



School of Education and Behavioral Sciences
Educational Specialist in School Psychology

SP 703 Legal, Professional, and Ethical Issues in School Psychology

Location meeting and Class meeting schedule: Online Asynchronous
Credits: #3 Section: #90-3 Term: Accelerated Summer 2026

Instructor Information



Instructor: Daniel McCleary, Ph.D., LSP, LP, NCSP

Email: daniel.mccleary@chaminade.edu

Phone: NA

Office Location: NA

Office Hours: NA

Virtual Office: By appointment

Virtual Office Hours: By appointment

Communication

The best way to communicate with me is via email at daniel.mccleary@chaminade.edu. During normal weekdays you can expect a response within 24 hours. However, a longer response time should be expected during holidays, weekends. If you would like to schedule a virtual meeting, send me an email to arrange a mutually beneficial time for us to meet. I am in the Central Standard Time zone.

School & Department Information

School of Education and Behavioral Sciences

Office Location: 3140 Waialae Avenue, Honolulu, Hawaii 96816

Phone: (808) 440-4223 (Program Administration)

If you have questions regarding the Educational Specialist in School Psychology program, reach out to your Instructor or the School of Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides an overview of the legal, ethical, and professional issues surrounding the practice of school psychology. Students will examine legal standards including IDEA, FERPA, and Section 504. Codes of ethics, confidentiality requirements, and federal privacy laws will be covered. Professional standards of practice, conduct, responsibility, and cultural competence will be emphasized. Legal and ethical considerations in assessment, service delivery, and use of digital technologies will be reviewed.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. For example, in a one credit hour traditional face-to-face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2.17 additional hours per week, which equals an additional 32.5 hours. These two sums result in total student engagement time of 45 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 13.5 hours per week engaged in this course, 12 hours on the case scenarios; 2 hours taking quizzes; 1 hour writing a reflection and responding to peer's reflections; 3 hours creating the landmark presentation, 12 hours on the consultation case analysis and approximately 105 hours of additional class engagement (assigned readings and videos).

Required Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

American Psychological Association. (2017, January 1). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

Jacob, S., Decker, D. M., Lugg, E. T., & Diamond, E. (2022). *Ethics and law for school psychologists* (8th ed.). John Wiley & Sons, Inc.

McCleary, D. F., & Dawes, J. (2023). *School psychology ethics in the workplace*. Routledge.

National Association of School Psychology (2020). *The professional standards of the National Association of School Psychologists*. Retrieved May 1, 2021, from <https://www.nasponline.org/x55315.xml>

Recommended Items

McBride, G., Dumont, R., & Willis, J. O. (2011). *Essentials of IDEA for assessment professionals*. A. S. Kaufman & N. L. Kaufman (Eds.). John Wiley & Sons, Inc.

Canvas (<https://chaminade.instructure.com>)

Canvas is the learning management system (LMS) used by Chaminade University. This platform will be used for all coursework and is where you will find your assignment grades.

Learning Outcomes

EdS in School Psychology Program Learning Outcomes (PLOs)

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)

5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Course Learning Outcomes (CLOs)

1. Examine legal standards, regulations, and case law applicable to the practice of school psychology. (NASP 10)
2. Apply professional codes of ethics and standards in the ethical provision of school psychological services. (NASP 10)
3. Adhere to privacy laws and legal requirements in collecting, storing, and sharing student data and records. (NASP 2)
4. Develop an understanding of ethical and legal issues in assessment, intervention, consultation, and use of digital technologies. (NASP 2 & 10)
5. Integrate legal knowledge, ethical problem-solving skills, and culturally responsive practices into one's emerging professional identity as a school psychologist. (NASP 2 & 10)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course primarily focuses on values #2, 4, and 5 above. You will be exploring developmental theories and the diversity within human development, as impacted by culture, the environment, genetics, and neural functioning.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2, 3, 4	2, 3, 4, 5	2, 4, 5
PLOs	1	3	1	1
Native Hawaiian Values	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5
Gen Ed Learning Outcomes (if applicable)	NA	NA	NA	NA

