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limits on educational use of copyrighted materials and intellectual property be revised to give schools more latitude and guidance?";
 ""OVERVIEW Ralph D. Mawdsley Cleveland State University""
 ""POINT: Clayton H. Slaughter Greencastle Community Schools""
 COUNTERPOINT: Amanda Harmon Cooley South Texas College of Law"";
 ""3. Should schools have the authority to require students to wear uniforms?"; ""OVERVIEW Charles J. Russo University of Dayton"";
 ""POINT: Richard Fossey University of North Texas""; ""COUNTERPOINT: Todd A. DeMitchell University of New Hampshire""; ""4. Should students be subject to random drug testing?"; ""OVERVIEW Charles J. Russo University of Dayton""; ""POINT: Robert C. Cloud Baylor University""; ""COUNTERPOINT: Luke M. Cornelius University of North Florida""
 ""5. Should teachers be subject to drug testing?"" ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""; ""POINT: Robert C. Cloud Baylor University""; ""COUNTERPOINT: Richard Fossey University of North Texas""; ""6. Are the disciplinary standards under the Individuals with Disabilities Education Act fair to all students?"; ""OVERVIEW Charles J. Russo University of Dayton""; ""POINT: Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""
 ""COUNTERPOINT: Robert J. Safransky Nova Southeastern University""
 7. Are school boards adequately meeting the IDEA's requirement of providing a free appropriate public education for all students with disabilities?"; ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""; ""POINT: Timothy E. Morse University of Southern Mississippi Gulf Coast""; ""COUNTERPOINT: Margie W. Crowe University of Southern Mississippi""; ""8. Do current laws adequately protect the educational rights of homeless children?""
 ""OVERVIEW Allan G. Osborne, Jr. Principal (Retired), Snug Harbor Community School, Quincy, Massachusetts""

Sommario/riassunto

Chapters explore such varied issues as academic freedom, copyright, privacy rights of students and of teachers, due process rights, unions and collective bargaining, and more. Each chapter opens with an introductory essay by the volume editor, followed by articles written and signed by invited experts, and concludes with Further Readings and Resources.
