition represents a rewriting of materials and the introduction of the most recent case law.

In focusing on the institution of public education, an education law course divides the law vertically and therefore intersects horizontal slices of the law, particularly administrative and constitutional law. *Law and Public Education* can thus serve as an advanced course of study in these areas, enabling students to further develop their analytical and critical skills by focusing on the application of general administrative and constitutional law principles to the particular institution of public education, and, it is hoped, provide occasions for them to rethink such principles in light of this analysis. The book can be used additionally as an introduction to the general areas of the law for students who have not yet been exposed to the horizontal courses. In view of the dynamic development of the challenging field of law, we offer this book to students, attorneys, educators, and others concerned with public education for study and analysis as an end in itself.

Although primarily a legal work, the book also contains historical, pedagogical, economic, and other social science literature as required to understand and analyze the subject matter. Three themes pervade these materials. The first concerns the decision-making process and the proper allocation of decision-making power among those who compete for it. The other two themes relate to the substance of the decisions made by this process: the conflicts involved in a liberal, democratic society seeking to inculcate values in its young; and the tensions that pervade a nation and an educational system torn between values of national unity, secularism and universalism on the one hand and the desire to preserve pluralism and enhance sectarian and parochial subgroup cultures and values on the other.

The cases and other materials in this book have generally been included in fuller versions than in many other casebooks, as we believe it important for the student to deal with the complexities, ambiguities, and nuances of meaning that can only be experienced when the cases are edited with a slight hand. Where substantive material has been removed from cases or other materials, the deletions are indicated. Citations and footnotes contained in cases and materials have, however, been eliminated without indication. Where such footnotes have been included, they retain their original numbers, enclosed in brackets. The editors' footnotes are indicated by asterisks. Some clearly typographical errors in cases or other materials have been corrected without indication.

The first edition of this book was written by Professor Stephen R. Goldstein while teaching at the University of Pennsylvania Law School. He is currently the Edward Silver Professor of Civil Jurisprudence at the Hebrew University of Jerusalem. The following

Preface

former students provided valuable research assistance in developing the first edition: Rita L. Bernstein, Ellen Josephson, Linda Lipton, Roderick R. McKelvie, Helen M. Pomerantz, Sherri E. Raiken, Stephen A. Saltzburg, Stephen J. Shapiro, and Diana J. Simon.

President Gee, who assumed major responsibility for the second edition of the book, would like to thank Jeanne Bryan, a former student at the J. Reuben Clark Law School, Brigham Young University, and Susan Marks, a former student at the West Virginia University College of Law, who acted as research assistants.

Professor Daniel and President Gee, who authored the third edition, extend appreciation for research assistance to Patrick Pauken, J.D., Ph.D., a former student in both law and educational administration at The Ohio State University. They also thank Suzanne Cupp, Angela Doerschlag, Marianne L. Johnson, and Dina M. Minton for their contributions toward preparing the manuscript for publication.

The fourth edition is authored by Professor Daniel and President Gee. We are grateful for the research assistance of Jill Meinhardt, Rachel Shapiro, and Lisa Whittaker, all former students at The Ohio State University Moritz College of Law.

Professor Daniel and Professor Gee authored the fifth edition. We extend gratitude to research assistants, Matthew Aumann, Seth Chodosh, Rachel Kepley, Marta Stewart-Bates, and Ama Attah-Mensah, all former students at The Ohio State University Moritz College of Law. We want to especially acknowledge the work of Jillian Wolosiansky Boone, also a Moritz College graduate and a wonderful editor. Finally, we pay tribute to Professor Patrick D. Pauken, who worked on the third edition as a student in the Moritz College of Law and a Ph. D. student in the College of Education at Ohio State and, more recently, professor of educational leadership at Bowling Green State University, who provided valuable recommendations in the update of Chapter 8 for this fifth edition.