Course Activities

Discussions

Reflection Post and Comments (50 points//11%). Students will write a 1-2 page reflection on what they have learned in the course and how it applies to their current or future work in school systems. The reflection will be posted on the course website for peers to read and comment on. The post should not be a summary of information presented in the course. Instead, it should present how the information in the course pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one's perspective of ethics and laws related to school systems has changed over the course of the semester. Each student must also respond to at least 3 peer's reflection post in a meaningful and thoughtful way. ***In order to respond to peer's post before the due date, you and your peers will have to post your reflections well before the due date.***

Quizzes

Quizzes (100 points//22%): Twelve quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the week the quiz is given. The lowest two quiz grades will be dropped.

Team Projects

Case Scenarios: Group Project (100 points//22%). In groups of three, students will work collaboratively using an ethical problem-solving model to evaluate case scenarios related to the practice of school psychology. Each group will submit a total of 12 case scenarios for a grade, two per designated week. The lowest two case scenario grades will be dropped.

Individual Projects

- 1. Landmark Presentation (100 points//22%):** Students must select and present a landmark court case related to working within a school system to the class. A non-exhaustive list of landmark court cases is attached at the end of this syllabus. Students are required to identify the year, plaintiff(s), defendant(s), why the case went to court, decision of the court, and how the decision affects the education system. Presentations shall address related and current case law, citing related ethical standards. A brief summary handout should also be created and posted on the course website. Video recorded presentations should last between 10-12 minutes.
- 2. Consultation Case Analysis (100 points//22%):** For this assignment, you will analyze an ethical or legal dilemma that arises during consultation with an educational team. In a 5-7 page paper:
 1. Describe a scenario involving a consultation case where there are ethical, legal, or professional issues to navigate. Identify the key issues and any relevant laws, regulations, or ethical codes.
 2. Discuss how you would build understanding and consensus among the team to address the concerns. Explain how you would apply consultation models and collaboration strategies.
 3. Outline how you would ensure legal compliance, responsible record-keeping, and confidentiality given the parameters of the case.
 4. Reflect on how you would conduct yourself professionally and uphold ethical obligations as a consultant. Discuss how you would use self-assessment and responsiveness to diverse perspectives.
 5. Explain how you would evaluate the effectiveness of the consultative process and implement decisions in an ethical manner.

Your paper should demonstrate the application of consultation models, privacy laws, ethical codes, professional standards, cultural responsiveness, and reflective practice. Use the *NASP Principles for Professional Ethics*, case law examples, and readings to support your analysis.

This assignment allows you to illustrate your consultative problem-solving skills while addressing legal/ethical knowledge, privacy, professionalism, and diversity factors consistent with NASP Domains 2 and 10.

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by **contacting the instructor prior to missed class or assignment**. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Use of Artificial Intelligence (AI)

****All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.**

Late Work

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of*

zero. If the late assignment is accepted, **ten points** will be deducted for every day the assignment is late.

Extra Credit

Official Course Evaluation (3 points): 100% of students must complete for any student to receive credit.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

An Incomplete will be given under limited circumstances (e.g., personal situations, illness). The University policy for incompletes will be used (consult these guidelines). Make-up procedures must be arranged immediately with the instructor of record. It is my intention to facilitate your success in this course. Please do not hesitate to contact me if you feel there are specific barriers preventing this goal.

