

**Education Policy Practicum
Spring 2023 Syllabus**

Key Information

Class Dates and Time	Tuesdays 1:10-3:10pm PST.
Classroom	Founders Hall 236.
Instructors	Megan Stanton Trehan, Visiting Professor & YJEC Director (e) megan.stanton-trehan@lls.edu (c) 626-298-0505 Vivian Wong, Adjunct Professor & YJEC Supervising Attorney (e) vivian.wong@lls.edu (c) 925-286-9589 (gv) 925-308-6132
Office Hours	Please email us to make an appointment.

Course Description

The Youth Justice Education Clinic (“YJEC”) Education Policy Practicum seeks to expose law students to issues in education policy at the local, state, and national levels. Law students learn the major education policy issues affecting students, families, and schools in K-12 education today, like equity in funding and outcomes, accountability systems, special education and rights for students with disabilities, the needs of English Language Learner/Bilingual Emergent students, and addressing school discipline through restorative justice practices. The YJEC Education Policy Practicum focuses on the rights and needs of youth in the foster or juvenile injustice systems, drawing on the experience and expertise of YJEC lawyers and professors Megan Stanton-Trehan and Vivian Wong. Law students will attend policy meetings and make public comment at a school board meeting, legislative hearing, or Los Angeles County Board of Supervisors meeting. Students will engage in research and policy development, with their work culminating in a research paper and a policy project. This course can fulfill either the writing OR pro bono requirement for graduation.

Learning Outcomes

Students in the YJEC Policy Practicum will be learning about the education policy issues impacting all students, but with a special focus on youth who are involved in the juvenile injustice system and foster care systems. We will also focus on addressing the needs of historically marginalized students including: students with disabilities, low income students, English Language Learner/Emergent Bilingual students, and students of color. We will also recognize and explore how these many identities can be intersectional and increase inequality.

At the conclusion of the course, students should be able to:

1. Identify and discuss the major education policy issues in Los Angeles, California, and the United States.
2. Critique legal and policy approaches to systemic inequalities in our education system and offer creative solutions.
3. Understand the role of lawyers and the law in changing education policy.

Required Texts and Materials

The following textbooks and materials are required for this course:

1. Course supplement (available from LLS Graphics department).
2. All other materials will be available on Brightspace and/or distributed via email at least one week before the applicable class.

Use of Technology During the Course

This course will use in Brightspace, our campus learning management system, which you can access by visiting brightspace.lmu.edu. Reading assignments, grades, and important deadlines will be posted to Brightspace, so please check it regularly.

Technical Support

Should you encounter any hardware or software issues during this course, please contact the ITS Service Desk at helpdesk@lls.edu or by calling 310-338-7777, option 2.

For assistance with class technology, such as class recordings, Brightspace, or Zoom, please contact LLS Instructional Technology at instructional.technology@lls.edu.

Attendance | Participation

Regular class attendance is required. Section 3.2 of the JD Handbook states, "A student is required to attend classes regularly. A student may be withdrawn, and/or excluded from an examination, and given a failing grade in any course in which the student has not maintained a satisfactory attendance record." Students are required to attend all class sessions except in the case of illness or exigent circumstances that the student has communicated to us or the Office of Student Affairs. We will note your attendance at each synchronous class session and follow up with any students who miss sessions to discuss their participation in the course.

Regular and Substantive Interactions: Students will have regular and substantive interactions with us and with classmates. During synchronous meetings, we will work in a large group and in smaller groups within breakout rooms. Between synchronous meetings, students will complete a variety of asynchronous assignments, both individually and in small groups. Types of assignments include:

- Reading and viewing resources identified by us (1-3 hours of reading/viewing per week).
- Policy meetings with our community partners and/or public agencies (1-2 hours per week).
- Students are encouraged to contact us to set up an appointment to discuss work related to the course.

Participation is vital to your success as a student. Participation will include class discussions and is expected for class sessions that meet in person and, if necessary, via zoom. Repeated absences or lack of participation or a combination of both may preclude you from meeting the course requirements.

Active participation and engagement are required for students to meet the highest expectations for this course. Students are expected to participate in all assigned online class activities and assessments. Student engagement in this course is defined as meaningful and substantive participation in course discussions and course assignments. Attendance at all synchronous class sessions is expected. Completion of course assignments and frequent login/access of course materials on Brightspace are also part of student engagement. We will follow up with students privately who are late on assignments or are not participating in meaningful ways in the course.

Communication is Key

We acknowledge that we are in a global pandemic and that we all have needs that will impact our participation in this course. Students are expected to communicate their needs early and

often. If you need accommodations for practicum-related work, please request this as soon as possible.