E. Gordon Gee

Philip T.K. Daniel

Columbus, Ohio

December, 2013

Table of Contents

PART ONE:	HISTORY, STRUCTURE, AND CURRICULUM	1
Chapter 1	HISTORY AND STRUCTURE OF AMERICAN PUBLIC EDUCATION	3
A.	INTRODUCTION	3
B.	HISTORICAL DEVELOPMENT OF AMERICAN EDUCATION	5
	MASSACHUSETTS (COLONY) LAWS AND STATUTES, CH. 88 (1647)	5
	ALLEN D. CANDLER, COLONIAL RECORDS OF THE STATE OF GEORGIA	6
	THOMAS JEFFERSON, NOTES ON VIRGINIA, IN FOUR WORKS OF THOMAS JEFFERSON	6
	LETTER FROM THOMAS JEFFERSON TO N. BURWELL, IN THE COMPLETE JEFFERSON (1943)	8
	Notes	8
C.	CURRENT STRUCTURE OF PUBLIC EDUCATION	10
1.	The School District	10
2.	The State Education Agency and Intermediate Units	11
3.	The Fiscal Structure of Public Education	12
4.	The Federal Government and Educational Policy	13
Chapter 2	UNIVERSAL AND COMPULSORY EDUCATION	15
A.	RIGHT OF UNIVERSAL EDUCATION	15
1.	Foundations of the Right in Gaining an Understanding of the Present Structure of American Education	15
	Note	17
2.	Expanding Boundaries of the Right — Educational Accountability	17
	Notes	20
	<i>B.M. v. State of Montana</i>	20
	Notes	23
B.	RESIDENCE AND CITIZENSHIP REQUIREMENTS — LIMITATIONS ON THE UNIVERSAL RIGHT	24
	<i>Plyler v. Doe</i>	24
	Notes	29
	<i>Lampkin v. District of Columbia</i>	33
	Notes	40
C.	COMPULSORY EDUCATION	44
	<i>Pierce v. Society of Sisters of the Holy Names of Jesus Mary</i> <i>v. Hill Military Academy</i>	44

Table of Contents

	Notes	46
	<i>Wisconsin v. Yoder</i>	47
	Notes	53
D.	ESTABLISHING A CONSTITUTIONAL RIGHT: AN INTERNATIONAL PERSPECTIVE	57
	Philip T.K. Daniel and Scott Greytak, <i>An Analysis of the “Right” to Education in South Africa and the United States</i>	57
	Notes	70
Chapter 3 CURRICULUM		73
A.	STATE AND LOCAL CONTROL OF CURRICULUM	73
B.	CONSTITUTIONAL LIMITATIONS ON STATE AND LOCAL CONTROL	74
	<i>Meyer v. State of Nebraska</i>	74
	Notes	76
	<i>Epperson v. Arkansas</i>	77
	Notes	80
	<i>Board of Education, Island Trees Union Free School District No. 26 v. Pico</i>	83
	Notes	93
	<i>Virgil v. School Board of Columbia County, Florida</i>	95
	Notes	98
C.	PARENT CONTROL OF CURRICULUM	101
	<i>State ex rel. Kelley v. Ferguson</i>	101
	Notes	103
	<i>Mozert v. Hawkins County Board of Education</i>	104
	Notes	108
	Britton White, <i>Student Rights: From in Loco Parentis to Sine Parentibus and Back Again? Understanding the Family Educational Rights and Privacy Act in Higher Education</i>	110
	<i>Owasso Independent School District v. Falvo</i>	111
	Notes	114
D.	TEACHER CONTROL OF CURRICULUM	115
	William G. Buss, <i>Academic Freedom and Freedom of Speech: Communicating the Curriculum</i>	115
	<i>Boring v. Buncombe County Board of Education</i>	117
	Notes	120