Final Grades

Final grades are submitted to [Self-Service](#):

A	= 93-100%	(418.5 - 450 points)
A-	= 90-92%	(405 – 418.4 points)
B+	= 87-89%	(391.5 – 404.9 points)
B	= 83-86%	(373.5 – 391.4 points)
B-	= 80-82%	(360 – 373.4 points)
C	= 70-79% (Failed – No credit given)	(315 – 359.9 points)
F	= 0 – 69% (Failed – No credit given)	(0 – 314.9 points)

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

****All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me**

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

WK#	WK of	Topic	Required Reading	Assignments (all are due on <u>Friday</u>)
1	7/13	Course introduction/syllabus	Syllabus	
		Ch.1 Ethics in SP Principles for Professional Ethics	Jacob et al. NASP	Quiz 1
2	7/20	Ch. 2 Law and SP Ethical Principles & Code	Jacob et al. APA	Quiz 2
3	7/27	Ch. 3 Privacy, Consent, & Records	Jacob et al.	Quiz 3
4	8/3	Ch. 4 Legal Issues & IDEA ABCs & 123s Encryption//Professional Your Professional Will	Jacob et al. Good Practice Good Practice	Quiz 4 Landmark Presentation DUE
5	8/10	Ch. 5 504 & ADA Chs. 4-5 Consent & Confidentiality	Jacob et al. McCleary & Dawes	Quiz 5 Group Project #1
6	8/17	Ch. 6 – Issues in Assessment Chs. 6-7 Competence & Service Provision	Jacob et al. McCleary & Dawes	Quiz 6 Group Project #2
7	8/24	Ch. 7 Issues in Interventions Chs. 8-9 Records & Credentials	Jacob et al. McCleary & Dawes	Quiz 7 Group Project #3
8	8/31	Ch. 8 Indirect Services I Chs. 10-11 Collaboration & Disclosure	Jacob et al. McCleary & Dawes	Quiz 8 Group Project #4 Consultation Case Analysis DUE
9	9/7	Ch. 9 Indirect Services II Chs. 10 Issues in Research Chs. 12-13 Professionalism and Scholarly Activity	Jacob et al. Jacob et al. McCleary & Dawes	Quiz 9 Quiz 10 Group Project #5 Reflection Post & Comments DUE
10	9/14	Ch. 11 Issues in Supervision Ch. 12 Advocacy Ch. 14 Complex Case Scenarios	Jacob et al. Jacob et al. McCleary & Dawes	Quiz 11 Quiz 12 Group Project #6

Rubric for Consultation Case Analysis Assignment:

Criteria	Exceeds Expectations (~15 points)	Meets Expectations (~10 points)	Approaching Expectations (~5 points)	Below Expectations (~0 point)
Description of consultation case scenario and legal/ethical issues	Concisely outlines a case consultation scenario and thoroughly identifies complex legal and ethical issues involved	Clearly describes the case scenario and identifies the main legal and ethical issues	Vaguely describes the consultation scenario and does not identify all legal/ethical issues	Scenario lacks clarity and fails to identify legal or ethical issues
Application of consultation models and collaboration strategies (Domain 2)	Insightfully discusses consultation models and applies collaboration strategies that would effectively build consensus among stakeholders	Logically explains consultation approach and strategies to build understanding and facilitate decision-making	Superficially describes consultation model and collaboration strategies	Lacks explanation of consultation models or collaboration strategies
Attention to legal compliance, privacy, and confidentiality (Domain 10)	Thoroughly outlines how legal requirements, privacy and confidentiality would be ensured in accordance with ethics codes and laws	Adequately discusses how legal compliance, privacy and confidentiality would be addressed	Vaguely explains legal requirements and confidentiality	Fails to address legal compliance, privacy or confidentiality

Reflection on professionalism and ethics (Domain 10)	Provides an in-depth reflection on upholding ethical obligations, professionalism, self-assessment, and cultural responsiveness	Discusses professionalism, ethics, self-reflection and cultural responsiveness	Limited reflection on professionalism, ethics, responsiveness	Minimal or no reflection on professionalism or ethics
Evaluation and implementation of consultative decisions (Domain 2)	Insightfully discusses approaches for evaluating and implementing consultative decisions ethically	Explains appropriate processes for evaluation and implementation of consultative decisions	Limited discussion of evaluation or implementation of decisions	No explanation of decision evaluation or implementation
Paper is between 5-7 pages, not including the title page or references		0 1 3		
The paper follows APA-style (7 th ed.), using the Professional Style paper, Times New Roman, 12-point font, and no quotes or artificial intelligence.		0 3 6 10		
The paper is organized logically and is clearly and concisely written.		0 2 4 6		
The paper is free of spelling, typographical, and grammatical errors.		0 2 4 6		