Grading

Your grade in the course will be based on the following assignments, as well as your participation.

1. Public Record Act Request (10%)
2. Public Comment (10%)
3. Policy Project (20%)
4. Class Participation (10%)
5. Policy Paper (50%)

Completion of asynchronous assignments and feedback on those assignments during the semester: We will monitor completion of asynchronous work and course assignments. Feedback may be communicated through email or Brightspace, including assignment feedback tools.

Course Schedule

Week	Topic	Readings Assignments
1/17/23	Current State of Education System	<ul style="list-style-type: none"> • Are We Ready for School Abolition? (Stovall) • School Wasn't So Great Before Covid-19 (Atlantic) • State of Student Wellness 2021 • Review LAYUP talking points for Youth Justice Reimagined • 6 new findings about learning loss during the pandemic (NPR) • How chaos in L.A. juvenile halls affects incarcerated kids (LA Times) • Anticipating an increase in student misbehavior, California releases new discipline guidelines (EdSource) • Podcast: The Daily – Nation's Report Card on Remote Learning <p>Assigned Today: Public Comment and Policy Project</p>
1/24/23	California School Finance and Equity	<ul style="list-style-type: none"> • Watch Public Advocates on LCFF • CA School Law CH 3: Equity, Adequacy, and School Finance plus chapter updates starting on page 14 • Why School Funding will Always be Imperfect (Atlantic) • Policy Brief: Targeted K–12 Funding and Student Outcomes (PPIC) • Our Right to Resources Flyer (Public Advocates) <p>In Class Policy Highlight: LCFF Equity Coalition</p>
1/31/23	Education for System-Involved Youth	<ul style="list-style-type: none"> • CA DOJ Settlement with LACOE • POC Education Report • Education Justice Coalition Letter to BOS

		<ul style="list-style-type: none"> • Skim ACR Foster Youth Education Toolkit • LAUSD Foster, Probation, Homeless Youth Bulletin <p><i>In Class Policy Highlight:</i> Education Justice Coalition</p> <p><i>Assigned Today:</i> Public Records Request</p>
2/7/23	Movement Lawyering	<ul style="list-style-type: none"> • Ella Baker CH 9 • Rebuilding Ethical Compass of Law (Shah) • Ten Questions for Social Justice Lawyers (Quigley) • Dignity in Schools Statewide Policy
2/14/23	Rights of Emergent Bilingual Learners	<ul style="list-style-type: none"> • Lau v. Nichols • Equal Liberties and English Language Learners (Moran) • CDE Facts on ELL • In Search of Equity for ELL (read only Executive Summary and Key Recommendations) • ACLU Opportunity Lost Report
2/21/23	Special Education and Universal Design	<ul style="list-style-type: none"> • Chanda Smith Independent Monitor 2017 Report – pgs 1-11, 43-49 • PBS NewsHour: LA's Bold Move to Reform SPED • Special Education Too Often Leads to Jail (Clarion Ledger) • Reimagining Disability and Inclusive Education Through Universal Design for Learning (Wilson) • TED Talk – Jan Wilson <p><i>Due Today:</i> Public Records Request</p>
2/28/23	Reimagine School Discipline	<ul style="list-style-type: none"> • Is California Doing Enough to Close the School Discipline Gap? (Losen and Martinez) – read only pages 4-6, 27-28. 44-46 • How Black Girls Aren't Presumed to be Innocent (Atlantic) • AB 610 Fact Sheet • AB 610 Background Research • Watch Inside CA Education Restorative Justice • Watch Restorative Justice at Oakland High <p><i>In Class Policy Highlight:</i> Fix School Discipline Coalition</p>
3/14/23	Police Free Schools	<ul style="list-style-type: none"> • We Came to Learn (Advancement Project) • DSC-CA Framework for Abolishing School Police • LAUSD Board Report on School Safety and Reinvestment (start on page 29)