Table of Contents

PART TWO:	STUDENTS' RIGHTS AND RESPONSIBILITIES	123
Chapter 4	STUDENT CLASSIFICATION BY SEX, AGE, AND RACE	125
A.	STUDENT CLASSIFICATION BY SEX	125
1.	Academic Opportunities	125
	<i>United States v. Virginia</i>	125
	Notes	131
	<i>Sharif v. New York State Education Department</i>	133
	Notes	140
2.	Athletics	143
	<i>Communities for Equity v. Michigan High School Athletic Association, Inc.</i>	143
	Notes	146
3.	Remedies	149
	<i>Franklin v. Gwinnett County Public Schools</i>	149
	Notes	153
	<i>Gebser v. Lago Vista Independent School District</i>	155
	<i>Davis v. Monroe County Board of Education</i>	160
	Notes	166
B.	STUDENT CLASSIFICATION BY AGE	167
	<i>Arkansas Activities Association v. Meyer</i>	167
	Notes	171
C.	STUDENT CLASSIFICATION BY RACE	172
	<i>Grutter v. Bollinger</i>	174
	<i>Gratz v. Bollinger</i>	181
	Notes	184
Chapter 5	SCHOOL CONTROL OF STUDENT CONDUCT AND PROCEDURAL PROBLEMS IN ENFORCING STUDENT CONDUCT	189
A.	STUDENT CONDUCT AND SCHOOL AUTHORITY	190
	<i>Meyer v. Austin Independent School District</i>	190
	Notes	192
	<i>Doe v. Yunits</i>	195
	Notes	200
B.	SCHOOLS AND LAW ENFORCEMENT	202
	<i>Salazar v. Luty</i>	202
	Notes	205
C.	VAGUENESS AND THE NEED FOR PRE-EXISTING RULES	207
	<i>Pro-Life Cougars v. University of Houston</i>	207

Table of Contents

	Notes	211
D.	RIGHT TO AN ADMINISTRATIVE HEARING	211
1.	Due Process Requirements	212
	<i>Dixon v. Alabama State Board of Education</i>	212
	<i>Goss v. Lopez</i>	216
	Notes	221
	<i>Gonzales v. McEuen</i>	225
	Notes	229
2.	Liability of School Authorities for Failure to Provide Procedural Protections	231
	<i>Wood v. Strickland</i>	231
	Notes	235
E.	SEARCH AND SEIZURE	237
1.	Reasonable Suspicion	237
	<i>New Jersey v. T.L.O.</i>	237
	Notes	243
2.	Randomized Searches: Athletes	246
	<i>Vernonia Sch. Dist. 47J v. Acton</i>	246
	Notes	251
3.	Randomized Searches: Extra-Curricular Activities	252
	<i>Board of Education Independent School District No. 92, Pottawatomie County v. Earls</i>	252
4.	Sweep Searches	257
	<i>Thompson v. Carthage School District</i>	257
	Notes	261
5.	Locker Searches	262
	<i>State v. Jones</i>	262
	Notes	266
6.	Automobile Searches	267
	<i>State of Washington v. Slattery</i>	267
	Notes	269
7.	“Sniff Searches”	270
	<i>Horton v. Goose Creek Independent School District</i>	270
	Notes	276
8.	Strip Searches	277
	<i>Safford Unified School Dist. No. 1 v. Redding</i>	277
	Notes	281
	<i>D.H. ex rel. Dawson v. Clayton County School District</i>	282
	Notes	286
9.	Search and Seizure Issues in the Technological Era	288
	<i>Matos by & Through Matos v. Clinton School District</i>	288