Reflection Post and Comments Rubric

Scoring Criteria	Total Points	Score
Reflection post is 1-2 pages in length	10	
Reflection focuses on what was learned in the course and how it applies to their current or future work in school systems (e.g., how the information pertains to lived experiences and/or connects with information learned in other courses). The reflection may also address how one's perspective of ethics and law has changed over the course of the semester.	20	
The reflection does <i>NOT</i> include a summary or regurgitation of textbook information.	5	
The student responded to at least 3 peer reflection posts in a meaningful and thoughtful way.	15	
Total Points	50	

Landmark Presentation Rubric

Scoring Criteria	Total Points	Score
Introduction is attention getting and lays out the issue well.	5	
Presentation identifies the year, plaintiff(s), defendant(s), why the case went to court, and the decision of the court, and how the decision affects the education system.	10	
Technical terms are well-defined in language a reasonable person could understand (e.g., parent at an IEP meeting).	10	
Presentation contains accurate information (i.e., presenter has a clear understanding of the material presented and provides current information).	10	
Clear explanation of how the decision affects the educational system.	20	
Appropriate amount of material is prepared, and points made appropriately reflect their relative importance.	5	
A <u>one-page handout</u> is provided to the audience. The handout contains pertinent information and is useful (i.e., irrelevant and filler information is excluded).	10	
There is an obvious conclusion summarizing the presentation, with an emphasis on how the landmark case fits within the history and foundation of educational systems.	10	
Information was well communicated and maintained a sense of <i>professionalism</i> .	10	
Length of presentation is within the assigned time limit (10-12 minutes).	10	
Total Points	100	

Areas of Reinforcement:

Areas of Refinement:

Case Scenarios: Group Project Rubric

Date: _____

Names of Group Members: _____

Case Scenario Page Number: _____

Content	Grade
List all applicable codes and standards (3 pts)	
Describe why those codes and standards apply to the current situation and whether a violation has occurred based on those codes and standards. (2 pts)	
Identify contributing factors, including one's own belief system, and actions that could have been taken to avoid the scenario. (2 pts)	
Select the ethical course of action moving forward, as well as risk factors and continued monitoring needs (3 pts)	
Total	

Group report

-The group was cohesive: Yes ____ No ____

-The group worked together, and no one dominated discussion or remained predominately silent:
Yes ____ No ____

-Everyone came prepared to discuss the case and contributed to the discussion: Yes ____ No ____

If no, explain:

Selected Landmark Court Cases

PARC v. Commonwealth of Pennsylvania
Brown v. Board of Education
Mills v. Board of Education of the District of Columbia
Tinker v. Des Moines Independent Community School District
Tarasoff v. Regents of the University of California
Diana v. State Board of Education
Guadalupe Organization, Inc. v. Tempe Elementary School District
Hobson v. Hanson
Ingraham v. Wright
Larry P. v. Riles
PASE v. Hannon
Parents Against Abuse in Schools v. Williamsport Area School District
Wyatt v. Stickney
Plessy v. Ferguson
Goss v. Lopez
Parham v. J. R.
Georgia State Conference of Branches of NAACP v. State of Georgia
Mattie T. v. Holladay
Wood v. Strickland
Washington v. Davis
Lau v. Nichols
Board of Education of the Hendrick Hudson Central School District v. Rowley
Irving Independent School District v. Tatro
Oberti v. Clementon
Newport – Mesa Unified School District v. State of California Department of Education
J. L. and M. L. and their minor daughter K. L. v. Mercer Island School District (2006)

*Also see Appendix C in Jacob et al. (2022)