		<ul style="list-style-type: none"> • Fund Black Futures Press Release • Web of Incarceration: School-Based Probation (Nanda) <p>In Class Policy Highlight: LA Youth Uprising Coalition</p>
3/21/23	Teachers Rights and Advocacy	<ul style="list-style-type: none"> • Podcast: Black Parents Take Control, Teachers Strike Back • LAUSD Teachers Strike (2019): https://laist.com/news/lausd-teachers-strike-is-over-heres-whats-in-the-deal • LAUSD Strike (2023): https://www.kcrw.com/news/shows/greater-la/lausd-strike-storms/seiu-jackie-goldberg-parents-students • California Teachers Association Legislative Agenda: https://www.cta.org/our-advocacy/our-advocacy-agenda
3/28/23	A Critical Look at Desegregation and Full Inclusion	<ul style="list-style-type: none"> • Podcast: The Problem We All Live With (Parts I and II) • Brown v. Board of Education and the Interest-Convergence Dilemma (Bell) • Black Segregation Matters (UCLA Report) • Revisit SPED readings <p>Assigned Today: Policy Paper</p>
4/4/23	Community-Led Accountability in Education	<ul style="list-style-type: none"> • A Review of California’s Final ESSA Plan (Ed Trust West) • Our Right to Resources Toolkit (ACLU) • Review: CA State Dashboard for 2018 including CA, LACOE, and LAUSD, LA Senior High, Central Juvenile Hall • CA Department of Education: Accountability for Alternative Schools • Revisit School Finance readings
4/11/23	School Choice: Are Charter Schools the Future?	<ul style="list-style-type: none"> • Excerpt from Education and the Law CH 9: The Burgeoning Charter School Movement and its Implications • California’s Charter Schools Soon to Enter into an Uneasy Era (EdSource) • How Charter Schools Became Such a Big Player in California’s Education System (KQED) • Listen: Schooled Podcast (NPR) – Don’t Eat the Marshmallow <p>Due Today: Policy Paper Outline</p>
4/18/23	Reflection Class	<p>In Class: Come prepared to discuss the themes and lessons learned throughout this semester.</p> <p>Due Today: Policy Project Presentation Due 4/25/23: Public Comment and Policy Paper Rough Draft Due 5/9/23: Final Policy Paper</p>

Course Policies

[Class Recording Access Policy](#)

Class recordings will be posted on Brightspace by the Instructional Technology Department as soon as they are received and processed.

[Reasonable Accommodations](#)

Loyola Law School adheres to a policy of nondiscrimination in its educational programs, admissions policies, financial aid, and other school-related programs on the basis of sex, age, race, color, religious creed, national origin, sexual orientation, disability, marital, parental or veteran status. The Law School complies fully with the provisions of Title IX of the Education Amendments of 1972, Title III of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and related administrative regulations and executive orders promulgated thereunder.

Students in need of reasonable accommodations may review the application guidelines and appeals process at <https://my.lls.edu/studentaffairs/disabilityaccommodations>. For additional information, you may contact Student Accessibility Services (SAS) in the Office of Student Affairs at accessibility@lls.edu or 213-736-8151.

[Reporting Requirements of Sexual or Interpersonal Misconduct](#)

Loyola Law School is dedicated to fostering the education of the whole person and strives to provide an environment that encourages the search for truth and freedom of inquiry. The Law School recognizes the important contribution a diverse community of students, faculty and staff makes towards the advancement of its goals and ideals. The Law School is committed to providing an environment that is free of discrimination and harassment as defined by federal, state and local law, as well as under this policy. Any violations of this policy will be treated as serious misconduct and result in appropriate disciplinary action up to and including dismissal from the Law School.

As responsible employees, faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment and sexual assault, please review the following information on the [Office of Student Affairs webpage](#): Student-on-Student Sexual Misconduct & Interpersonal Conduct Policy & Protocol; LLS & Community Sexual Assault & Interpersonal Misconduct Resource Contact List; & Project Callisto.

[Copyright Policy](#)

Respecting copyright polices and laws is a matter of respecting the intellectual property of others. Respecting copyright includes the intellectual property owned by faculty, staff, and students. All students are expected to adhere to all university intellectual property policies. Refer to the following for detailed information:

- Acceptable Use Policy in the [JD Handbook](#).
- [LMU Copyright and Privacy Policy](#).
- [LMU Library Copyright Policy](#).
- [LMU Intellectual Property Policy](#).

[Course Deadlines](#)

Due dates for all course activities are listed within the Brightspace course site. Dates may be shown on the course calendar but are listed on each activity's instructions page. Note that due dates may vary by day of the week they are due but will always be due by 11:59 PST (regardless of your local time zone). You will need to plan to meet all course deadlines. There will be a penalty for late assignments, absent a request for an accommodation in advance.

[Email Communication](#)

Often we will communicate with the entire class using students' lls.edu email address, so it is essential that you regularly check your LLS email. We will try to respond to email in 24-48 hours during the workweek. We may not respond to your emails during the weekends or after 6:00pm on weekdays, unless it is an emergency.

[Tentative Syllabus](#)

If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications communicated in class, by email, or posted on Brightspace.