Table of Contents

	Notes	291
	<i>Klump v. Nazareth Area School District</i>	292
	<i>J.W. v. Desoto County School District</i>	295
	Notes	298
Chapter 6	SCHOOL CONTROL OF STUDENT EXPRESSION . . .	301
A.	POLITICAL AND OTHER STUDENT EXPRESSION	301
	<i>Tinker v. Des Moines Independent Community School District</i>	301
	Notes	305
	<i>Frain v. Baron</i>	311
	Notes	315
	<i>Bethel School District No. 403 v. Fraser</i>	316
	Notes	321
	<i>Crosby v. Holsinger</i>	321
	Notes	322
B.	STUDENT PUBLICATIONS AND OTHER SCHOOL-SPONSORED STUDENT ACTIVITIES	324
	<i>Hazelwood School District v. Kuhlmeier</i>	324
	Shari Golub, <i>Tinker to Fraser to Hazelwood — Supreme Court’s Double Play Combination Defeats High School Students’ Rally for First Amendment Rights: Hazelwood School District v. Kuhlmeier</i> . . .	329
	Notes	330
	<i>Planned Parenthood of Southern Nevada, Inc. v. Clark County School District</i>	332
	<i>Pounds v. Katy Independent School Dist.</i>	339
	Notes	344
	<i>Henerey ex rel. Henerey v. City of St. Charles</i>	345
	Notes	349
	<i>Morse v. Frederick</i>	351
	Notes	359
	<i>B.H. ex rel. Hawk v. Easton Area School District</i>	360
	Notes	369
C.	TECHNOLOGY AND FREE EXPRESSION: THREATS, VULGARITY, AND SCHOOL-SPEECH NEXUS	372
	Philip T.K. Daniel, <i>Bullying and Cyberbullying in Schools: An Analysis of Student Free Expression, Zero Tolerance Policies, and State Anti-Harrasment Legislation</i>	373
	<i>Emmett v. Kent School District No. 415</i>	375
	Notes	377
	<i>J.S. ex rel. H.S. v. Bethlehem Area School District</i>	378
	Notes	386

Table of Contents

	<i>Kowalski v. Berkeley County School</i>	387
	Notes	396
Chapter 7	SANCTIONS FOR BREACHES OF RULES	399
A.	SUSPENSIONS AND EXPULSIONS	399
	Philip T.K. Daniel, <i>Violence and the Public Schools: Student Rights Have Been Weighed in the Balance and Found Wanting</i>	399
1.	Suspension	400
	<i>Jennings v. Wentzville R-IV School District</i>	400
	Notes	404
2.	Expulsion	405
	<i>Rippy v. Board of School Trustees</i>	405
	Notes	410
	<i>Tun v. Whitticker</i>	412
	Notes	414
B.	CORPORAL PUNISHMENT	417
	<i>Ingraham v. Wright</i>	417
	Notes	425
	<i>Garcia v. Miera</i>	427
	Notes	431
	<i>Hatfield v. O’Neill</i>	433
	Notes	441
C.	ACADEMIC SANCTIONS	442
	<i>State ex rel. Barno v. Crestwood Board of Education</i>	442
	Notes	446
<hr/>		
PART THREE:	TEACHERS’ RIGHTS AND RESPONSIBILITIES	449
Chapter 8	TEACHERS AND THE EMPLOYMENT RELATIONSHIP	451
A.	TEACHER COLLECTIVE BARGAINING	451
1.	The “Right” to Bargain Collectively	451
	<i>American Federation of Teachers v. Ledbetter</i>	453
	Notes	457
	<i>Wisconsin Education Association Council v. Walker</i>	458
	Notes	471
2.	Fair Share and Agency Shop Fees	471
	<i>Abood v. Detroit Board of Education</i>	471
	Notes	478
	<i>Chicago Teachers Union, Local No. 1, AFT, AFL-CIO v. Hudson</i>	481
	Notes	487

Table of Contents

3.	Contractual and Statutory Rights for Public Sector Employee Associations	489
	<i>Texas State Teachers Association v. Garland Independent School District</i>	489
	Notes	494
4.	The Right to Strike	496
	<i>Davis v. Henry</i>	497
	Notes	504
	Martin H. Malin, <i>Public Employees’ Right to Strike: Law and Experience</i>	505
	<i>Jersey Shore Area School District v. Jersey Shore Education Association</i>	509
	Notes	513
B.	HIRING AND DISCHARGE	514
1.	Age	515
	<i>Dirusso v. Aspen School District #1</i>	515
	Notes	520
2.	Race	520
	<i>Wygant v. Jackson Board of Education</i>	521
	<i>Krueth v. Independent School District No. 38, Red Lake, Minnesota</i>	531
	Notes	535
3.	Citizenship	540
	<i>Ambach v. Norwick</i>	540
4.	Gender	544
a.	Sexual Harassment Under Title VII	545
	<i>Meritor Savings Bank, F.S.B. v. Vinson</i>	545
	Notes	553
b.	Same Sex Sexual Harassment Under Title VII	556
	<i>Oncale v. Sundowner Offshore Services, Inc.</i>	556
	Notes	559
c.	Retaliation Under Title IX	560
	<i>Jackson v. Birmingham Board of Education</i>	560
	Notes	564
5.	Religion	564
	<i>Ansonia Board of Education v. Philbrook</i>	564
	Notes	569
6.	Disability	570
	<i>Chalk v. United States District Court Central District of California</i>	570
	Notes	575

Table of Contents

	<i>Cassimy v. Board of Education of the Rockford Public Schools, District # 205</i>	576
	Notes	581
7.	Due Process	583
	<i>Board of Regents v. Roth</i>	584
	<i>Perry v. Sindermann</i>	588
	Notes	592
Chapter 9	THE TEACHER AS CITIZEN	597
A.	SCHOOL CONTROL OVER TEACHER EXPRESSION	597
	<i>Pickering v. Board of Education</i>	597
	Notes	601
	<i>Mt. Healthy City School Board of Education v. Doyle</i>	603
	Notes	607
	<i>Connick v. Myers</i>	609
	Notes	614
	<i>Waters v. Churchill</i>	616
	Notes	625
	<i>Garcetti v. Ceballos</i>	627
	Notes	634
B.	SCHOOL CONTROL OF TEACHER CONDUCT	635
1.	Outside the School	635
	<i>Keyishian v. Board of Regents</i>	635
	Notes	637
2.	Inside the Classroom	641
	<i>Boring v. Buncombe County Board of Education</i>	641
	Notes	645
PART FOUR:	EQUAL EDUCATIONAL OPPORTUNITY	651
Chapter 10	RACIAL SEGREGATION IN THE PUBLIC SCHOOLS	653
	<i>Brown v. Board of Education</i>	653
	Notes	656
	<i>Green v. County School Board</i>	658
	Notes	662
	<i>Swann v. Charlotte-Mecklenburg Board of Education</i>	663
	Notes	671
	<i>Keyes v. School District No. 1</i>	675
	Notes	680
	<i>Milliken v. Bradley</i>	681
	Notes	684
	<i>Board of Education of Oklahoma City Public Schools v. Dowell</i>	688

Table of Contents

	Notes	693
	<i>Freeman v. Pitts</i>	698
	Notes	704
	<i>Missouri v. Jenkins</i>	711
	Notes	719
	<i>Parents Involved in Community Schools v. Seattle School District No. 1</i>	720
	Notes	746
Chapter 11	ABILITY GROUPING AND ENGLISH PROFICIENCY	751
A.	ABILITY GROUPING AND TRACKING	751
	<i>Hobson v. Hansen</i>	751
	Notes	764
	<i>McNeal v. Tate County School District</i>	767
	<i>Quarles v. Oxford Municipal Separate School District</i>	770
	Notes	773
	<i>Larry P. v. Riles</i>	777
	<i>Parents in Action on Special Education (PASE) v. Hannon</i>	783
	Notes	786
B.	ENGLISH PROFICIENCY	789
	<i>Castaneda v. Pickard</i>	790
	<i>Valeria v. Davis</i>	798
	Notes	800
	<i>Horne v. Flores</i>	804
	Notes	818
Chapter 12	THE EDUCATION OF EXCEPTIONAL CHILDREN ...	821
A.	ELIGIBILITY	823
	<i>Timothy W. v. Rochester, New Hampshire School District</i>	823
	Notes	828
	<i>Board of Education of Montgomery County, Maryland v. S.G.</i>	829
	Notes	833
	<i>E.M. ex rel. E.M. v. Pajaro Valley Unified School District Office of Administrative Hearings</i>	834
	Notes	839
B.	FREE APPROPRIATE PUBLIC EDUCATION	840
	<i>Board of Education of Hendrick Hudson Central School District v. Rowley</i>	840
	Notes	847
	<i>Dracut School Committee v. Bureau of Special Education</i>	848
	Notes	859

Table of Contents

C.	INDIVIDUALIZED EDUCATION PROGRAM	861
	<i>Blackmon v. Springfield R-XII School District</i>	861
	Notes	866
	<i>Kings Local Sch. Dist. v. Zelazny</i>	867
	Notes	870
D.	EXTENDED SCHOOL YEAR PROGRAMS	871
	<i>Cordrey v. Euckert</i>	871
	Notes	878
E.	LEAST RESTRICTIVE ENVIRONMENT	879
	<i>Daniel R.R. v. State Board of Education</i>	879
	<i>Sacramento City Unified School District</i> <i>Board of Education v. Holland</i>	888
	Notes	891
F.	RELATED SERVICES	895
	<i>Irving Independent School District v. Tatro</i>	895
	Notes	898
	<i>Cedar Rapids Community School District v. Garrett F.</i>	899
	Notes	905
G.	THE “STAY-PUT” PROVISION & BEHAVIOR MANAGEMENT	906
	<i>Honig v. Doe</i>	906
	<i>J.P.M. v. Palm Beach County School Board</i>	912
	Notes	917
H.	BURDEN OF PROOF	919
	<i>Schaffer v. Weast</i>	920
	Notes	924
I.	BULLYING	925
	<i>Long v. Murray County School District</i>	925
	<i>T.K. v. New York City Department of Education</i>	939
	Notes	949
J.	REMEDIES	950
	<i>School Committee of the Town of Burlington, Massachusetts v.</i> <i>Department of Education of Massachusetts</i>	950
	Notes	955
K.	IDEA AND THE ESTABLISHMENT CLAUSE	957
	<i>Zobrest v. Catalina Foothills School District</i>	957
	Notes	960
L.	THE AMERICANS WITH DISABILITIES ACT	961
	Ronald Wenkart, <i>The Americans with Disabilities Act and Its</i> <i>Impact on Public Education</i>	961
M.	GIFTED AND TALENTED STUDENTS	964
	<i>Brownsville Area School District v. Student X</i>	964

Table of Contents

Notes	966
Chapter 13	FINANCING PUBLIC EDUCATION 969
<i>San Antonio Independent School District v. Rodriguez</i>	970
Notes	980
<i>Robinson v. Cahill</i>	981
Notes	984
<i>Abbott v. Burke</i>	986
Notes	997
<i>Rose v. Council for Better Education, Inc.</i>	999
Notes	1017
William E. Thro, <i>The Role of Language of the State Education</i> <i>Clauses in School Finance Litigation</i>	1019
Notes	1023
<i>Campaign for Fiscal Equity, Inc. v. State</i>	1025
Bonnie A. Scherer, <i>Footing the Bill for a Sound Basic Education</i> <i>in New York City: The Implementation of Campaign for Fiscal</i> <i>Equity v. State</i>	1035
Notes	1039
<i>Hoke County Board of Education v. State</i>	1040
Notes	1048
<i>Lewis E. v. Spagnolo</i>	1048
Notes	1055
John Dayton & Anne Dupre, <i>School Funding Litigation:</i> <i>Who's Winning the War?</i>	1056
PART FIVE:	CHURCH-STATE RELATIONS 1059
Chapter 14	THE RELIGION CLAUSES AND PUBLIC EDUCATION 1061
A.	RELIGION AND THE PUBLIC SCHOOL CURRICULUM 1061
1.	Bible Reading and Prayer 1061
	<i>School District of Abington Township v. Schempp</i> 1061
	Notes 1064
	<i>Wallace v. Jaffree</i> 1066
	Notes 1076
2.	General Restraints 1080
	<i>Lee v. Weisman</i> 1080
	Notes 1087
	<i>Santa Fe Independent School District v. Doe</i> 1088
	Notes 1099
B.	RELEASED TIME FOR RELIGIOUS INSTRUCTION 1103
	<i>McCullum v. Board of Education</i> 1103
	<i>Zorach v. Clauson</i> 1105
	Notes 1109

Table of Contents

C.	RELIGIOUS OBJECTIONS TO PUBLIC SCHOOL ACTIVITIES . . .	1111
	<i>Smith v. Board of School Commissioners of Mobile County</i>	1111
	Notes	1117
	<i>West Virginia State Board of Education v. Barnette</i>	1118
	Notes	1121
	<i>Agostini v. Felton</i>	1123
	Notes	1133
	<i>Board of Education of Kiryas Joel Village</i>	
	<i>School District v. Grumet</i>	1134
	Notes	1141
Chapter 15	ALTERNATIVES TO PUBLIC EDUCATION	1143
	Ralph D. Mawdsley, <i>Tax Exempt Bond Financing for Religious</i>	
	<i>Educational Institutions: What Is Required Under the U.S.</i>	
	<i>Constitution?</i>	1143
A.	FINANCING PRIVATE SCHOOLS FOR PUBLIC BENEFIT	1145
1.	Textbooks, Transportation, and Other Special Services	1145
	<i>Everson v. Board of Education</i>	1145
	Notes	1148
	<i>Mitchell v. Helms</i>	1150
	Notes	1156
2.	Payment for Personnel Salaries, Tuition, and Other Tax Benefits	1156
	<i>Lemon v. Kurtzman</i>	1157
	Notes	1163
	<i>Committee for Public Education v. Nyquist</i>	1163
	<i>Mueller v. Allen</i>	1171
	Notes	1176
B.	EDUCATIONAL CHOICE	1179
1.	Public School Problems and Choice Proposals	1180
	MILTON FRIEDMAN, <i>CAPITALISM AND FREEDOM</i>	1180
	Tom Tancredo, <i>The Case for Vouchers</i>	1185
	Philip T.K. Daniel, <i>A Comprehensive Analysis of Educational</i>	
	<i>Choice: Can the Polemic of Legal Problems Be Overcome?</i>	1188
	Notes	1196
2.	Vouchers and the Establishment Clause	1199
	<i>Zelman v. Simmons-Harris</i>	1199
	Notes	1204
3.	Charter Schools	1205
	Julie F. Mead, <i>Devilish Details: Exploring Features of Charter</i>	
	<i>School Statutes That Blur the Public/Private Distinction</i>	1205
	<i>Comprehensive Community Solutions, Inc. v. Rockford</i>	

Table of Contents

	<i>School District No. 205</i>	1207
	Notes	1210
	Joseph O. Oluwole & Preston C. Green, <i>Charter Schools Under the NCLB: Choice and Equal Educational Opportunity</i>	1210
<hr/>		
PART SIX:	TORTS	1213
<hr/>		
Chapter 16	SUPERVISION AND TORT LIABILITY	1215
<hr/>		
A.	NEGLIGENCE AND STRICT LIABILITY	1217
	<i>Johnson v. School District of Millard</i>	1217
	Notes	1220
	<i>Dubose v. Akron Public Schools</i>	1222
	Notes	1226
	<i>Wyke v. Polk County School Board</i>	1227
	Notes	1236
	<i>Brownell v. Los Angeles Unified School District</i>	1236
	Notes	1240
B.	DEFENSES TO NEGLIGENCE AND STRICT LIABILITY	1244
	<i>Hurlburt v. Noxon</i>	1244
	<i>White by Pearsall v. School District</i>	1246
	Notes	1248
	<i>Siegell v. Herricks Union Free School District</i>	1252
	Notes	1253
	<i>Jarreau v. Orleans Parish School Board</i>	1254
	Notes	1257
	Thomas R. Hurst & James N. Knight, <i>Coaches' Liability for Athletes' Injuries and Deaths</i>	1259
C.	TORT IMMUNITY	1264
	<i>Stoneking v. Bradford Area School District</i>	1264
	Notes	1271
	<i>Doe v. Escambia County School Board</i>	1273
	Note	1274
	<i>Parker v. Wynn</i>	1275
	Notes	1276
	<i>Burns v. Board of Education of Stamford</i>	1277
	Notes	1281
D.	DEFAMATION	1282
	<i>Brewer v. Rogers</i>	1282
	<i>Rocci v. Ecole Secondaire MacDonald-Cartier</i>	1286
	Notes	1290
	<i>Lifton v. Board of Education</i>	1291

Table of Contents

Notes	1294
TABLE OF CASES	TC-1
INDEX	I-1
